

DPI Pupil Nondiscrimination Self-Evaluation Report: 2023-2024

Pulaski Community School District

Approved by the District Administrator on:

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Section I - General Overview of PI-9 Pupil Nondiscrimination

The self-evaluation required by PI 9.06, Wis. Admin. Code, is more than simply a legal requirement. It is an invaluable tool for strengthening our commitment to fostering 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 referred to as Cycle I. **The focus of Cycle I was primarily on whether compliance had been achieved with the procedural requirements established under s. 118.13, Stats., Wisconsin’s pupil nondiscrimination law.**

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

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

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

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

Cycle V: In 2017-18, districts were once again required to complete the self-evaluation. **Cycle V required districts to evaluate the same three elements** as in Cycle III and Cycle IV, create an evaluation report, and assure the department of their work.

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

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

Wisconsin State Statute 118.13 and Administrative Rule PI 9.06

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

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

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

| | | |
|----------|--------------|---|
| Lara | Kuchenbecker | Assistant Director of Student Services |
| Jennifer | Gracyalny | Assistant Superintendent of Teaching and Learning |
| Tom | Krause | Associate Principal |
| Michelle | Loewenhagen | Associate Principal |
| Brooke | Lynch | Associate Principal |
| Brenda | Shimon | Associate Principal |
| Janel | Batten | Athletics and Activities Director |
| Paul | Ford | Dean of Students/Athletic Director |
| Julie | Harris | Director of Student Services |
| Marc | Klawiter | Elementary Principal |
| Niki | Napralla | Elementary Principal |
| Kurtis | Sufka | Elementary Principal |
| Kris | Wells | Elementary Principal |
| Carly | Cerrato | K-12 School Social Worker |
| Mark | Heck | PACE Director |
| Nikki | Ruediger | PACE Assistant |
| Patrick | Fullerton | Principal |
| Peggy | Goddard | Principal |
| Matt | Smith | Principal |
| Candice | Bogacz | School Counselor |
| Nikki | Gerth | School Counselor |
| Paula | Goeben | School Counselor |
| Leah | Grant | School Counselor |
| Devin | Palomaki | School Counselor |
| Sara | Tulppo | School Counselor |
| Paula | VanDerLinden | School Counselor |
| Jeff | Waggoner | School Counselor |
| Carrie | Wagner | School Counselor |
| Allison | Space | Superintendent |

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

Opportunity to participate in the final review of this report was offered to pupils, teachers, administrators, parents, and residents of the school district in the following manner:

- Three open meeting opportunities
 - May 8, 2024- 12:00 pm, and 6:00 pm
 - May 14, 2024- 6:30 pm
- Individual meetings
- Department meetings
- Discussion item at an administrative meeting

Section III District Overview - Pulaski Community School District

The Pulaski Community School District serves over 3,800 students between the ages of 3-21, across seven school locations. The Pulaski Community School District is located in the heart of Wisconsin and is one of the largest school districts by area in the state, as it encompasses 176 square miles in total. The school district serves nearly 3,800 students, and approximately 20,000 families and individuals live in townships and villages that are within the Pulaski Community School District including Angelica, Chase, Flintville, Green Valley, Hobart, Krakow, Laney, Lessor, Little Suamico, Maple Grove, Morgan, Oneida, Pittsfield, Pulaski, Sobieski, and parts of Suamico.

Our Mission

The mission of the Pulaski Community School District is to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our diverse world.

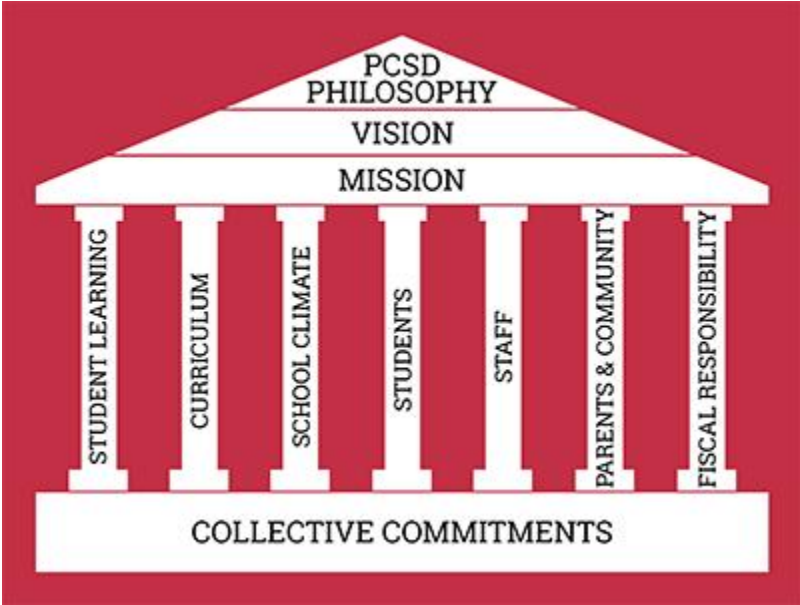
Our Vision

One Community: Everyone succeeds as they learn, grow, serve, and inspire the world.

