

Pupil Non-Discrimination Self-Evaluation Report 2024

School District of Beloit
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SECTION I: 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.

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 had been achieved with the procedural requirements established under s.118.13, Stats., Wisconsin's pupil nondiscrimination law. 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: During the 2006-2007 school year, districts were required to complete Cycle III of the self-evaluation. Reporting requirements under Cycle III are much different than under Cycle I or II because of a detailed data analysis conducted by the department. After a review of all data collection requirements, the department identified only three required data elements of the self-evaluation that were not currently collected and evaluated:

- "...methods, practices, curriculum, and materials used in counseling..." (PI 9.06(1)(c), Wis. Admin. Code)
- "[p]articipation trends and patterns and school district support of athletic, extracurricular and recreational activities" (PI 9.06(1)(e), Wis. Admin. Code).
- "[t]rends 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); and

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

CYCLE V: In 2017-18, districts were once again required to complete the self-evaluation.

Cycle V required districts to evaluate the same three elements as in Cycle III and Cycle IV, create an evaluation report, and assure the department of their work.

CYCLE VI: In 2023-24, districts were once again required to complete the self-evaluation. Cycle VI requires districts to evaluate the following elements:

- School board policies and administrative procedures.
- Enrollment trends in classes and programs.
- Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.
- Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment.
- Participation trends and patterns and school district support of athletic, extracurricular and recreational activities.
- Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district.
- School district efforts to achieve equality of educational opportunity and nondiscrimination.
- School district technology, including electronic communications by school district staff.

Wisconsin State Statute 118.13

118.13 Pupil discrimination prohibited.

(1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's:

- Sex
- Ancestry
- Sexual orientation
- Race
- Religion
- National Origin
- Creed
- Pregnancy, marital or parental status
- Physical, mental, emotional or learning disability

Administrative Rule PI 9.06

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:

- (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,
- (e) expulsions and handling of pupil harassment.
- (f) Participation trends and patterns and school district support of athletic,
- (g) extracurricular and recreational activities.
- (h) Trends and patterns in awarding scholarships and other forms of

- (i) recognition and achievement provided or administered by the school district.
- (j) School district efforts to achieve quality of education opportunity and nondiscrimination.

(2)The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district.

(3)The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.

SECTION II: CONTRIBUTORS TO THE PUPIL NONDISCRIMINATION SELF-EVALUATION

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

Name	Title
Dr. Willie E. Garrison	Superintendent of Schools
Dianelis Almendares	Executive Director - Human Resources
Melissa Beavers	Executive Director - Pupil Services
Bob Chady	Executive Director - Business Services
Theresa Moratek	Executive Director - Teaching, Learning and Equity
Monica Krysztopa	Chief of Communications and Marketing
Eric Weier	Director of Special Education & Student Services
Emily Pelz	Principal, BMHS
Tiffini Schwenn	School Counselor
Angela Snow	School Counselor
Deena Hoey	Registrar, BMHS
Wendy Porter	Administrative Assistant

Opportunities to Participate in the Writing, Development, Final Review/Evaluation of the Pupil Nondiscrimination Self-Evaluation Cycle III 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:

- Review of previous Pupil Nondiscrimination Report (2017)
- Review of reporting requirements and development of report template
- Onsite analysis of trends and patterns in data

- Individual/department meetings
- Discussion item at an administrative meeting
- Copy of report and data provided to the board of education
- Report posted on district website

SECTION III: DISTRICT OVERVIEW - SCHOOL DISTRICT OF BELOIT

Thinking Beyond Now

Located in southern Wisconsin and bordering northern Illinois, Beloit's best assets include a beautiful riverfront; charming downtown full of shops, hotels and restaurants; the internationally renowned Beloit College; the Beloit International Film Festival; miles of hiking and bike trails; interesting museums; and, of course, the School District of Beloit. This town of 37,000 is also the headquarters for several national and international companies including Hendricks Commercial Properties, ABC Supply, Kerry Ingredients, Rakuten, and PlayMonster. The School District of Beloit is a public school district. It has approximately 5,200 students in grades 4k-12 across ten school locations. At the School District of Beloit, we believe in **Diversity** (honoring and respecting our human differences); **Equity** (removing barriers and providing support for individuals to achieve their greatest potential); and **Inclusion** (ensuring each and every one belongs).

Our Mission

The mission of the School District of Beloit, committed to excellence and strengthened and enriched by diversity, is to prepare each student to compete, contribute and thrive as an admirable person in a rapidly changing world by engaging students in a wide variety of high quality, relevant programs in partnership with families, schools and the stateline community.

