

Pupil Nondiscrimination Self-Evaluation Report

January 2024



**The School District of Rhineland
665 Coolidge Avenue, Suite B
Rhineland, Wisconsin 54501**

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I. Introduction

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.

PI 9 District Designee: Richard Gretzinger, Director of Learning Support

CYCLE I

- Between 1989 and 1994, Wisconsin school districts evaluated the status of pupil nondiscrimination and equality of educational opportunity within their own districts and then reported on their evaluation to the Department of Public Instruction. This process is referred to as Cycle I. The focus of Cycle I was primarily on whether compliance has been achieved with the procedural requirements established under 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

- I. During the 2006-2007 school year and the 2011-12 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) ● participation trends and patterns and school district support of athletic, extracurricular and recreational activities" (PI 9.06(1)(e), Wis. Admin. Code) ● trends and patterns in awarding scholarships, and other forms of recognition and achievement provided or administered by the school district" (PI 9.06(1)(f), Wis. Admin. Code) 5 Cycle III continued for 2016-17, requiring school districts to evaluate these elements, create an evaluation report, and assure the department of their work. The following report has been constructed to meet this requirement.

In the 2023 Pupil Non Discrimination, the report contains eight areas of self evaluation.

II. Process & Timeline

- 1) Form an evaluation committee and assign the 8 areas of self evaluation to appropriate staff.
- 2) Assign a staff member to complete the written report.
- 3) Complete a timeline for the self evaluation that works for your district.
- 4) Complete legal notice #1 Class 1 legal notice, sent to your local newspaper before the start of the school year, along with other notices
- 5) Notify students, staff, administrators, and parent/guardians that they have a right to participate in the self evaluation.
- 6) Complete the self evaluation.
- 7) School board approval of the report.
- 8) Send PI 1198 to DPI
- 9) Complete legal notice #2 Class 1 legal notice, after the process is completed and report is available, can be posted on your district website.
- 10) File the written report and send it to DPI if requested.

Self-Evaluation Timeline

STEP	DATE
Preparation for the Self Evaluation	10/2/2023
Completion of the Self Evaluation	11/27/2023
Preparation of the draft report	11/29/2023
Committee review of the draft report	12/18/2023
Preparation of the final report	12/22/2023
School Board approval of the report	1/22/2024
PI 1198 sent to DPI by December 31st.	1/23/2024

III. Evaluation Committee

The following staff members provided documentation and data for the review process, as well as, participated in the evaluation of this material.

- Eric Burke, Superintendent

- Ryan Ourada, Director of Instruction
- Richard, Gretzinger, Director of Learning Support & Title IX Coordinator
- Gayle Daniel, Title IX Coordinator & Principal
- Robert Thom, Director of Business Services
- Michelle Cornelius, Director of Human Resources
- Brian Paulson, Activities Director 6-12
- Shane Dornfeld, High School Principal
- Martha Krumenauer, Student Information Data Specialist
- Shelley Anderson, Executive Assistant to Superintendent
- Traci Fronk, Assistant to Director of Learning Support

IV. Section 1: District Enrollment

Enrollment 2023-2024

<u>Male</u>	<u>Female</u>	<u>Non-Binary</u>	<u>Minority</u>	<u>Spec Ed</u>	<u>Total</u>
1199	1088	3	258	362	2290
52.40%	47.50%	0.10%	11.26%	15.81%	

Findings

The overall enrollment has declined by 105 students since the 2017 report - a decrease of 4.38%. The number of minority students has increased by 54 students since the 2017 report - an increase of 26.47%. The number of special education students has declined by 36 students since the 2017 report - a decrease of 12%.

District Structure

The district is comprised of the following programs:

Elementary - Grades k-5 Middle School - Grades 6-8 High School - Grades 9-12
 Early Childhood-Special Education 4K Program

V. Section 2: P.06(1)(a) - Board Policies

NEOLA

NEOLA publishes two annual updates, including proposed revisions to bylaws, policies, guidelines/procedures, and forms. Following the release of each update, your associate will provide consultation to review and explain the rationale for the changes and answer questions about the proposed revisions, allowing the district to make informed decisions on policy matters.

Once the board adopts policies, NEOLA will then publish the materials on a policy website. The policy site allows direct access to board bylaws, policies, administrative guidelines/procedures, and forms. The materials are organized by section and are keyword-searchable for easy navigation.

Policies

- [Policy 0145 BOARD MEMBER ANTI-HARASSMENT](#)
- [Policy 1220 EMPLOYMENT OF THE SUPERINTENDENT](#)
- [Policy 1260 INCAPACITY OF THE SUPERINTENDENT](#)
- [Policy 1422 NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY](#)
- [Policy 1422.02 NONDISCRIMINATION BASED ON GENETIC INFORMATION OF THE EMPLOYEE](#)
- [Policy 1460 PHYSICAL EXAMINATION](#)
- [Policy 1461 UNREQUESTED LEAVES OF ABSENCE/FITNESS FOR DUTY](#)
- [Policy 1662 EMPLOYEE ANTI-HARASSMENT](#)
- [Policy 1623 SECTION 504/ADA PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT](#)
- [Policy 1662 EMPLOYEE ANTI-HARASSMENT](#)
- [Policy 2260 NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY](#)
- [Policy 2260.01 SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY](#)
- [Policy 2260.02 SERVICES FOR BILINGUAL STUDENTS/ENGLISH LEARNERS](#)
- [Policy 2266 NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES](#)
- [Policy 2421 CAREER AND TECHNICAL EDUCATION PROGRAM](#)
- [Policy 2522 LIBRARY MEDIA CENTERS](#)
- [Policy 3122 NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY](#)
- [Policy 3122.02 NONDISCRIMINATION BASED ON GENETIC INFORMATION OF THE EMPLOYEE](#)
- [Policy 3123 SECTION 504/ADA PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT](#)
- [Policy 3160 PHYSICAL EXAMINATION](#)
- [Policy 3161 UNREQUESTED LEAVES OF ABSENCE/FITNESS FOR DUTY](#)
- [Policy 3362 EMPLOYEE ANTI-HARASSMENT](#)
- [Policy 3419.02 PRIVACY PROTECTIONS OF FULLY INSURED GROUP HEALTH PLANS](#)
- [Policy 4122 NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY](#)
- [Policy 4122.02 NONDISCRIMINATION BASED ON GENETIC INFORMATION OF THE EMPLOYEE](#)
- [Policy 4123 SECTION 504/ADA PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT](#)