Motto:

Founded on Tradition and Pride, Focused on Excellence.

Our Pillars



[Link to PCSD Strategic Plan](#)

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 during the time period of 2019-2022. 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. During those times co-curricular activities, clubs, class enrollments, programming, curriculum materials, discipline, and instruction were greatly impacted. In all cases, the three years of data used are the most recent data available.

[Pulaski Community School District Enrollment Data](#)

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

Findings:

- The District has board-approved policies prohibiting discrimination against and harassment of pupils based upon each of the protected classes 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.
- The District publishes an annual class 1 legal notice and includes the nondiscrimination statement in all student handbooks as required.
- 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 and identified multiple 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
- Stakeholder Feedback

Supporting Information:

The following information was reviewed:

[Link to District Policy Page](#)

- PO 2260 Nondiscrimination and Access to Equal Educational Opportunity
- PO 2260.01 Section 504/ADA Prohibition Against Discrimination Based on Disability
- PO 2266 Nondiscrimination Based on Sex
- PO 5517 Student Anti Harassment
- PO 5730 Equal Access for Non-District Sponsored Clubs/Activities
- School Student Handbooks- [High School](#), [Middle School](#), [Elementary School](#)
- Title IX procedures and investigative process materials

Recommendations for Improvement and Implementation Strategies:

- All documents (all handbooks, and policies- 1422, 1662, 2260, 2260.01, 2266, 3122, 3362, 4122, 4362, 5517, 7440, 8913) reflect Julie Harris and Tom Krause as compliance officers except policy 2266. All compliance officer information should be updated to be consistent across policies and handbooks.
- When referencing harassment and nondiscrimination in handbooks the following updates are recommended:
 - Elementary Schools Handbook- The handbook references policies- 1422 and 1422.02. These should be updated to reference. 2260, 2260.01, 2266, and 5517/ The handbook should also reference the Title XI complaint procedure.
 - Middle School and High School Handbooks- Should Reference policy 5730 in co-curricular and athletics sections
- To ensure clarity and uniformity in our policy documentation, it is recommended that the district standardize the language across all documents that reference harassment and discrimination. While some documents currently utilize specific language from Wisconsin Statute 118.13, others incorporate broader definitions. To align these references effectively, it is suggested that all relevant documents be updated to consistently state: *'The district is committed to providing an environment free from discrimination and harassment on the basis of race, color, religion, national origin, sex (including pregnancy, sexual orientation, or gender identity), age, disability, genetic information, veteran status, marital status, parental status, or any other status protected by federal, state, or local laws. This policy applies to all terms and conditions of employment and to student participation in all programs, services, and activities. The district commits to promoting diversity, inclusion, and equal opportunity in all aspects of its operations and activities.'* This update will ensure compliance with legal standards and reinforce our commitment to a diverse and inclusive educational environment.
- Develop a list of all policies and documents that reference discrimination and/or harassment and articulate a process to update documents as changes occur.

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 on race, gender, disability, and national origin.
- Particular programs and courses that merit attention include advanced and/or college preparatory courses, programs for advanced learners, and vocational education classes or programs.

Summary Report Data

Findings:

- Data Analysis 2020-2023 (three school years) high school course enrollment
 - Using a 2% margin of error
 - Overrepresentation
 - Underrepresentation
 - Proportionate Representation

| | Female | Male | Asian | Black | Hispanic | Native American | White | two or more races | Disability Status |
|---|------------|------------|------------|------------|-------------|-----------------|--------------|-------------------|-------------------|
| District Demographic information | 48% | 52% | .9% | .7% | 3.7% | 2.2% | 89.5% | 3% | 14.7% |
| AP | 60% | 40% | 1.9% | 1.4% | .8% | 2% | 92% | * | * |
| Ag | 33.3% | 66.6% | .6% | .6% | 1.3% | 1.1% | 96.5% | * | * |
| Business | 41% | 59% | 1.2% | .87% | 2.6% | 1.7% | 93.7% | * | * |
| FACS | 71.8% | 28.2% | 1.1% | 1.7% | 3.6% | 2.4% | 91.2% | * | * |
| Tech | 9.5% | 90.5% | 1.8% | 1.5% | 1.4% | 1.4% | 93.7% | * | * |