Our Vision

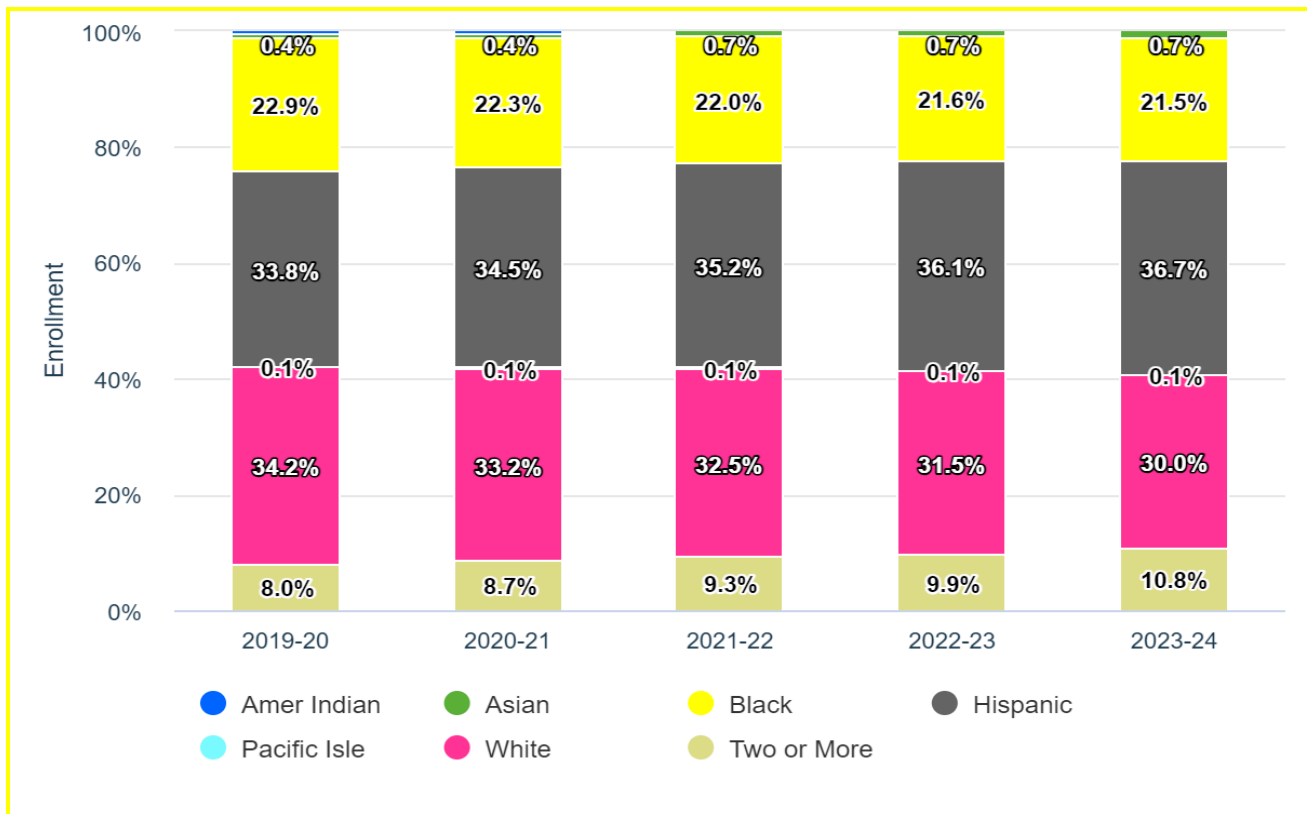
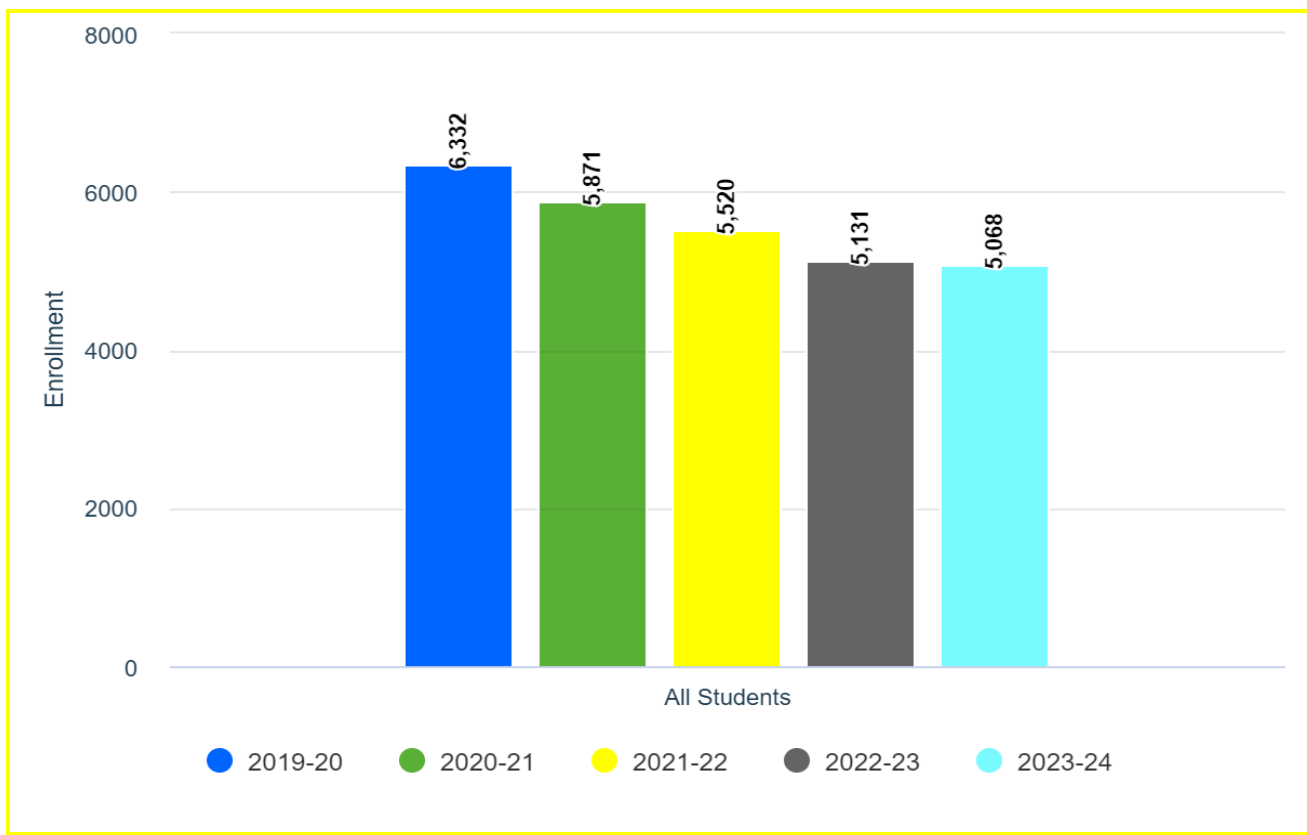
Preparing and inspiring each student to succeed in life and contribute to an ever-changing world.