- [Policy 4160 PHYSICAL EXAMINATION](#)
- [Policy 4161 UNREQUESTED LEAVES OF ABSENCE/FITNESS FOR DUTY](#)
- [Policy 4362 EMPLOYEE ANTI-HARASSMENT](#)
- [Policy 4419.02 PRIVACY PROTECTIONS OF FULLY INSURED GROUP HEALTH PLANS](#)
- [Policy 5111.03 CHILDREN AND YOUTH IN FOSTER CARE](#)
- [Policy 5113 OPEN ENROLLMENT PROGRAM \(INTER-DISTRICT\)](#)
- [Policy 5421 GRADING](#)
- [Policy 5517 STUDENT ANTI-HARASSMENT](#)
- [Policy 5517.01 BULLYING](#)
- [Policy 5710 STUDENT COMPLAINTS](#)
- [Policy 6320 PURCHASING](#)
- [Policy 8390 ANIMALS ON DISTRICT PROPERTY](#)
- [Policy 8500 FOOD SERVICES](#)
- [Policy 8531 FREE AND REDUCED-PRICE MEALS](#)
- [Policy 9700 RELATIONS WITH NON-SCHOOL AFFILIATED GROUPS](#)

Website

- [Non-Discrimination Statement](#)
- [Safety Reporting Form](#)
- [Title IX](#)
- [Website Accessibility](#)

Complaint Procedure/Designee for Complaints

Summary/Data

[Steps to Process a Report of Harassment](#)
[Safety Reporting Form](#) - on website

Findings

Step 1: To file a program complaint of discrimination with SDR, one of the above forms may be completed which are electronically sent directly to the District's Compliance Officer. All SDR students and staff are encouraged to report any suspected violations of any and all policy violations to their administrator supervisor or District official. Within two days, the receiving official must report suspected violations to the Compliance Officer.

The Board designates the following individuals to serve as the District's Compliance Officer:

Gayle Daniel, Principal

Northwoods Community Elementary School
 715-282-8200 ext. 1322
 9086 County Highway K, Harshaw, WI 54529
 daniegay@rhinelander.k12.wi.us

Step 2: If the district does not proceed, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; (2) Fax: (202) 690-7442; or (3) Email: program.intake@usda.gov This institution is an equal opportunity provider

Review Training in discrimination law provided

Summary/Data

Annual required Title IX training through Vector Solutions completed by staff; includes built in assessment.

OCR required training, Sept 25-Oct 6, 2023 for staff. Training included understanding of Title IX, defining harassment, how to report and contact information for the District assigned Compliance Officer.

Review student and staff handbooks

Data

Type of handbook	Nondiscrimination statement included	Complaint procedure included
HS Student/Family	Page 4	Page 4
MS Student/Family	Page 3	Page 3
Elem. Student/Fam	Page 2	Page 14
Professional Staff	No	Page 20 Form, page 28
Support Staff	Page 6 & 8	Page 8

MS/HS Activities	Page 2	Page 24
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Findings

Given the Board approval process for handbook revisions, a Non-Discrimination statement will be added to the Professional Staff handbook when updates are recommended for the 2024-25 school year.

Review course selection handbooks

Data

Type of handbook	Nondiscrimination statement included	Complaint procedure included
HS course offering	Page 2	no

Findings

Correct handbook immediately to include Policy 2266 where complaint procedure is defined.

VI. Section 3: P.06(1)(b) - Enrollment Trends

The School District of Rhinelander values offering a wide range of course and program options for our students. Utilizing the school report card we prioritized the following data to evaluate our current progress in this work:

- On Track Graduation
- Post Secondary Preparation
- Arts Course Information

We utilized data from the following district report card to support our analysis:

- [2020-2021 Rhinelander High School Report Card](#)
- [2021-2022 Rhinelander High School Report Card](#)
- [2022-2023 Rhinelander High School Report Card](#)

On-Track Graduation

Findings, Analysis and Supporting Information

In reviewing our On-Track Graduation data, we have experienced a minimal decline over the past three years. Overall, we are performing the same or higher than 54.7% of the districts across

wisconsin. This is a 1 percent decrease from the previous school year and nearly 8% increase over a three year period. Our Chronic Absenteeism has continued to outperform the state, we have experienced a slight increase over the past three years. Our 3rd Grade English Language and 8th Grade Mathematics have also mirrored the state trend of decreasing. While the state 4 and 7 year cohort rates for graduation have stayed relatively unchanged over the past three years at 91.8, the school district of Rhinelander continues to see growth in the percentage of students graduating at 97.1.