*data unavailable

- o In alignment with a Middle School philosophy, the middle school offers exploratory courses that all students participate in.
- o Board policy po2464, Programs for Advanced Learners, was adopted in 2022 and outlines the district's practices for students who require enrichment. The policy reflects K-12 practices to encourage strength development and exploration.
- o Males are underrepresented in AP and FACS classes and Females are underrepresented in Agriculture, business, and tech ed. classes.
- o Students of Hispanic descent are underrepresented in AP agriculture and tech ed classes.
- o Advanced learner programming includes evaluation and the development of a differentiated education plan (DEP) which is facilitated by the district Learning Support Teachers (LSTs).

Method of Analysis:

- o Review of AP course enrollment for 2020-21, 2021-22, and 2022-23 School Years
- o Review of Career and Technical Education Course enrollment for 2020-21, 2021-22, and 2022-23 School Years
- o Interviews with Principals, Counselors, and the Assistant Superintendent of Teaching and Learning.
- o Review of board policy po2462, Programs for Advanced Learners
- o Stakeholder feedback

Supporting Information:

The following information was reviewed:

- o [Pulaski High School Course Description Book Master 24-25](#)
- o [PCMS Comprehensive Course Descriptions 24-25](#)
- o po2462

Recommendations for Improvement and Implementation Strategies:

- o Enter disability status and students with 504 plans into Skyward so the district can disaggregate data for course enrollment.
- o Collect data about students who identify as two or more races.
- o Consider how to make course information more accessible to students and families whose primary language is not English (e.g. course information provided in the student's first language, conduct focus groups to understand barriers, use visual supports, etc.).

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 to determine whether all students are being included in the learning process.

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

- Ensure the goals of high-quality curriculum and excellence of instructional materials for all students.
- 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:

- The district employs a robust curriculum selection process that includes a scoring rubric emphasizing usability, accessibility, rigor, focus, and coherence.
 - Staff are self-nominated to curriculum committees and receive training on the selection process.
 - There are established avenues for staff feedback on curriculum choices before board adoption, indicating a participative process.
 - Special education teachers are consistently involved in the selection committees.
 - English Language (EL) teachers have not been intentionally included, which might affect the suitability of the curriculum for English learners.
- The counseling curriculum effectively incorporates job-related skills and soft skills education across all grade levels,
- Career counseling is housed in the Xello program for grades 6-12. Regular individual planning conferences at key transitional grades help tailor students' education paths toward their interests and potential careers.
- Communications and academic materials are translated on an as-needed basis using apps and occasional professional translation services. However, the approach may not consistently meet the needs of non-English-speaking families.
- The district hosts engagement nights for EL and Native American families and integrates exchange students into activities.
- The roles of Native American Liaison, EL teachers as advocates, and the role of school counselors overlap but there is no intentional discussion about this overlap.

Method of Analysis:

- o Interviews and discussions with school counselors and school social worker
- o Review of K-12 curriculum selection policies and process
- o Review of K-12 Counseling Program Scope and Sequence
- o Interviews and discussions with building-level principals and district-level administration
- o Stakeholder feedback

Supporting Information:

The following information was reviewed:

- o [Counseling curriculum progression](#)
- o [Pulaski High School Course Description Book Master 24-25](#)
- o [PCMS Comprehensive Course Descriptions 24-25](#)
- o [Pulaski High School Graduation Requirements](#)
- o [Curriculum development policy](#)
- o [Adoption of course of study policy](#)
- o [Pulaski School District ACP Plan 2023-2024](#)
- o [PHS ACP Lessons 23-24 With Slides Linked \(High School\)](#)
- o [Pulaski Elementary CALS Curriculum Mapping](#)
- o [5th-grade TGFD curriculum](#)
- o [K-5 Career Scope and Sequence](#)
- o [K-5 Math Resource Preview Communication \(April, 2024\)](#)
- o [BOE Memo: K-5 ELA Resource Proposal \(March 8, 2023\)](#)

Recommendations for Improvement and Implementation Strategies:

- o The district should create a tool to assess the accessibility of the curriculum for individuals with disabilities and English language learners. This tool should reflect the needs of a broad range of student demographics.
- o Explore methods that can automate the translation of communications and materials for students and families non-English-speaking families. This could be supplemented by developing a policy for when translations should be provided to standardize access across the district.
- o Develop formal processes for Native American liaisons, English Language Learner teachers, and counselors to collaborate regularly. This could include joint planning sessions, shared professional development, and coordinated outreach efforts to maximize the support provided to students.
- o Consider having elementary teachers participate in the delivery of the counseling curriculum.