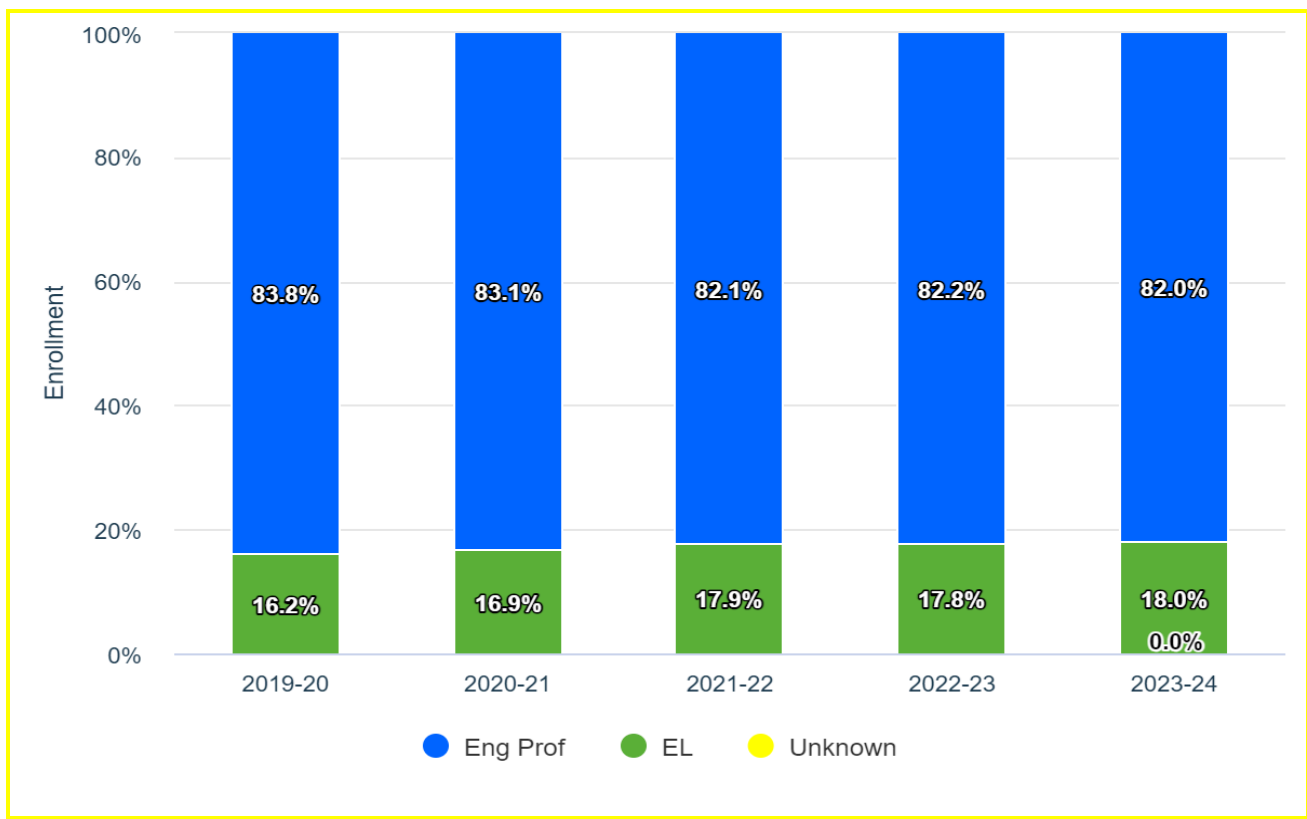
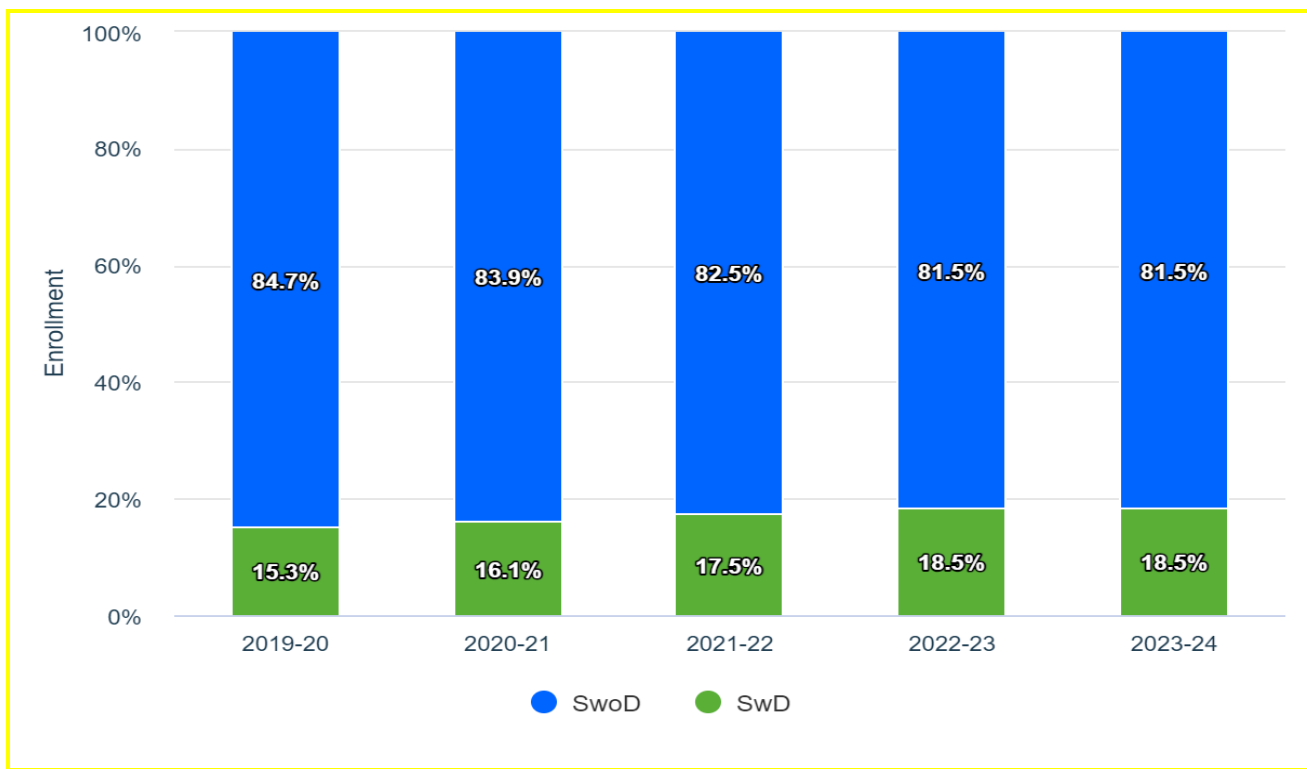
2022-2025 Strategic Plan