Recommendations

The current absenteeism rates for students with disabilities, economically disadvantaged, Hispanic/Latino, Black or African American, and American Indian or Alaskan Native students are nearly double the district average. To address these disparities, the implementation of comprehensive professional development is proposed. This involves sessions emphasizing the prioritization of students' academic and social/emotional well-being over perceived easier approaches. The investment in targeted professional development aims to provide educators with insights and tools for a holistic approach to education aligned with high expectations. Additionally, fostering increased collaboration between teachers and counselors through structured initiatives is recommended, enhancing teamwork and enabling the sharing of insights and best practices. An essential action step involves the development and execution of a Universal Design for Learning (UDL) training program for all instructional staff. This initiative focuses on equipping educators with knowledge and skills to design inclusive instruction accommodating diverse learning styles and needs. By integrating UDL practices into the curriculum, the aim is to create an accessible learning environment that celebrates diversity and supports individualized pathways to success. These proposed actions address both professional development needs and structural aspects to create a more collaborative and student-focused educational environment while acknowledging and mitigating workload concerns to ensure educators have the resources needed to meet high expectations for student success.

PostSecondary Preparation

Findings, Analysis and Supporting Information

Upon reviewing our Postsecondary Preparation data, a notable trend emerges: a consistent growth in dual-credit enrollments and work-based learning opportunities across all student groups. However, there are slight declines observed in advanced courses and the attainment of industry-recognized credentials. The School District of Rhinelander takes pride in its robust partnership with Nicolet College, a collaboration that has been instrumental in establishing comprehensive state, regional, and local pathways for our students. This partnership, complemented by the Early College Credit Program, uniquely positions our students to earn college credits through courses offered within the district as well as at the college itself. The dedicated efforts of our college and career counselor have significantly contributed to the

increased enrollment in these programs. Moreover, there is a noticeable uptick in instructors pursuing Advanced Placement options for our students, showcasing a commitment to enhancing the academic rigor and opportunities available within our district. This holistic approach to postsecondary preparation underscores our dedication to providing diverse and impactful pathways for student success.

*Note: Advanced Courses preparation is inaccurate on the 2022-2023 report card due to a reporting error from our SIS that was unresolved.

Recommendations

Of our reportable groups (20 or more students) our economically disadvantaged and students with disabilities groups experience significantly lower rates of participation across all postsecondary preparation areas. In recommending strategies for postsecondary preparation, it is imperative to address the unique needs of all students, particularly those with disabilities and those facing economic disadvantages. To enhance Advanced Courses, we propose fostering collaboration with instructors to expand Advanced Placement options, ensuring accessibility for students with diverse learning needs. In the realm of Dual Enrollment, our recommendation is to strengthen our strategic partnership with Nicolet College, emphasizing inclusivity to provide economically disadvantaged students with opportunities to earn college credits on-site and within the college setting. For Industry-Recognized Credentials, we recommend targeted initiatives to reverse current declines while also providing tailored support for students with disabilities, ensuring they acquire valuable skills for varied career paths. Simultaneously, we advise designing Work-Based Learning programs that are inclusive and accommodating, offering practical experiences that cater to the unique strengths of all students. As we continue to evolve our understanding and implementation of Universal Design for Learning Frameworks, we need to recognize better access points for students to all courses and pathways. These recommendations aim to create an equitable and supportive postsecondary preparation framework, fostering success for every student in our diverse community.

Arts Courses

Findings, Analysis and Supporting Information

In reviewing our Arts Course Data, we have identified a strength within our art and design courses. Though our participation rates continue to lag behind state averages, our reportable groups (20 or more students) are demonstrating participation rates near or above the district average. We also experience this trend in music for our American Indian and Alaskan Native and economically disadvantaged students. Our district currently does not offer courses in dance or theater, however, these opportunities are offered through our extracurricular experiences.

Recommendations

Celebrate the success of reportable groups in art and design courses and the positive trend in music participation among American Indian, Alaskan Native, and economically disadvantaged students. Consider replicating successful strategies from these areas to broaden participation. Analyze and address barriers to overall arts course involvement. Explore the introduction of dance and theater courses to provide a more comprehensive arts education. Evaluate the inclusivity of extracurricular opportunities in dance and theater. Engage the community for feedback and consider partnerships with local organizations to enhance arts education. Implement targeted outreach programs to address participation gaps, ensuring equitable access for all students. Regularly review and adjust strategies based on data and feedback to maintain a dynamic and inclusive arts education environment.

VII. Section 4: P.06(1)(c) - Curriculum, Instruction, Counseling, Pupil Assessment and Testing

FINDINGS, SUPPORTING INFORMATION & ANALYSIS:

Bias or stereotyping present in in materials, practice, assessment, and counseling strategies

Summary/Data

In conducting a comprehensive self-evaluation, we gathered feedback from a representative sample of our esteemed staff. An impressive 88% of respondents expressed satisfaction with the absence of bias or stereotyping in our instructional materials. This positive feedback underscores our commitment to fostering an inclusive and equitable learning environment.

A pivotal aspect contributing to the overall quality of our educational framework is the strategic implementation of evidence-based instructional tools. Specifically, at the elementary level, we have successfully integrated Second Step, while at the middle and high school levels, Character Strong has proven to be a valuable resource. These research-backed programs equip our dedicated staff with high-quality resources, enhancing their ability to deliver effective and impactful instruction.

Furthermore, our commitment to addressing diverse academic needs is evident in the support structures we have in place. School teams benefit from access to resources that specifically address Tier II and Tier III requirements, with Character Strong Intervention materials playing a

crucial role. This proactive approach ensures that we can comprehensively meet the varied needs of our student body, fostering a positive and supportive educational environment.

Findings

In our ongoing self-evaluation concerning pupil non-discrimination, we recognize the imperative for more overt action steps to address the unique needs of our diverse student population. As we actively engage in crafting individual education plans (IEPs) and corresponding goals, it is crucial to take explicit measures to seamlessly integrate and support these plans within our universal curriculum.

