

**2023 Five-Year Self Evaluation
of the Status of Nondiscrimination and
Equality of Educational Opportunity
Report**

School District of Greenfield

Date: 1 / 8 /2024

Approved by the School Board on

1 / 22 /2024

Monica Garcia, Ph.D.

Director of Student Services

4850 S. 60th Street

Greenfield, WI 53220

(414) 855-2044

FAX (414) 855-2051

mgarcia@greenfield.k12.wi.us

DPI Contact: Paul Sherman, Pupil Nondiscrimination Program Consultant

Phone: 608-267-9157 Email: paul.sherman@dpi.wi.gov

CESA 1 Contact: Kaari Olson, Director of Special Education/Pupil Services

Phone: 262-787-9500 Email: Kolson@cesa1.k12.wi.us

Table of Contents

Introduction	Page 3
Contributors to the Pupil Nondiscrimination Self Evaluation Report	Page 4
Wisconsin State Statute 118.13 and Administrative Rule PI 9.06	Page 5
District Overview- School District of Greenfield	Page 6
Benchmarks and Indicators for Completing the Self-Evaluation Process	
A. School Board Policies and Administrative Procedures PI 9.06(1)(a)	Page 6
B. Enrollment Trends in Classes and Programs PI 9.06(1)(b)	Page 7
C. Methods, practices, curriculum and materials used in the instruction, counseling and pupil assessment and testing PI 9.06(1)(c)	Page 8
D. Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment PI 9.06(1)(d)	Page 10
E. Participation trends and patterns and school district support of athletic, extracurricular and recreational activities PI 9.06(1)(e)	Page 11
F. Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district PI 9.06(1)(f)	Page 13
G. School district efforts to achieve equality of educational opportunity and nondiscrimination PI 9.06(1)(g)	Page 15
H. School district technology, including electronic communications by school district staff PI 9.06(1)(h)	Page 17
I. Participation in the self-evaluation by pupils, teachers, administrators, parents/guardians, and residents of the school district	Page 18
J. Written Report of the Evaluation PI 9.06(3)	Page 18

Introduction

Wis. Admin. Code § PI 9.06 requires school boards to evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every five years and report the results to the Department of Public Instruction.

To meet the five-year evaluation and reporting requirements, districts must evaluate the status of nondiscrimination and equality of educational opportunity in the following eight areas:

- 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.

During the district self-evaluation, the district must provide an opportunity for participation by pupils, teachers, administrators, parents/guardians and residents of the school district. In addition, the district must prepare a written report of the evaluation which shall be available for examination by residents of the school district.

The self-evaluation process must be completed by **May 30, 2024**. Districts will be required to assure the Department that: the district's self-evaluation explored the eight required areas; provided an opportunity for participation in the process by pupils, teachers, administrators, parents/guardians, and residents of the school district; and resulted in a written report available for examination by residents of the school district. The district must also submit a copy of this written report to the Department upon request.

Contributors to the Pupil Nondiscrimination Self Evaluation Report

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

Name	Position
Kathy Aderhold	Parent Representative
Patrice Ball	Director of Curriculum, Assessment, and Instruction 6-12
Lisa Elliott	Superintendent
Monica Garcia	Director of Student Services
Pat Graziano	District Technology Manager
Mai Yia Lor	School Social Worker, District
Charity Meyer	Director of Curriculum, Assessment, and Instruction K-5
Mary Pederson	Student Enrollment Coordinator/Data Specialist
Melinda Redlinger	Social Studies Teacher, Greenfield High School
Nina Rouse	Athletics and Activities Director
Tracy Sanchez	English Learner K-12 Specialist and Coordinator
Jessica Stein	Family Engagement Coordinator
Rebecca Stoltz	Director of Special Education
Michelle Wauer	School Counselor, Greenfield High School
Dave Williams	Human Resource Specialist
Lindsay Wurster	Assistant Principal, Greenfield High School

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> <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 	<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>

District Overview- School District of Greenfield

Located in the southwestern Milwaukee County suburb, the School District of Greenfield serves over 3,600 students between the ages of 3-21, across six school locations, four elementary schools, one middle school and one high school.