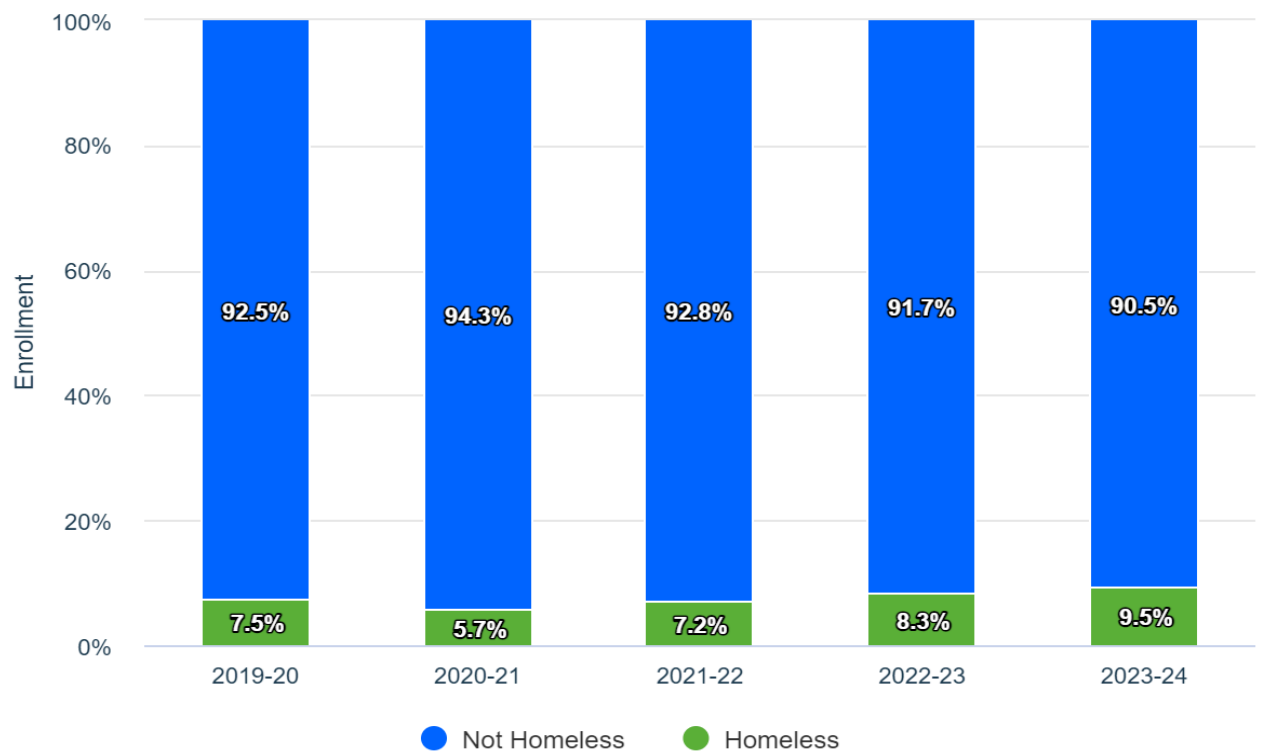
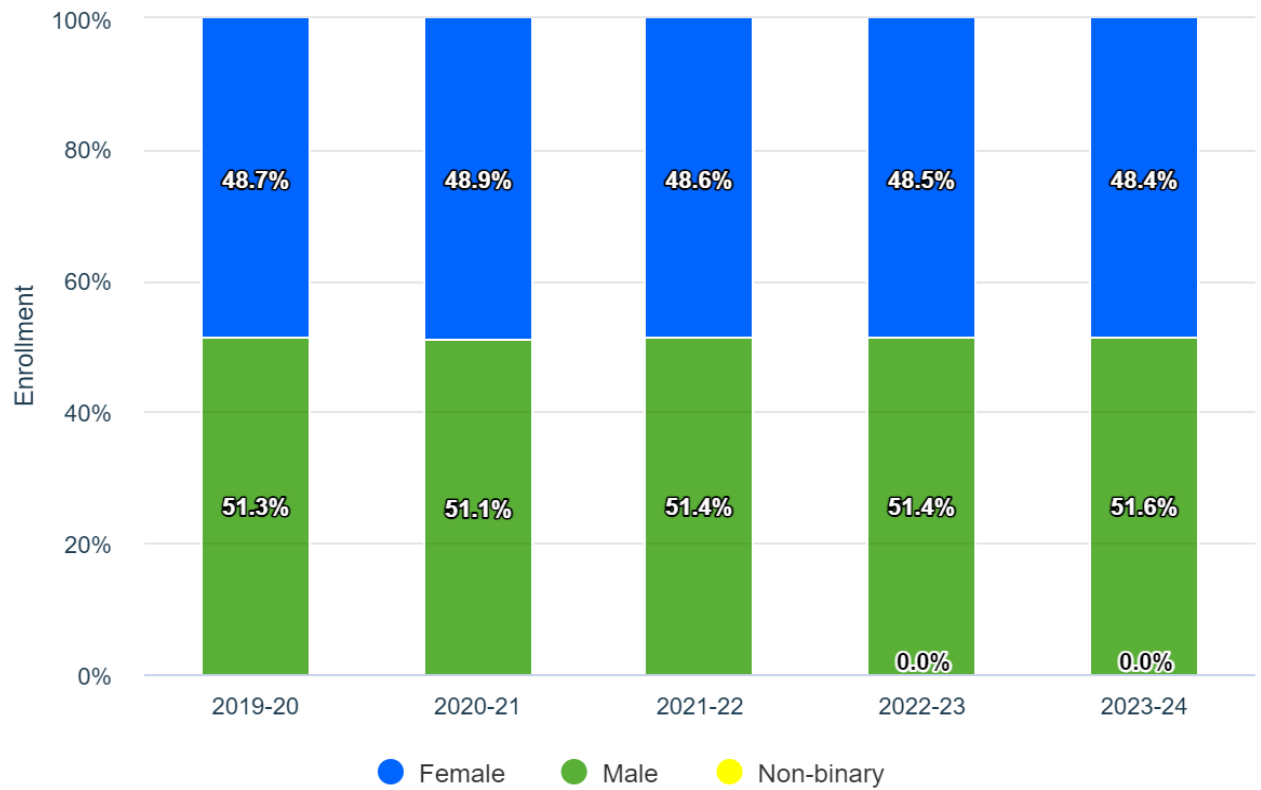
District Enrollment Data