To tangibly strengthen our commitment to inclusivity, we will implement specific strategies to identify and accommodate the intervention and enrichment needs of students. This will involve:

- Conducting regular training sessions for educators focused on recognizing and addressing diverse learning needs within the classroom.
- Establishing a dedicated task force to review and enhance our current practices, ensuring they align with best practices in inclusive education.
- Collaborating with specialists and support staff to develop targeted interventions for students requiring additional support or enrichment opportunities.
- Incorporating ongoing assessments to gauge the effectiveness of our interventions and adjusting strategies accordingly.

These overt action steps signify our dedication to creating an educational environment where proactive measures are taken to ensure every student is not only recognized but actively supported in their unique educational journey.

Counselors emphasize that courses and programs, roles and careers are open to all

Summary/Data

The feedback from our staff overwhelmingly affirms that counselors in our school district are actively promoting inclusivity and emphasizing that courses, programs, roles, and careers are open to all students. A notable 95% of staff members agreed with this sentiment, highlighting the following key points:

- **Universal Accessibility:** Counselors respond to all students without hesitation, ensuring that no student is excluded based on factors such as gender, race, national origin, or disability.

- **Programs for All: The Second Step program is explicitly designed for all students, and career discussions with the counselor, such as those led by Lexi Allen, are inclusive and do not discriminate based on identity.**
- **Equitable Treatment at Elementary Level: At the elementary level, counselors are observed to treat each student with the same respect, addressing individual needs without bias.**
- **Advocacy for All Courses: Teachers observe that counselors are actively involved in discussions about opportunities for all students, fostering an environment where different career paths and roles are explored without discrimination.**
- **Student Advocacy: Counselors are seen as advocates for students, supporting their plans during and after high school and helping them find careers based on individual interests.**
- **Affirmation and Support: Counselors are noted for being affirming and passionate about helping all students reach their potential and achieve their goals.**
- **Equitable Access to Information: While there may be room for improvement, efforts are made to ensure that course descriptions, class offerings, and information about opportunities are available to all students.**
- **Inclusive SEL Lessons: Social and emotional learning (SEL) lessons are open to all students, promoting inclusivity and addressing various aspects of diversity.**
- **Open Communication: The use of common language and relationship-building efforts by counselors contribute to an environment of equity for all students.**
- **Encouragement and Unbiased Information: Counselors provide unbiased and factual information about different careers, encouraging all students to pursue their goals.**

While there are occasional uncertainties about the specific actions of counselors, the general consensus is that counselors play a crucial role in fostering an inclusive atmosphere where students are made aware of their choices, irrespective of their background or identity. Ongoing efforts are evident in various initiatives, ranging from career discussions to SEL lessons, with the overall goal of supporting all students on their educational journey.

Findings

Building upon the commendable efforts already observed, here are three strategic action steps to amplify the impact of counselors in promoting inclusivity and reinforcing the message that courses, programs, roles, and careers are accessible to all students:

Enhance Visibility through Transparent Communication:

Strengthen communication channels between counselors and teaching staff to heighten awareness of ongoing initiatives. By fostering transparent dialogue, we aim to build upon the positive rapport between counselors and teachers. This will ensure that the valuable efforts of counselors are widely recognized, fostering greater collaboration and alignment in our shared goal of promoting inclusivity.

Broaden Outreach Strategies for Career Discussions:

Develop targeted outreach strategies to ensure that career discussions with counselors reach all students, irrespective of grade level or background. Recognizing the existing commitment to inclusive practices, expanding outreach will serve to amplify the impact of career discussions. This proactive approach ensures that every student is not only aware of available opportunities but actively encouraged to participate in these valuable conversations.

Empower Counselors through Ongoing Professional Development:

Implement regular professional development sessions for counselors, focusing on inclusive education practices to address diverse student needs effectively. Acknowledging the dedication of our counselors to student success, ongoing professional development will empower them with additional tools and strategies. This investment ensures that counselors remain at the forefront of best practices, further solidifying their role in creating an inclusive environment for students from all backgrounds and identities.

These action steps are designed to recognize and build upon the existing positive efforts of counselors, reinforcing our commitment to an educational environment where every student feels supported and empowered to explore diverse opportunities.

High expectations are demonstrated for all students

Summary/Data

In the School District of Rhinelander, there is a large consensus among 90% of the staff that maintaining high expectations for all students is not only essential but a fundamental part of our commitment to providing the best possible education. This collective dedication is evident in several key practices and beliefs:

- **Universal Adherence to High Expectations:** All instructional and support staff uniformly adhere to guidelines that emphasize high expectations for every student.

- **Individualized Support and Flexibility:** While high expectations are maintained, there is recognition that some students may require additional resources. In some classrooms, participation in core instruction is optional to accommodate diverse learning needs.
- **Personalized and Informed Expectations:** Staff members actively engage with students and families, getting to know them on a personal level. This individualized approach extends to setting high expectations tailored to each student's unique capabilities.
- **Responsive Teaching Practices:** When students face challenges and struggle with assessments, teachers demonstrate flexibility by providing reteaching opportunities and allowing students to retake assessments.
- **Inclusive Environment:** Teachers at RHS uniformly hold all students to the same academic standards, acknowledging that the journey to achieving those standards may vary. Counselors actively engage in setting up tier 2 and 3 interventions, considering the diverse backgrounds of students.
- **Uniform Access to Curriculum:** All students across the district have equal access to the same curriculum and are assessed using the same learning targets. Nonacademic expectations, addressed through Responsive Classroom practices, apply universally.
- **Collaborative Efforts:** When a student falls short of expectations, teachers collaborate through email chains to discuss and address the situation, working collectively to guide the student back to meeting expectations.
- **Empowerment and Goal Setting:** Students are actively involved in their own positive decision-making, with expectations set for perseverance and doing their best on assignments. All students have individual goals.
- **Continuous Improvement:** Curriculum development focuses on what is best for all students, aiming to increase opportunities for everyone. Staff members constantly meet students where they are and actively contribute to helping them progress toward their goals.
- **High Expectations at the Forefront:** While acknowledging variations in practice, a significant majority of teachers and counselors demonstrate commitment through setting high goals in their Student Learning Objectives (SLOs) and assessing common assessments.