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

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

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

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

Summary Report Data

Findings:

- Male students are 2-3 times more likely to be suspended than female students.
- White students are removed less than students of other races.
- Homeless students are removed for disciplinary reasons at a substantially higher rate than not homeless students.

Method of Analysis:

- Review of policies:
 - PO 5605 Suspension/Expulsion of Students with Disabilities
 - PO 5610 Suspension and Expulsion
 - PO 5611 Due Process Rights
- Review of Student Handbooks
- Analysis of WISE Dash Discipline Data
- Review of Annual State Pupil Nondiscrimination Reports

Supporting Information:

The following information was reviewed:

- [WISE Dash Data Review](#)
- Pulaski- WI Pupil Nondiscrimination Annual Report
 - [2019-20](#)
 - [2020-21](#)
 - [2021-22](#)

Recommendations for Improvement and Implementation Strategies:

- o Educate all staff, including administrators, teachers, and support staff, on understanding diverse perspectives, cultural awareness, and the specific policies regarding suspension and expulsion
- o Expand training on how to de-escalate situations and alternatives to suspension.
- o Consider a transition from punitive discipline methods to restorative practices that focus on repairing harm and restoring relationships. This approach encourages accountability and helps students learn from their mistakes.
- o Regularly assess the effectiveness of disciplinary policies and practices through data analysis and feedback from the school community.

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

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

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

- Encourage and support the goals of fairness and inclusiveness in athletic, extracurricular, and recreational programs, as well as any school-sponsored or approved activities.
- 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 complies 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

Findings:

- Hispanic students are underrepresented in their participation in high school activities and athletics. (1.8% in middle school, 1.5% in high school)
- Males are underrepresented in school athletics and activities (46.4% in middle school, 45.2% in high school)
- Students with disabilities are underrepresented in school athletics and activities (7% in middle school, 5.9% in high school)

Methods of Analysis

- o Participation and discussion with Principals and Athletics and Activities Directors
- o Data pull from Skyward student management system
- o Data Analysis of participation rates, disaggregated by gender, ethnicity, race, and disability status.

Supporting Information

The following information was reviewed:

- o Pulaski Middle and High School Athletic and Activity Offerings
- o Participation rates/data from the Activities Department
 - o [Middle School](#)
 - o [High School](#)

Recommendations for Improvement and Implementation Strategies

- o Create programs to increase participation from groups like Hispanic students, males, and students with disabilities through targeted outreach and recruitment efforts.
- o Make sure all activity spaces and programs are accessible to students with disabilities by enhancing physical access and providing necessary adaptive equipment.
- o Train coaches and activity leaders on inclusivity and sensitivity to help them better engage and support all students.
- o Offer financial aid such as scholarships or reduced fees to help underrepresented students participate in activities, removing economic barriers.

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 nondiscretionary, a school district must first select students on the basis of nondiscriminatory criteria. The school district may then award all scholarships and aid, including sex-restricted scholarships. However, in doing so, none of the selected students can be denied aid or scholarships because some of the awards were originally designated for persons of the other sex. A district may also choose to not administer or assist in administering sex-restricted scholarships.

Athletic scholarships must be available for both males and females in proportion to the number of males and females participating in the interscholastic athletic programs.

Summary Report Data

Findings:

- The local scholarship program is directly administered by the Pulaski Education Foundation. Several other local scholarships are awarded directly by the benefactor.
- A website was created this year for foundation scholarships.
- The high school counseling office keeps an annual list of the scholarship recipients.
- Pulaski Education Foundation-managed scholarship descriptions and selection criteria are established/reviewed annually and are managed by the scholarship committee.
- The school district's nondiscrimination statement is not present on local scholarship information.

- o There is no disaggregated data available for scholarship recipients (gender, race, ethnicity, disability, socioeconomic status)

Methods of Analysis

- o Participation and discussion with school counselors
- o Participation and discussion with the high school principals and assistant principal
- o Participation and discussion with Pulaski Area Community Education PACE director and assistant.
- o Review of Pulaski Education Foundation bylaws and all scholarship-related materials

Supporting Information

- o The following information was reviewed:
- o [Pulaski High School Scholarships | Student Services](#)
- o [PCSD Education Foundation Scholarships](#)
- o [Pulaski Education Foundation bylaws](#)
- o Review of policies- po5451.01, po5451,po9700
- o Scholarship awards recipients
- o Verbal and anecdotal notes of the scholarship process
- o Interview with counselors and PACE director

Recommendations for Improvement and Implementation Strategies

- o Use various channels like newsletters, social media, and community meetings to promote scholarships to all students.
- o Clearly define and publish the criteria and process for selecting scholarship recipients to ensure transparency.
- o Place the nondiscrimination statement prominently on all scholarship materials to emphasize fairness.
- o Collect detailed data on the demographics of scholarship recipients to monitor and address potential imbalances.
- o Provide training on impartiality and awareness for everyone involved in the scholarship selection process.
- o Offer specific guidance and workshops to help underrepresented students effectively apply for scholarships.