Mission of the District - The School District of Greenfield believes all learning begins with meaningful relationships. Our mission is to develop learners who can apply knowledge and think innovatively as a result of engaging in rigorous and relevant opportunities.

Benchmarks and Indicators for Completing the Self-Evaluation Process

The following benchmarks were used by the district team in evaluating each of the required areas under Wis. Admin. Code § PI 9.06.

A. School Board Policies and Administrative Procedures PI 9.06(1)(a)

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 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

Requirement - Evaluate board approved policies and procedures

Indicators:

- Upon a review and evaluation of current school board policies, employee handbooks, and student handbooks the following was determined:
 - The district has adopted and regularly revises all applicable school board policies governing nondiscrimination and access to equal educational opportunity. Specific policies are indicated below:
 - po1422, po3122, po4122 NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY
 - po1422.02, po3122.02, po4122.02 NONDISCRIMINATION BASED ON GENETIC INFORMATION OF THE EMPLOYEE
 - po2260 NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATION OPPORTUNITY
 - po2260.01, po3123, po4123 SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY
 - po 2266 NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES
 - The policies reviewed include reference to protected classes listed under Wis. Stat. § 118.13.
 - There is a separate anti-harassment board policy (po5517 STUDENT ANTI-HARASSMENT).

- The policies are publicly accessible to all individuals via the district’s website.
- The class 1 legal notice is published annually on the district’s website.
- The written discrimination complaint procedure provides for a written acknowledgement of the complaint within 5 business days and final resolution of the complaint within 5 business days.
- The discrimination complaint procedure provides for a written decision that notifies the complainant of the right to appeal a negative determination with the District Administrator within five (5) business days, and a required response from the District Administrator within ten (10) business days.
- If the complainant remains unsatisfied, they may file a written appeal with the Board of Education within five (5) business days of response receipt and the Board of Education must meet with the parties within twenty (20) business days of the receipt of appeal, and must provide each party with a disposition of the appeal within ten (10) business days of the meeting.
- All student and employee handbooks provide individuals with clear information and guidance for making a discrimination complaint.
- The procedures in place are determined to be effective in resolving complaints.

Summary: A review of School Board policies and administrative procedures indicated the District is current and in compliance relative to all policies, administrative guidelines, and procedures related to anti-harassment, non-discrimination, and equal employment. The District ensures all required documents are properly posted and Board policies, processes, and procedures are up-to-date and accessible to the public by multiple means.

Recommendation for Growth: Continue the regular process of reviewing and revising our policies and administrative guidelines to ensure continued growth and up-to-date practices. Communicate in a timely manner, any annual review changes approved by the school board with district administrators who can then share with relevant individuals and update our written and posted materials.

B. Enrollment Trends in Classes and Programs PI 9.06(1)(b)

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

Requirement - Evaluate enrollment trends and patterns in classes and programs including a review of the data for the last three years.

Indicators:

Total Enrollment for District:

2022-23: 3,493

2021-23: 3,392

2020-21: 3,367

Enrollment in AP classes at GHS (19 offerings)

2022-23: (19.3%)

2021-22: (19.1%)

2020-21: (17.6%)

Enrollment in Career and Technical Education (CTE) Courses at GHS

2022-23: (66.5%)

2021-22: (57.5%)

2020-21: (33.5%)

Summary: Overall enrollment in the district has been stable over the last three years. Enrollment data in AP courses over the last three years has slowly increased from 17.6% to 19.3%.. Enrollment in CTE courses has significantly increased from approximately 33.5% to 66.5%. Available AP test data suggests that the majority of test takers are female (68.2% vs. 31.8% in 2021-2022). In 2021-2022, Asian students took AP exams at double the rate (6.9% of overall enrollment and 12.7% of AP exams taken) compared to overall student enrollment. Comparatively, in 2021-2022 White students accounted for 53.7% of overall enrollment and 59.9% of AP exams taken. Conversely, Black students were almost twice as likely to NOT take an AP exam (4.8% enrolled vs. 2.8% taking exams) compared to all other student groups.