- **Commitment to the School Mission:** Staff members actively encourage and align with the District's mission of Equity, Empowerment, and Excellence for All!
- **Tools and Processes for Support:** The school has established tools and processes to support students in reaching high expectations, ensuring a systematic approach to empowerment.

While challenges may exist, the overarching sentiment is that educators are collectively striving to challenge each student, holding them to the same high standards and creating an environment where every student is empowered to succeed. The commitment to high expectations is pervasive across academic, social-emotional, and behavioral domains, embodying the mission of the school district.

Findings

Considering the feedback and additional information provided, here are three action steps to enhance the commitment to high expectations for all students:

Implement Comprehensive Professional Development:

Provide professional development sessions that emphasize the importance of doing what is best for students academically and socially/emotionally, encouraging educators to prioritize these aspects over what may be perceived as easier. By investing in targeted professional development, educators will gain insights and tools to prioritize the holistic well-being of students. This will ensure a comprehensive approach to education that aligns with the commitment to high expectations.

Facilitate Increased Collaboration:

Foster increased collaboration between teachers and counselors through structured initiatives or platforms, facilitating regular communication and coordination. Recognizing the desire for more collaboration, establishing structured avenues for communication can enhance teamwork, enabling educators to share insights, strategies, and best practices, ultimately benefiting students.

Action Step: Implement Universal Design for Learning (UDL) Training Program:

Develop and execute a comprehensive training program for all instructional staff, focusing on Universal Design for Learning principles. This initiative aims to equip educators with the knowledge and skills to proactively design and deliver instruction that accommodates diverse learning styles, abilities, and needs. By integrating UDL practices into the curriculum, we ensure that every learner receives tailored support, fostering an inclusive and accessible learning environment for all students. This action step aligns with the commitment to meet the needs of

every learner and promotes an educational framework that celebrates diversity and supports individualized pathways to success.

These action steps aim to address both the professional development needs of educators and structural aspects that can contribute to a more collaborative and student-focused educational environment. Additionally, addressing workload concerns reflects a commitment to providing adequate resources for educators to meet the high expectations set for students.

VIII. Section 5: P.06(1)(d) - Discipline, Suspensions, Expulsions and Harassment

FINDINGS, SUPPORTING INFORMATION & ANALYSIS:

SDR Suspension Data

(Total Number of Periods Students Were Suspended)

	2017 - 18	2018-19	2022-23
In- School Suspensions	123	594	412
Out of School Suspensions	806	1287	1272

SDR Seclusion and Restraint Data

(Total Number of Incidents of Seclusion and Restraint)

	2017-18	2018-19	2022-23
Total # of Seclusions and Restraints	30	51	43

SDR Student Expulsion Data

(Total Number of Expulsions)

	2017-18	2018-19	2022-23
Total # of Expulsions	2	0	2

Data Review:

- The number of periods of In-School and Out Of School Suspensions spiked to 51 in 2018-19. This is an increase from the prior year of 21.

- By 2022-23 both the number of periods of In-School and Out of School Suspension decreased.
- The number of Seclusion and Restraints increased from 2017-18 to 2018-19 by 21.
- The number of Seclusion and Restraints decreased to 43. This is a decrease of 8 as compared to 2018-19 data.
- There were a total of four expulsions during 2017-18, 2018-19 and 2022-23 school years combined.
- The school district provided continued education to one out of the four expelled students, while two out of the four received continued education via virtual schooling programs(RVA, WVS).

Action Steps:

- Social Emotional Learning Curriculum in Second Step implemented at the Middle School and High School Levels.
- Social Emotional Learning Curriculum in Character Strong implemented at the Middle School and High School Levels.
- District has- four trained Non-Violent Crisis Intervention(NVCI)Trainers, including district lead SRO.
- All Buildings have established and routinely trains building Non-Violent Crisis Intervention and special education teams.
- The majority of elementary staff have been trained in responsive classrooms.
- The majority of middle school and high school staff have been trained in restorative practices.
- Seclusion and Restraint Debriefing Requirements/Procedures adapted at all buildings.

Supporting Disciplinary Documents:

Refer to Section II of this Report for the following:

- District Anti-harassment policy
- Definition of Harassment
- Harassment Complaint Process
- Student and Staff Harassment Training

IX. Section 6: P.06(1)(e) - Athletics and Other Activities

FINDINGS, SUPPORTING INFORMATION & ANALYSIS:

The School District of Rhinelander follows the Pupil Nondiscrimination Guidelines for Athletics, a joint publication of the Department of Public Instruction and the Wisconsin Interscholastic Athletic Association. As a result of these guidelines and current practice, programs meet the following basic criteria:

They are comparable in scope.

They are comparable in type.

Participation of males/females is representative of their enrollment in the district.

High School Athletic Offerings

Male Athletics

Football
Cross Country
Soccer
Wrestling
Swimming
Tennis
Hockey
Basketball
Track
Golf

Female Athletics

Volleyball
Cross Country
Soccer
Wrestling
Swimming
Tennis
Hockey*
Basketball
Track
Golf
Gymnastics
Alpine Skiing**

*Co-op with Antigo, Three Lakes, and Lakeland

** Non WIAA Sport

Middle School Athletic Offerings

Male Athletics

Basketball
Cross Country
Soccer
Tennis
Track
Football
Wrestling

Female Athletics

Basketball
Cross Country
Soccer
Tennis
Track
Volleyball
Wrestling
Gymnastics

Athletic Director Comments

Each sport offering is equal for male and females. We are Title IX compliant.