This data below 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 2019-20 and the 2020-21 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 data of the school during those years.

[District Enrollment Link: Wisedash](#)







SECTION IV: SCHOOL BOARD POLICIES AND ADMINISTRATIVE PROCEDURES

The purpose of this section is to ask the district to examine the board policies and procedures that have been adopted by the board.

By evaluating this area, school 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

Method of Analysis:

- Review and examination of policies related to Pupil Nondiscrimination and Equal Education Opportunity
- Review and examination of staff and family handbooks related to Pupil Nondiscrimination and Equal Education Opportunity
- Review of discrimination complaint procedures

Supporting Information:

[School District of Beloit Policies](#)

- Policy 112 Employee Nondiscrimination Statement
- Policy 113 Students and Employees Sexual Harassment Policy
- Policy 411 Student Nondiscrimination Statement and Complaint Procedure
- Policy 411.1 Harassment of Students
- Policy 511 Affirmative Action and Equal Opportunity Employment
- Policy 522.3 Employee Anti-Harassment
- Policy 527 Employee General Conduct Complaint Procedure
- Family Handbook
- Employee Handbook
- [Title IX Training Outline](#)

Findings:

- The District has board approved policies prohibiting discrimination against pupils on the basis of each of the protected classes set forth 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 policies are easily understood and accessible to all staff, students, and parents/guardians.
- The district has trained multiple compliance officers for gender diversity and flexibility in situations where a conflict of interest may exist.
- Information is shared on the district website, in new student orientation sessions, and in staff and family handbooks.

Recommendations for Improvement and Implementation Strategies:

- Policies listed above that have not been reviewed within the past 5 years should be brought to committee for review and possible revisions.
- It is recommended that the district place the nondiscrimination statement in a prominent location within the school website.
- Review both staff and family handbooks annually and continue to include the nondiscrimination statement in both.
- Continue to include Title IX disclosure on the district 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 will have an opportunity to:

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

Summary Report Data

Method of Analysis:

- Collection of course and program data for the past three years disaggregated by sex, race, disability and ELL status.
- Compare class and program data with overall enrollment data.