Recommendations for Growth: Accurately collect, store, and disaggregate data regarding Advanced Placement exam test takers. Continue to promote and offer CTE opportunities for students. The district should continue to encourage and support students electing to take one or more AP courses/exams to ensure a more representative sample of the overall school enrollment trends by race/ethnicity and disability. The district/school has already removed some barriers to students taking AP coursework, such as suggesting but not requiring prerequisite courses prior to taking an AP class. Considering other strategies to promote AP courses and identify/reduce barriers that might prevent students from taking AP courses while in high school is a continued area for growth.

C. Methods, practices, curriculum and materials used in the instruction, counseling and pupil assessment and testing PI 9.06(1)(c)

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: (1) Ensure that the goals of equity and excellence for all students are demonstrated through the school counseling practices in the district, and (2) Ensure counselors emphasize that courses, programs, roles, and careers are open to all students regardless of gender, race, national origin, or disability.

Requirement - Evaluate methods, practices curriculum and materials used in instruction, counseling, and pupil assessment and testing.

Indicators:

How are accommodations and support services provided to students? (Students with disabilities, ELL, etc...)

Each school in the district offers support services to all students at all grade levels. This includes Special Education services, accommodations for students with 504 plans, at-risk students, and English-language

learners. Resources are offered during the school day and after school through various programs. Professional staff are made available to students and trained to help students.

How are accommodations and support services provided to families?

Counselors offer individual meetings with all families in multiple grades as a part of the service delivery model, and as needed, or requested, by families. Families have access to student grades, attendance, message centers, and other school-related information via an online portal.

Are culturally and linguistically accessible support services to students and families provided?

Yes. Each school has an EL specialist that supports our English Learners and their families. The EL specialist works with classroom teachers and staff to ensure that content is made accessible to all. The District has several tools and resources to provide translation, interpretation and differentiation for students and families (see details of specific resources in section H).

Does academic planning and support services assist students in closing the achievement gap?

Analysis of data related to minority student achievement would indicate that we are providing the necessary academic and support services. Our academic planning and support services take into consideration cultural issues and relevance. Our high school program provides tailored support to at-risk students; students who are struggling learners have access to our Restorative Learning and Assessment Center.

How do counselors emphasize that courses, programs, opportunities and careers are open to all students regardless of sex, race, religion, national origin, ancestry, creed, pregnancy, parental status, marital status, sexual orientation, physical disability, mental disability, emotional disability and learning disability?

Counselors provide information through multiple venues and to multiple audiences in order to engage students and families. At the secondary level, information regarding courses and programs is delivered during the school day to ensure that all students hear the same information and understand the opportunities available. Additionally, students have an individual meeting with a counselor during the student's 8th grade and 11th grade years to review college and career options. We extend an invitation to families to attend these planning meetings along with their students.

What strategies do counselors use to monitor their own biases and stereotypes?

At this time our school counselors and teaching staff have engaged in self-reflection as part of our professional practice, professional standards, including development of PPG+s on an annual basis. This is a component to continue to develop practices that align with student needs and professional practices.

Is there a written counseling curriculum for the district?

The District has a written school counseling curriculum for all levels which follows the American School Counseling Association National Model (ASCA) and the ASCA Mindsets and Behaviors for student competencies.. The District's curriculum is continually reviewed. Counseling services and support are based on meeting the developmental needs for each grade level and are reflective of the curricular objectives. In addition, our counselors serve as members on collaborative problem solving teams which review academic and social progress and provide recommendations for possible support.