Underrepresented students and students with IEP are involved in activities.

Accommodations are made for individual students when necessary to be able to compete.

Middle School Sports - in the Spring of 2024 will be adding softball and baseball.

Coaches are aware of students with health concerns. All coaches work closely with the Athletic Trainer. All coaches are trained/certified in First Aid, CPR & AED.

All students have access to sign up for athletics through the district website. Interested students get signed up and information is distributed from there. For all activities, students are given the opportunity to sign up for clubs/organizations through an Activity Fair during the school day. One factor that always can influence participation is time of day. Allowing clubs to meet during flex period helps remove the barrier compared to students meeting after school. A high school our size and the offerings we have for the student body allows students to find something they may be interested in. Things that affect participation may include individualized motivation, perceived benefits, perceived barriers, social influence, accessibility and education/awareness.

To increase participation we will need to continue the path we are on. Most importantly would be the communication and access to the activities we have now.

1. Spring Activities Fair at JWMS
2. Fall and Spring Activities Fair at RHS
3. Communication of sign up for clubs not just sports
4. Flyers in the hallways to attract students to club meetings

School assemblies include the entire student body. School assemblies include events such as: homecoming, mental health awareness, and end of the year celebration.

PUPIL NONDISCRIMINATION REPORT

RHS Activities & Athletics

2017-18					
	Total	Male	Female	Underrepresent ed Students	Students with IEP
Athletics	743	346	396	44	38
Activities	510	199	311	47	20

2018-19					
	Total	Male	Female	Underrepresent ed Students	Students with IEP
Athletics	622	338	284	46	24

Activities	581	211	370	59	32
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2022-23

	Total	Male	Female	Underrepresent ed Students	Students with IEP
Athletics	594	350	244	51	18
Activities	492	197	295	42	14

JWMS Athletics & Activities

2017-2018

	Total	Male	Female	Underrepresent ed Students	Students with IEP
Athletics	515	262	253	32	12
Activities	170	54	116	15	19

2018-2019

	Total	Male	Female	Underrepresent ed Students	Students with IEP
Athletics	532	237	295	43	21
Activities	175	63	112	17	4

2022-2023

	Total	Male	Female	Underrepresent ed Students	Students with IEP
Athletics	377	186	191	31	19
Activities	135	38	97	21	6

X. Section 7: P.06(1)(f) - Scholarships and Other Recognition

FINDINGS, SUPPORTING INFORMATION & ANALYSIS:

Scholarship and recognition does not discriminate.

Summary of other awards/recognitions at RHS

Every month during the school year each department nominates one student to be their student of the month for a monthly ceremony that we hold in the library to celebrate these students.

Each semester we recognize all students that earned a 3.5 gpa or higher to be on the honor roll for RHS by posting all the names in the newspaper and online/social media.

Each year we recognize all junior students that score a composite of 30 or higher on the ACT exam and put their name up on a special board outside of the main office.

Summary of Scholarships

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Under- represented Students</u>	<u>Students w/IEP</u>	<u>Total</u>
2017-2018	36	51	2	2	91
2018-2019	31	45	4	2	82
2022-2023	38	31	5	2	76
Totals	105 (42.2%)	127 (51%)	11 (4.4%)	6 (2.4%)	249

Progress in award distribution to underrepresented

Each year the RASF selection committee and the RHS principal meet to review who was selected to win a scholarship. We “level” the students to make sure the award distribution is as equitable as possible at the end. For the last few years, every student that applied to and was eligible to win a scholarship has been awarded at least one scholarship.

Findings:

- Scholarships are female dominated.
- Eleven under-represented students received scholarships.
- Six students with IEP’s received scholarships.

Information on awards is accessible to all.

Findings

There is a process in place to ensure that all students and their parents are aware of scholarships and the application procedures. A few highlights of the process are outlined as follows:

- Emails to senior class

- Use of website

- Infinite Campus messages to parents & students

- Senior Flex meeting

- Additional Flex workshops

XI. Section 8: P.06(1)(g) - District Efforts to Achieve Equality of Opportunity and Nondiscrimination

FINDINGS, SUPPORTING INFORMATION & ANALYSIS:

Progress made in closing achievement gaps

In analyzing the data for the Pupil Non-Discrimination report, notable achievements include overall increased scores across the district and individual schools in both achievement and growth. ELA achievement over three years is particularly strong, with the district, RHS, JWMS, and Central securing the highest scores. Math achievement also demonstrates consistent high performance, with multiple schools achieving the highest scores over the three-year period. Growth scores are positive, notably with JWMS and Crescent experiencing increases, and several schools outperforming state averages. Special populations, including economically disadvantaged and students with disabilities, showcase impressive proficiency percentages in both ELA and Math. However, specific areas needing attention include decreases in growth scores for Pelican, JWMS, and target groups, signaling areas for further examination and improvement efforts.