Supporting Information:

- [Review of policies:](#)
Policy 333 - Curriculum Evaluation
- [District Report to Board: Advanced Learning Opportunities](#)
- [Hanover Research Institute -Detracking MS](#)
- [Example of Data Set for enrollment in Advanced Placement Courses 2023-24](#)

Findings:

- Overall enrollment in the School District of Beloit has consistently dropped for the past five years.
- Progress is made each year toward increased enrollment in courses and programs by underrepresented groups based on gender, and disability.
- During the 2022-23 SY, the SDB collaborated with Hanover Research Institute to identify best practices for detracking middle schools due to at the time the students were being tracked into advanced English and Math courses, which led to underrepresentation of specific student groupings with no direct correlation to advanced proficiencies. Detracking of the MS began in the 23-24 with preliminary curriculum writing to allow for rigorous universal differentiated instruction for all students while maintaining the content aligned to the WI State Standards. .
- The number of students enrolling in advanced placement (AP) courses has increased over the past three years, yet, while there are improvements in addressing disproportionality of representation across racial and ethnic groupings this is still an opportunity for areas of growth. In addition, female students in 2023-24 outpaced males enrollment in AP courses (2021-22, 290 students; 2022-23, 356 students; 2023-2024, 445 students)
- The district added AP African American studies in the 2023-24 SY, which has led to an increase in advanced placement courses per our African American/Black and Latino/a/x populations.
- In 2022-23, the district participated in a study of our gifted and talented program offerings through the University of Wisconsin-Whitewater due to previous practices which led to underrepresentation of our students with specific identifications (ELL, Special Education, African American/Black). The change in criteria and practice has led to increased participation that is more representative of the overall demographic groupings in the district for the past two years. Underrepresentation of special education students is still an area of growth.

Recommendations for Improvement and Implementation Strategies:

- Develop and implement strategies to increase program participation by underrepresented groups.
- A deep analysis of the enrollment in advanced placement courses took place in 2022 through a partnership with ABL. An analysis of enrollment by demographic groupings will become an annual occurrence going forward.
- Continuation towards the detracking of middle school core classes (English) and building upon district curriculum maps to include enrichment activities (English/Math) for all students 5K-8 in real time teaching and learning when demonstration of grade level proficiencies are met while maintaining core content aligned to the WI State Standards
- Continuation of the implementation of newly created criteria (23-24SY) for advanced learning opportunities will continue with annual audit.
- Continue to increase enrollment of female students in the career tech courses in order to meet one of the overall goals in the Perkins Grant.
- Continue to work towards addressing underrepresentation of students (ELL, Latino/a/x, African/American/Black) in advanced placement (AP) courses.

- Explore the option to add AP World Geography for all students in the tenth grade by researching other school district implementations.
- Explore the option to sunset accelerated (honors) courses and replace them with “earned honors” option as traditional accelerated/honors courses have potentially served as a gatekeeper to advanced placement courses. Examples of this evidence-based model are found in Evanston Township High School District 202 (Illinois) and Madison Metro School District (Wisconsin) as demonstrated increased participation and students earning honors status across historically underrepresented groups along with increased participation in advanced placement courses (*Hanover Research, Report 2023, Benchmarking High School Detracking*).

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 methods, 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

Method of Analysis:

- Consultation with school counselor department chair
- [Review of 4K-12 SEL scope and sequence](#)
- Review of 4K-12 SEL curriculum selection process
- Participation and discussion with building level principals and district level administration

Supporting Information:

- [Review of policies:](#)
 - Policy 333 - Curriculum Evaluation
- SEL curriculum resources
 - Character Strong
 - 7 Mindsets
- Review of practices and procedures (small group offerings, suicide risk assessment procedures, attendance procedures, and student support plans)
- Review of program procedures/processes

Findings:

- The School District of Beloit currently has 15 school counselors on staff; one counselor at each elementary school, two counselors at each middle school, four counselors at the high school, and one counselor at the alternative school.
- In addition to school counselors, the District also employs other Student Services staff members who facilitate and support the personal, social, emotional, and behavioral growth and development.
- The Pupil Services Department participates in the implementation of an Equitable Multilevel System of Supports (eMLSS) to academic, behavioral, social, and emotional support of students. The eMLSS identifies universal instruction and support that is for all students as well as tier two (small group) and tier three (individual or small group) supports for students.

- District-wide student screener used for student emotional and behavioral needs (SAEBERS).
- Available resources for students, families, and staff:
 - Care Closets
 - Food Markets
 - Care Solace (Mental Health/Social Services Navigator)
 - Graduation Coach
- The school counselors use the Wisconsin Comprehensive School Counseling model to support students' growth.
- In 2022, the district reviewed and selected *Character Strong's Purposeful People* as the district's universal social, emotional, learning resource for elementary grades (k-5).
- In 2022, the district reviewed and selected *7 Mindsets* as the district's universal social, emotional, learning resource for secondary grades (6-12).
- The social, emotional, learning lessons are delivered to students through a combination of whole class lessons, large group and small group presentations, evening programs, and one on one student sessions.
- Students in grades 6-12 are participating in academic and career planning as part of the course selection and registration. In grades 9-12 students conference with school counselors to develop their academic plan and career goals.
- The district has updated the district's academic career plan in order to better align the 6-12 ACPs to the Academy Model (FordNGL Academy Framework).
- Counselors are reviewing resources and materials from well-established companies that are evidence-based and supported by the Wisconsin School Counselor Association.
- Counselors are regularly reviewing and reflecting on social, emotional, behavioral, and attendance data.