How is the counseling curriculum implemented in the K-12 classroom?

Classroom activities and interdisciplinary curricular development occur at all grade levels.

What is the process that involves all students in academic planning? What is the process that involves students in career planning?

Counselors work with all and are available to discuss course selection with all students as it relates to academic planning. The district's Academic and Career Planning model is implemented through the 6-12

grade levels. This process is for all, by all, which includes students, parents, teachers, staff and community members as active participants. The district is in the process of developing a comprehensive Education for Employment plan.

What methods are used to ensure that bias and stereotyping are absent from counseling resources and materials?

By following the American School Counseling Association National Model, we ensure that our resources and materials avoid bias and stereotyping. Per Board Policies 2510 and 2521, our instructional materials are selected to ensure that all perspectives are included, that materials are free from bias and are aligned to adopted standards.

Summary: The school district follows adopted policies and State statutes aligned to counseling and academic expectations and review process. The district ensures supports are assessed and revised to meet the diverse learning and social-emotional needs of our student population.

Recommendations for Growth: Strengthen and communicate the progressive articulation of the elements of the ASCA Mindsets and Behaviors across the schools in order to purposefully build toward a K-12 Counseling Model that supports student success.

D. Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment PI 9.06(1)(d)

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.

Requirement - Evaluate trends and patterns in discipline actions, including suspensions, expulsions, and handling of harassment including a review of data for the last three years.

Indicators:

- Male students are two to three times more likely to be suspended than female students
- Black students are more than twice as likely to be suspended compared to all other students
- Students with disabilities are two times more likely to be suspended (in and out of school) compared to students without disabilities
- Asian students are three times less likely to be suspended compared to their peers
- Hispanic students are suspended at a rate that's commensurate with overall enrollment
- The "gap" between the suspension rates of male vs. females closed by 12% from 2021-2022 and 2022-2023 (75% to 63%) Note: total enrollment = male (52%), female (48%), average over last 3 years
- Methods of Analysis included: Reviewed all suspension and expulsion data (including rates) over the last 3 years; Reviewed board policies; Review of student handbooks

Summary: There has been improvement in reducing the discrepancy in the suspension rate of male and

female students in the last two years. There continues to be higher suspension rates for male students, students with disabilities, and Black students, compared to the rest of the student population.

Recommendations for Growth: We would like to decrease the imbalance in proportionate suspensions given to male vs female students and to students with special needs. We can improve these practices by: Continuing and/or expanding the work that the high school is doing to collaborate with the Special Education teachers to support student needs before escalation and to help determine appropriate responses when needed, in order to proactively serve our students and decrease the gap in the amount of suspensions given for students with special needs; Continuing and/or expanding the work that the high school is doing in creating consistent expectations, response, and support for student behaviors to ensure equity amongst student suspension rates; Further exploration of disciplinary structures including coding and resolution (consequences) of behaviors resulting in suspension., and alternatives to suspension. It is also suggested the district continue to develop and implement strategies that build strong relationships with students and families.

E. Participation trends and patterns and school district support of athletic, extracurricular and recreational activities PI 9.06(1)(e)

The purpose of this section is to review participation in PK-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.

Requirement - Evaluate participation trends and patterns and school district support of athletics, extracurricular activities, and recreational activities including a review of data for the last three years.

Indicators:

HS:

Participation over the past three years has been:

22-23: 41%, 21-22: 42%, 20-21: 36%

Female participation has been:
22-23: 45%, 21-22: 42%, 20-21: 38%

Male participation rates have been:
22-23: 55%, 21-22: 58%, 20-21: 62%

Minority participation has been:
22-23: 45%, 21-22: 45%, 20-21: 46%

Students with disabilities receiving special education services participation rates:
22-23: 2.3%, 21-22: 3%, 20-21: 2.3%