Disaggregated State Report Card Data:

ENGLISH LANGUAGE ARTS															
	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	493,112	6.9%	31.5%	35.2%	26.5%	541,214	7.1%	30.8%	33.9%	28.2%	542,514	8.5%	31.9%	34.5%	25.1%
All Students	1,418	4.4%	25.5%	39.5%	30.5%	1,417	3.8%	27.8%	37.6%	30.8%	1,354	5.3%	29.2%	40.8%	24.7%
American Indian or Alaskan Native	29	0.0%	13.8%	31.0%	55.2%	31	0.0%	9.7%	45.2%	45.2%	25	0.0%	12.0%	40.0%	48.0%
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	23	0.0%	13.0%	47.8%	39.1%	30	0.0%	16.7%	33.3%	50.0%	26	0.0%	7.7%	57.7%	34.6%
Hispanic or Latino	39	2.6%	30.8%	43.6%	23.1%	42	0.0%	23.8%	47.6%	28.6%	43	2.3%	39.5%	37.2%	20.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	1,288	4.7%	25.9%	39.4%	30.0%	1,270	4.1%	28.9%	37.2%	29.8%	1,213	5.8%	30.1%	40.4%	23.7%
Two or More Races	27	3.7%	25.9%	33.3%	37.0%	33	0.0%	27.3%	36.4%	36.4%	38	2.6%	15.8%	50.0%	31.6%
Economically Disadvantaged	647	0.9%	18.9%	40.3%	39.9%	682	1.2%	18.6%	37.8%	42.4%	682	2.5%	21.4%	41.9%	34.2%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	189	0.0%	5.3%	31.7%	63.0%	182	0.5%	4.4%	23.1%	72.0%	179	1.1%	7.8%	27.4%	63.7%

MATHEMATICS															
	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	492,997	7.0%	29.4%	31.6%	32.0%	542,322	9.3%	28.2%	29.1%	33.3%	543,999	9.4%	29.1%	30.5%	31.0%
All Students	1,420	2.5%	28.0%	35.4%	34.1%	1,420	5.5%	26.1%	33.7%	34.8%	1,355	5.5%	29.7%	34.2%	30.6%
American Indian or Alaskan Native	29	0.0%	3.4%	48.3%	48.3%	31	0.0%	16.1%	41.9%	41.9%	25	4.0%	12.0%	40.0%	44.0%
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	23	0.0%	8.7%	47.8%	43.5%	30	6.7%	13.3%	26.7%	53.3%	26	0.0%	11.5%	46.2%	42.3%
Hispanic or Latino	39	0.0%	20.5%	38.5%	41.0%	42	0.0%	28.6%	33.3%	38.1%	43	4.7%	30.2%	30.2%	34.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	1,290	2.8%	28.9%	35.0%	33.3%	1,273	6.0%	26.5%	33.5%	34.0%	1,213	5.6%	30.7%	34.0%	29.8%
Two or More Races	27	0.0%	25.9%	29.6%	44.4%	33	0.0%	24.2%	39.4%	36.4%	39	7.7%	20.5%	35.9%	35.9%
Economically Disadvantaged	648	1.4%	18.2%	35.3%	45.1%	683	2.0%	18.0%	33.4%	46.6%	682	2.5%	22.9%	33.9%	40.8%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	191	0.0%	6.8%	22.0%	71.2%	183	0.5%	6.0%	19.7%	73.8%	179	0.6%	9.5%	15.6%	74.3%

Findings

Achievement

Overall Achievement Score:

- District Increased
- RHS Increased

- JWMS Increased
- Crescent Increased
- Central Increased
- NCES Increased

ELA Achievement over three years:

- District-Highest in 3 year snapshot
- RHS- 2nd highest in 3 years (last two 35.9/35.5)
- JWMS-Highest in 3 year snapshot
- Central-Highest in 3 year snapshot
- Pelican-Highest in 3 year snapshot

Math Achievement over three years:

- District-Highest in 3 year snapshot
- RHS-Highest in 3 year snapshot
- JWMS-Highest in 3 year snapshot
- Crescent-Highest in 3 year snapshot
- Central-Highest in 3 year snapshot
- NCES-Highest in 3 year snapshot
- Pelican-Highest in 3 year snapshot

Growth

Overall Growth Score:

- JWMS Increase (2.9)
- Crescent increased by more than 10 points

ELA Growth Score:

- RHS-Above State Average
- Crescent-Increased growth score from last year (7.6 points)
- NCES-Above State Average

Math Growth Score:

- JWMS-Above State Average and increased growth score from last year (3.8)
- Crescent-Above State Average and increased growth score from last year (13.3)
- Central-Above State Average and increased growth score from last year (1.9)
- NCES-Above State Average
- Pelican-Above State Average

Target Group Outcomes

- RHS Increased from last year (4.1)

On-Track to Graduation

- NCES Increased from last year (2.6)

Special Populations

- Economically Disadvantaged
 - District ELA-Highest % Advanced/proficient in 3 years (23.9)
 - District Math-Highest % Advanced/proficient in 3 years (25.4)
 - RHS Math-Highest % Advanced/proficient in 3 years (15.6)
 - JWMS ELA-Highest % Advanced/proficient in 3 years (23.9)
 - JWMS Math-Highest % Advanced/proficient in 3 years (22.8)
 - Crescent Math-Highest % Advanced/proficient in 3 years (33)
 - Central ELA-Highest % Advanced/proficient in 3 years (37.4)
 - Central Math-Highest % Advanced/proficient in 3 years (44.8)
 - NCES Math-Highest % Advanced/proficient in 3 years (71.4)
 - Pelican ELA-Highest % Advanced/proficient in 3 years (26.4)
 - Pelican Math-Highest % Advanced/proficient in 3 years (35.9)

Students With Disabilities

- District ELA-Highest % Advanced/proficient in 3 years (8.9)
- District Math-Highest % Advanced/proficient in 3 years (10.1)
- RHS ELA-Highest % Advanced/proficient in 3 years (6.7)
- RHS Math-Highest % Advanced/proficient in 3 years (6.7)
- JWMS ELA-Highest % Advanced/proficient in 3 years (9.2)
- Crescent ELA-Highest % Advanced/proficient in 3 years (10)
- Crescent Math-Highest % Advanced/proficient in 3 years (10)
- Central ELA-Highest % Advanced/proficient in 3 years (18.1)
- Central Math-Highest % Advanced/proficient in 3 years (33.4)
- NCES Math-Highest % Advanced/proficient in 3 years (100)