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

Findings:

- The district strategic plan was adopted in July 2023 and includes language of “high expectations for all learners” and “all means all” as two foundations of the plan.
- Several goals within the strategic plan address the district’s efforts to achieve equality of education opportunity and nondiscrimination
 - Focus on Learning: This goal supports high expectations through active learning environments that promote problem-solving and critical thinking.
 - Focus on Collaboration: By ensuring high levels of learning for all through guaranteed curriculum and instruction, this goal aligns with maintaining high expectations.
 - Focus on fostering healthy and positive relationships: This goal contributes by promoting a positive sense of self and equal access to activities, which supports educational opportunity and nondiscrimination.
 - Focus on creating a system-wide culture of learning, improving, and innovating: This goal indirectly supports equality as it involves all employees in efforts to create equitable opportunities.
 - Focus on our commitment to provide a safe and secure environment: This goal explicitly seeks to create a welcoming environment by respecting differences and ensuring comfort for all in the school setting.
 - Focus on creating a system-wide culture of learning, improving, and innovating: This goal includes planning and collaboration among all

- employees, which can be directed towards considering equality and nondiscrimination in staff development.
- o Each building holds a visioning meeting annually to understand data and set school-level goals.
- o Through the PACE program, the district offers:
 - o a community pantry.
 - o weekly food backpacks.
 - o back to school program with all school supplies, and clothing, and helps to meet any other needs for back to school.
 - o coats, hats, and gloves for any student in need.
 - o holiday gifts.

Method of Analysis:

- o Review of achievement data disaggregated by race, sex, and disability
- o Review of achievement gaps
- o Review/Discussion of Strategic Plan and process
- o Participation and discussion with Principals and Associate Principals
- o Participation and discussion with the Assistant Superintendent of Teaching and Learning, Director of Student Services, and Assistant Director of Student Services

Supporting Information:

The following information was reviewed:

- o [District Strategic Plan](#)
- o ACT and Forward Data
- o [3D Vision Time Agenda](#)

Recommendations for Improvement and Implementation Strategies:

- o Schedule ongoing training sessions for all staff, including administrative and support staff, focusing on culturally responsive teaching, awareness of unconscious assumptions, and inclusive education practices.
- o Ensure that training on inclusivity and nondiscrimination is a key component of professional development plans for all staff members, with sessions repeated periodically to reinforce learning and introduce new practices.

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

Findings:

- All school district policies, meeting agendas, and minutes are available electronically or in hard copy (as requested) by the general public. Recordings of board meetings are posted on the district website.
- The district website, student-led community newspaper, and social media accounts offer current news and event information.
- The district website has a page for each school and department. These offer information about the specific entity.
- There is a separate page for community information.
- The webpage uses clear headings, lists, and paragraphs to break up text and make it easier to read.
- Enlarging text does not impact webpage content or functionality.
- Information is not available to be translated to other languages on the website.
- Images, videos, and audio files do not appear to have text alternatives (alt text) so they can be interpreted by screen readers
- A screen reader is not embedded in the website.
- Translation tools are used for informal communications such as 1:1 conversations and newsletters.
- EL teachers and Spanish World language teachers translate documents as requested.
- Interpreters are provided upon request.

Method of Analysis:

- o Review of the webpage www.pulaskischools.org and each of the schools and departments
- o Review of social media accounts
- o participation and discussion with administration and counselors.

Supporting Information:

The following information was reviewed:

- o www.pulaskischools.org
- o Social media accounts

Recommendations for Improvement and Implementation Strategies:

- o Add multi-language support to the website to ensure all users can access information in their preferred language.
- o Add text alternatives (alt text) for all images, videos, and audio files to make content accessible to individuals using screen readers.
- o Integrate a screen reader tool directly into the website or ensure that the website's design and technology are compatible with leading screen reader software.
- o Plan periodic updates to the website and regular training sessions for staff, ensuring all team members are up to date with the latest tools and practices in effective electronic communication.