HS Title IX:
22-23: 4.9%, 21-22: 7.39%, 20-21: 9.26%

MS:
At the middle school level, participation rates over the past three years has been
22-23: 17%, 21-22: 20%, 20-21: 8%

Female participation has been:
22-23: 18.5%, 21-22: 25%, 20-21: 13%

Male participation rates have been:
22-23: 16%, 21-22: 16%, 20-21: 3%

Minority participation has been:
22-23: 12%, 21-22: 15%, 20-21: 7%

Students with disabilities receiving special education services participation rates:
22-23: 3%, 21-22: 2%, 20-21: 1%

Summary: Athletic participation rates at the high school need to improve to 50% participation or greater in order to reflect the composition of the student body. The Title IX numbers for female athlete participation for the last 3 years have shown a lack of substantial proportionality between male and female athletic participation which should be between 3-5%.

The lack of consistent record keeping seems to be a hindrance in collecting accurate data for the high school and middle school athletic participation. Moving forward, all teams will be rostered through the district's student information system (Infinite Campus). Along with more accurate record keeping, Greenfield High School intends to survey groups each year to ensure athletic interests are being met. At the beginning of the 23-24 school year female athletic surveys were sent out to further expand female programs to meet Title IX Substantial Proportionality requirements.

The School District of Greenfield provides equitable support for all athletics offered to students. All policies and procedures of support are outlined through the Athletics & Activities Handbook, Student/Parent Handbook, Coaches Handbook, and through district policies. All athletics and activities are school-sponsored wherein the nondiscrimination policy is in effect.

[Athletics Data Collection](#)

Recommendations for Growth: Continue to collect data of participation of all students in the high school and middle school to analyze involvement and GPA/ACT correlations; Continue to focus on improving the participation rates of all students in the high school and middle school. Continue to create and promote more opportunities for female participation in athletics (24/25 additions: Girls Rugby, Girls Lacrosse, Girls Flag Football, 25/26 additions: Girls Hockey); Focus on improving more opportunities for students with disabilities (Adaptive sports league initiative); Identify any remaining barriers in each area for students facing economic challenges and identify community services/resources to eliminate those barriers.

F. Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district PI 9.06(1)(f)

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.

Requirement - Evaluate trends and patterns in awarding scholarships and other forms of recognition and achievement including the past three years of data.

Indicators:

- Scholarships, Awards and Recognition at GHS
 - Senior scholarships and awards are self-reported.
 - Cum Laude - This is new since the last self review. Students are recognized for high achievement plus involvement and community service

Over the last three years

- Using three years of data, do the number of awards and the fiscal amounts of the scholarships reflect the overall composition of the student population by sex, race, national origin or disability?
 - *Overall, the trends of students who report scholarship awards tend to follow the overall composition of our student population with the exception of EL and disability.*
- Are some student groups awarded greater numbers of scholarships or greater amounts of money than other groups?
 - *Overall, female students earn a greater number of scholarships.*
- What factors contributing to possible disparities should be identified?
 - *Many scholarships have varying requirements; however, many awards are generally based on academic achievement. Some outside scholarships have requirements based on a student's gender and/or race. Greenfield School based Scholarships are free of biases and do not consider gender, race, or creed. Other factors that we have noticed is the lack of a total number of applications submitted by all students.*

- What efforts does the district undertake to ensure or promote a representative distribution of scholarships/awards?
 - *We have increased the number of cross platform communication regarding scholarship and award opportunities, applied for and received grants to do scholarship writing support sessions and reward students for applications. The district has also created a new staff role of a college and career coach who predominantly focuses on college research, promoting applications, scholarship applications and FAFSA completion.*
- Does the district collect and review scholarship award data in order to identify patterns and trends? Is this data disaggregated by sex, race, national origin and disability?
 - *The district collects data to review general trends and has made active steps to encourage all to apply for scholarships and FAFSA.*