Recommendations for Improvement and Implementation Strategies:

- Continue to monitor the fidelity of implementation of the universal SEL curriculum.
- Schools should maintain a school-wide dashboard for every student - who is in what intervention and what progress (or lack of) is being made; this should include SEB and academic data.
- Enhance ways to teach the SEL competencies to students who are not in the general education setting.

SECTION VII: TRENDS AND PATTERNS OF DISCIPLINARY ACTIONS, INCLUDING SUSPENSIONS, EXPULSIONS, AND HANDLING OF PUPIL HARASSMENT

The purpose of this section is to evaluate trends and patterns in disciplinary actions, policies, and procedures.

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

- ❖ Ensure disciplinary actions and procedures are applied consistently to all students.
- ❖ Harassment policies define harassment, provide examples, explain the consequences, and

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

Summary Report Data

Method of Analysis:

- Review of suspension, expulsion and other discipline data over multiple years.
- [Review of policies:](#)
 - Policy 411 Student Nondiscrimination and Complaint Procedure
 - Policy 411.1 Harassment of Students
 - Policy 447.3 Suspensions/Expulsions
 - Policy 447.3 Rule 1 Suspension Procedures
 - Policy 447.3 Rule 2 Expulsion Hearing Procedures
 - Policy 447.3 Rule 3 Procedures for Considering Expulsion of Students with Disabilities
 - Policy 443.72 Anti-Bullying
 - Policy 443/447 Student Code of Conduct
- Review of family handbook

Supporting Information:

- [Wisedash Data Review](#) from previous years
- [SDB Family Handbook](#)
- School District of Beloit - WI Pupil Nondiscrimination Annual Reports

Findings:

- Family (and staff) handbooks reference board policy regarding harassment and complaint process.
- The percent of students with disciplinary removals has dropped over the past three years.
- The highest number of incidents are endangering behavior and other violations of school rules.
- Male students are being disciplined at a higher rate than female students (almost 2x).
- Students with disabilities are disciplined more often than students without disabilities.
- Black students are being disciplined at disproportionate rates.
- Alternative education opportunities are provided for students who are expelled.
- Discipline data patterns over the past four school years follow the spike of behavior issues following COVID. Our data is trending down and we are close to being back to pre-COVID levels of discipline removals.
- The number of students expelled decreased from the 2021-22 school year. 12 students were expelled during the 2021-22 school year, 2 students were expelled during the 2022-23 school year, and 4 students were expelled during the 2023-24 school year.
 - 8 expulsion hearings for **high school** students were held in the 2021-22 school year, while 1 hearing was held in the 2022-23 school year, and 4 hearings were held in the

- 2023-24 school year.
- 2 hearings for **middle school** students were held in the 2021-22 school year, while 1 hearing was held in the 2022-23 school year, and 0 hearings in the 2023-24 school year.
- 1 hearing for an **elementary school** student was held in the 2021-22 school year, while 0 hearings were held in the 2022-23 and 2023-24 school years.
- 5 expulsion hearings for **special education** students were held in the 2021-22 school year, while 3 hearings were held in the 2022-23 school year, and 1 hearing in the 2023-24 school year.
- The racial/ethnic breakdown of students expelled during the 2023-24 school year compared to previous school years:

	2019-20	2020-21	2021-22	2022-23	2023-24
Hispanic	8	0	1	0	0
Black	16	0	9	1	2
White	8	0	2	1	1
2 or More	1	0	0	0	1

Recommendations for Improvement and Implementation Strategies:

- Develop a system (including a cadence) for district and building level review of discipline data.
- Refresh/train building teams on how to run and analyze their data.
- Continue to increase the use of functional behavioral assessments and behavior interventions plans, especially for students with disabilities. Create an additional BIP flag in the student management system to alert staff of the student's behavior intervention plan.
- Continue to develop and implement policies and procedures focused on maintaining educational opportunity through social/emotional/behavioral intervention and support, rather than exclusionary discipline.
- Ensure each school includes one building goal in their CIP that focuses on student engagement.
- Revise district level AODA procedures.
- Review the continuum of services offered for students.
- Calibrate with the administration around the code of conduct to ensure that disciplinary measures are applied consistently.

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, 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.

Summary Report Data

Method of Analysis:

- Participation and discussion with high school principal (in absence of AD)
- Data pull from Skyward Student Management System
- Data analysis of participation rates, disaggregated by gender, race, disability status, English language learner status

Supporting Information:

- [Beloit Memorial High School athletic and activities offerings](#)
- Participation rates/data from the athletics office
- [Frontline Student Analytics data pull](#)

Findings:

- The SDB offers a wide-range of extracurricular activities and athletics with over 22 varsity sports and more than 20 clubs and organizations, providing students with opportunities to explore different interests including, volunteerism, advocacy, arts, cultures, languages, and more.
- Aldrich Middle School has the highest participation rate by building followed by Beloit Memorial High School.
- We see the highest participation rate in seventh grade.
- There are no opportunities for elementary students to participate in extracurricular activities.
- Male and female students participate in athletics and activities about equally with females marginally higher.
- Our white students are participating in athletics and activities at a higher rate than

any other race.

- Activities/athletics available to males and females are comparable in type.
- Black or African American students are underrepresented.
- Students with disabilities are significantly underrepresented.