Publication and Notice

- How does the district involve parents and community members from diverse backgrounds in developing effective strategies to publicize available awards and explain how to pursue these opportunities?
 - *Parents come to us for awards and opportunities. Currently all of our information is in English. We use the high school website, grade level google classrooms, Instagram and Facebook to promote opportunities.*
- How are students and parents made aware of the district's nondiscrimination policies and practices for awarding scholarships?
 - *GSD Board policy requires that the awarding of scholarships be done in a nondiscriminatory fashion. This policy is available to all on the GSD district site.*
- Does the disseminated information related to the scholarships/awards clearly explain the application process? How does the district know that this information is made available to all students?
 - *Yes, the application process is made as simple as possible for students. The Student Services Office provides any assistance needed for students. We use the high school website, grade level google classrooms, Instagram and Facebook to promote opportunities.*
- Is the award process clearly defined and available to all students? Is such information available in languages other than English, in Braille, video, or audio versions?
 - *Yes, the process is clear. For students in need of assistance, we provide translation services, when requested.*

Policy and/or Operational Procedures

- Are there policies and procedures in place for accepting and awarding scholarships from groups both within and outside of the school?
 - *In accordance with our District policy, we do not discriminate in the dissemination of information and scholarships.*
- Does the district have formal operational guidelines for students and parents that address all aspects of the scholarship/awards process?

- *For all scholarships, all information is on the school website in terms of dates, deadlines, and procedures for applying.*
- Are the criteria for each scholarship objective, measurable, free of bias, and non-stereotyping?
 - *To the extent possible, the scholarships are free of blatant bias and focus on measurable objectives; however, we do not use consistent criteria to evaluate bias.*
- What is the process for distributing scholarship information to students?
 - *We use the high school website, grade level google classrooms, Instagram and Facebook to promote opportunities.*
- What procedures are in place to ensure that scholarship criteria are applied in a nondiscriminatory manner?
 - *Internal scholarship application formats have been and are regularly reviewed to be sure they are free of bias.*

Summary: The scholarships that are recognized at our scholarship ceremony have moved closer to being reflective of our population, however gaps still remain with respect to our ELL students and students with disabilities in terms of applications and reported awards. Cum Laude Honor recognition is disparate with respect to male/female and within ethnic background. This may be due to a variety of factors such as academic achievement, ethnic belief systems regarding recognition, etc. Methods of Analysis included: Reviewing trends for scholarship awards, interviews with scholarship coordinators, and review of current practices. Supporting Data suggested: Numerical data should be disaggregated on the basis of race, national origin (including students with limited-English proficiency), sex and disability, unless such disaggregation violates student confidentiality.

Recommendations for Growth: Developing and maintaining a systematic/documented process for gathering, analyzing and communicating records as to who is receiving awards, both school and community based, and encouraging students with disabilities to apply for scholarships and the Cum Laude Honor System. Consider delivery modality for recognition to possibly increase student/family interest in reporting awards/scholarships. Consider looking at awards and recognition opportunities from a K-12 lens in the future. In terms of implementation strategies: Student Service personnel can track recipients of scholarships and encourage all students to seek scholarship opportunities. Review delivery modalities of other districts to find additional delivery modalities and implement as appropriate
[21-23 Scholarship and Cum Laude Summary Data](#)

**G. School district efforts to achieve equality of educational opportunity and nondiscrimination
 PI 9.06(1)(g)**

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.

Requirement - Evaluate school district efforts to achieve equality of educational opportunity and nondiscrimination including identifying and closing achievement gaps.

Indicators:

- At the high school level:
 - Greenfield High School has a non-discrimination statement built into the AP courses. The policy is that any student who wishes to take AP classes, will have those classes available to them.
 - The printed brochures we use at all awareness events say "All students are welcome to take an AP class in the area(s) of their interest. We do not require prerequisites or teacher approval to enroll in AP classes at Greenfield. We believe in equity and access."
 - Greenfield High School's Attendance work group is analyzing attendance data to look at attendance trends in order to better support and decrease barriers.
 - This year, the high school started Heritage Celebration months. Hispanic Heritage month was celebrated in September. The other heritage celebration months will be Black History Month and Asian American and Pacific Islander Heritage Month.
 - Educational opportunities are communicated on several platforms: social media, GHS website, student/family newsletter, google classroom, and Infinite Campus messaging.
 - All students have access to support and services offered by student services staff. Students can do this by coming into Student Services to schedule an appointment or schedule through calendly.

- At the district level:
 - Students who are identified as experiencing "homelessness" as defined by the McKinney-Vento Act, are provided additional support and services to ensure school and activity fees are waived. Additionally, all necessary school supplies/equipment are available to the student to eliminate barriers to learning, and to access educational and enrichment opportunities.
 - Each school, each year, collaborates as a team to devise a continuous growth plan that benefits all students. Each building focuses on providing enriching educational opportunities and strategically targets areas of need and growth. These plans are shared with the school board and community.
 - Listening groups and surveys solicit feedback from staff, students, and parents on a variety of issues including academic needs, school climate, safety, and course offerings.
 - District professional learning and instructional practices provide opportunities to support staff and student well being. This is connected to our G21 skills and dispositions [G21](#)
 - The board takes prompt steps to investigate and impose disciplinary action on individuals engaging in prohibited acts, such as hazing, bullying and harassment.

Summary: The District has high standards for both staff and students. Many opportunities exist to provide equity and access to a variety of educational experiences. The district encourages staff development that cares for the well being of educators, students, and families.

Recommendation for Growth: Continued feedback on practices and implementation strategies will further assist the district in future forward planning. The use of thoughtful planning and implementing culturally

responsive practices will support closing achievement gaps and ensuring that our schools are welcoming to all.

H. School district technology, including electronic communications by school district staff PI 9.06(1)(h)

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.

Requirement - School district technology, including electronic communications by school district staff, is accessible by parents and students.

Indicators:

- Infinite Campus - Student information system. One-way communication tool of student records and student progress.
- Language Link - Phone translation is an interpretation service with over 300 languages available. Families can request an interpreter at any time during in person meetings or over the phone.
- ParentSquare - ParentSquare is a home and school communication platform used at Elementary and Middle School. ParentSquare is used to communicate classroom and school information with families. ParentSquare uses Google Translation software to translate content and allow families to receive and send communications in their preferred language. There are 133 languages available on the platform. These languages are automatically translated for text-to-text messages (Posts, Alerts and Direct Messages). The user will receive the message in their preferred language, without any additional steps.
- Talking Points - is a tool staff and families can use to directly communicate with families in a language of their choice through text or in app messaging.
- School District Webpage - The district webpage has an option for translation for anyone accessing the webpage. There are 133 languages available on the platform.
- Smore Newsletter - School information is shared through a Smore Newsletter at the elementary and secondary level. There is a translation feature for families to select. There are 133 languages available on the platform.

Summary: The School District of Greenfield has a variety of communication tools to connect with families. Infinite Campus is used K-12 and provides a one way communication tool for student records, grades, and reports. ParentSquare and Talking points are electronic platforms that provide classroom and school information to families in their preferred language. Language Link provides immediate translation services through an interpreter over the phone.

Recommendation for Growth: We continue to evaluate our communication tools and translation needs. Our next step includes a translated Smore Newsletter at all schools so every family can access the information.

I. Participation in the self-evaluation by pupils, teachers, administrators, parents/guardians, and residents of the school district 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
- Department meetings
- Discussion item at an administrative meeting
- Discussion at small work group meetings

Requirement: Provide an opportunity by a variety of stakeholders including pupils, teachers, administrators, parents/guardians, and residents of the district

J. Written Report of the Evaluation PI 9.06(3)

Requirement: Prepare a written report of the evaluation which shall be available for examination by residents of the school district.

This report will be posted to our District website for review.