Recommendations for Improvement and Implementation Strategies:

- Create a systematic way to track data of extracurriculars at all levels to reflect participation rates, disaggregated by gender, ethnicity, race and disability status for each one.
- Focus on improving the participation rates of underrepresented groups in athletics and activities.
- Focus on improving the participation rates of students with disabilities in all areas and removing or addressing barriers to participation.

SECTION IX: TRENDS AND PATTERNS IN AWARDING SCHOLARSHIPS AND OTHER FORMS OF RECOGNITION PROVIDED OR ADMINISTERED BY THE DISTRICT

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

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

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

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. To determine if the overall effect is non discretionary, 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

Method of Analysis:

- Participation and discussion with high school school counselor and HS principal
- Review of policies, award recipients, and all scholarship related materials
- Analysis of gender, race, ELL and disability status of the recipients

Supporting Information:

- Policy 460 Student Scholarships and Awards
- Policy 461 Technical Excellence Higher Education Scholarship
- [SDB website](#)
- BMHS Newsletters
- [Data list of scholarship awards and recipients](#)

Findings:

- Scholarship information is posted on the BMHS website to assist in the search for scholarships and application process.
- Senior students receive emails regarding scholarship information; they also receive this information through their Xello accounts.
- Parents and students are invited and encouraged to attend FAFSA workshops. Information for this is shared through the BMHS newsletter.
- Senior Success Seminars are held monthly and include information, support, and tips for finding and filling out scholarship applications.
- The high school counseling office keeps a list (student self-reported) of the scholarship recipients, however this list is not broken down by gender, ethnicity, race, disability or ELL status.
- Females are disproportionately awarded more scholarships than males.
- Students with disabilities and ELL students are significantly underrepresented.
- More than half of the students awarded scholarships are white.

Recommendations for Improvement and Implementation Strategies:

- Scholarship data needs to be collected annually and disaggregated by gender, race, disability and EL status. This data should be shared with HS administration.
- Data should be reviewed annually by a team with recommendations made to the process to improve participation rates and scholarship recipients across gender, race, disability and ELL status.
- Information on applying scholarships needs to be more readily available to all students and their families and in their native language as much as feasible.

SECTION X: SCHOOL DISTRICT EFFORTS TO ACHIEVE EQUALITY OF EDUCATION OPPORTUNITY AND NONDISCRIMINATION

The purpose of this section is to evaluate the district's efforts to achieve equality of education

opportunity and nondiscrimination. Focusing on the district's efforts and progress in closing academic achievement gaps and creating a school environment that does not discriminate based upon the protected categories listed in Wis. Stat. 118.13.

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

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

Summary Report Data

Methods of Analysis:

- School Board Agendas
- Review of School District of Beloit mission and vision statements
- Review of the [2022-2025 Strategic Plan](#)

Supporting Information:

- School Board policies
- School Board agendas and minutes
- School District of Beloit website and communications

Findings:

- Within the last five years the School District of Beloit worked cooperatively with staff and community stakeholders in the creation of a Strategic Plan, which directly addresses the quality of the education for all students and the district's focus on nondiscrimination.
- District-wide goals included in the strategic plan address the following areas:
 - Equity
 - Culture and Leadership
 - Whole Child
 - Engagement of students, staff and families
 - Finance
- The strategic plan has been shared annually with updates in regards to action steps that have been taken to meet the goals.
- All schools have a homeless advocate assigned to support our students and families who are experiencing housing insecurities.
- All schools have access to a family advocate to help facilitate the communication between our Spanish speaking families and students, and our school staff. Their number one priority is fostering an ongoing partnership between the home and school.
- All district communication and marketing is presented in both English and Spanish.
- Signage with dual language throughout all of our buildings, as well as a focus on

- gender-inclusive language.
- Intentionality in ensuring students “see themselves” in all aspects of student lives, i.e. in artwork, curriculum, and staff.
- Student-voice has been elevated through the use of empathy groups.

Recommendations for Improvement and Implementation Strategies:

- The district has a Strategic Plan that measures and reports out to the community and school board the progress in several areas. This plan encompasses the focus and expectations for providing equitable educational opportunities. Updates of this strategic plan and the results should be shared with all shareholders within the community.
- Regularly scheduled progress on the Strategic Plan will continue to be reported out annually.
- Professional learning will continue to be provided to staff with a focus on educational equity

SECTION XI: SCHOOL DISTRICT TECHNOLOGY, INCLUDING ELECTRONIC COMMUNICATIONS BY SCHOOL DISTRICT STAFF

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

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

- ❖ Ensure that all students and parents have access to the relevant information relating to Pupil Nondiscrimination policies and procedures.
- ❖ Students, teachers, parents, and community members have an opportunity to participate in the self-evaluation process/review.
- ❖ The Pupil Nondiscrimination Self Evaluation Report is available to all residents and the PI-1198 Assurance has been provided to the Department of Public Instruction.

Summary Report Data

Method of Analysis:

- Review of school board policies
- Review of district communications

Supporting Information:

- [Board Policies](#)

Findings:

- All school board policies are available electronically; policies can be requested in hard copy should one wish.
- All district communications and information are available and accessible to all families in both English and Spanish.

Recommendations for Improvement and Implementation Strategies:

- Continuous reviewal/revisions of board policies, as needed.
- Consideration should be given to translate school board policies, meeting agendas and minutes into Spanish
- The 2023-2024 Pupil Nondiscrimination report will be posted on the district's website.