Needs a deeper look to understand decrease and/or areas of concern

- JWMS-Target group 9.1 point decrease
- Pelican-Growth score decrease of 12.4 points
- Pelican-Target group 6.4 point decrease
- RHS Math Growth-all areas below average growth
- 3-8 ELA Growth

- JWMS ELA Growth-all areas below average growth
- Crescent ELA Growth-all areas below average growth
- Central ELA Growth-all areas below average growth
- Pelican ELA Growth-all areas below average growth

Ongoing effort in place to ensure equality of educational opportunity

To address the ongoing effort in place to ensure equality of educational opportunity for economically disadvantaged and students with disabilities, it's crucial to analyze the provided data and highlight specific areas for improvement. Here are some potential responses:

For Economically Disadvantaged Students:

Identifying Disparities:

- The data reveals a notable discrepancy in the percentage of economically disadvantaged students achieving advanced/proficient levels in ELA and Math compared to the district average.
- The highest proficiency levels in ELA and Math for economically disadvantaged students are consistently lower than those of the overall district.

Targeted Support Strategies:

- Implementing targeted interventions and support programs specifically tailored for economically disadvantaged students is essential.
- Consider allocating additional resources, such as tutoring, mentorship programs, or technology access, to bridge the achievement gap.

Community Engagement:

- Foster community engagement initiatives to involve parents and guardians in the educational process.
- Create partnerships with local businesses and organizations to provide resources and opportunities for economically disadvantaged students.

For Students With Disabilities:

Inclusive Education Practices:

- Promote inclusive education practices to ensure that students with disabilities have access to the same high-quality curriculum and instruction as their peers.
- Evaluate and adjust teaching methods to accommodate diverse learning needs.

Professional Development:

- Provide ongoing professional development for educators to enhance their skills in differentiated instruction and special education strategies.

- Foster a culture of collaboration among teachers, special education professionals, and support staff.

Individualized Education Plans (IEPs):

- Ensure that Individualized Education Plans (IEPs) are effectively implemented, regularly reviewed, and adjusted to meet the evolving needs of students with disabilities.
- Involve parents and guardians in the development and review process of IEPs.

Resource Allocation:

- Allocate resources, such as assistive technology and additional personnel, to support students with disabilities in reaching advanced/proficient levels.
- Collaborate with local agencies and organizations to enhance the availability of specialized resources.

Overall Efforts:

Data-Driven Decision-Making:

- Continuously monitor and analyze data to identify trends, measure progress, and inform decision-making regarding resource allocation and intervention strategies.

Universal Design for Learning:

- Promote universally accessible teaching and learning practices to address the diverse needs of students and create an inclusive learning environment.

Advocacy and Policy Development:

- Advocate for policies that promote equity in educational opportunities and address systemic barriers faced by economically disadvantaged and students with disabilities.

Transparent Communication:

- Maintain transparent communication with stakeholders, including parents, teachers, and community members, to build trust and garner support for ongoing initiatives.

By addressing these specific areas, educational institutions can contribute to the ongoing effort to ensure equality of educational opportunity for all students, regardless of economic background or disability status.

School environment is welcoming to all students and parents/guardians

The data compares respondent ratings for recommending the School District of Rhinelander to family and friends on a scale from 1 to 10 in the years 2022 and 2023. Here's a summarized breakdown:

- Overall Improvement:
 - The percentage of respondents giving a score of 7 or higher increased from 60.9% in 2022 to 67.1% in 2023, reflecting a 6.2% improvement.
- Highly Likely Ratings (Score of 10):
 - In 2022, 18.3% of respondents gave a score of 10.

- In 2023, this percentage increased to 25.7%, indicating a 7.4% improvement.
- **Moderate Improvement in Lower Scores:**
 - Respondents giving a score of 4 or lower decreased from 19.1% in 2022 to 15.6% in 2023, reflecting a 3.5% improvement.
 - The percentage of respondents giving the lowest score (1) decreased from 5.5% in 2022 to 3.2% in 2023, showing a 2.3% improvement.

These results suggest an overall positive trend, with a notable increase in high recommendations (score of 10) and an improvement in overall satisfaction (score of 7 or higher). Additionally, there has been a reduction in lower ratings, indicating a positive shift in respondent perceptions from 2022 to 2023.

To continue these positive trends, the school district of Rhinelander will continue to prioritize the following areas:

Community Engagement Initiatives:

- Prioritize the establishment of community engagement initiatives, such as advisory committees, open forums, or workshops. This will provide a platform for direct communication with parents, guardians, and community members, helping to better understand their needs and concerns.

Identify and Address Concerns:

- Focus on analyzing feedback from respondents who gave lower scores (4 or lower) in both years. Identify common themes and specific concerns to develop targeted strategies for improvement. Addressing these concerns directly can have a significant impact on overall satisfaction.

Enhance Communication Strategies:

- Improve communication strategies to ensure that positive aspects and improvements within the school district are effectively communicated to the community. Highlighting achievements, initiatives, and success stories will contribute to a more positive perception of the district.

By prioritizing these three action steps, the School District of Rhinelander can build stronger connections with the community, address specific concerns, and effectively communicate positive changes, thereby fostering a more positive and supportive environment.

Equality is considered in planning professional development

Implementing professional development in target-based grading and Universal Design for Learning (UDL) at the School District of Rhinelander can significantly advance equality among staff. Target-based grading ensures clarity, consistency, and objective assessment, reducing subjective practices and fostering a fair evaluation system. Educators receive training to provide individualized feedback,

supporting each student's unique learning journey and enabling data-informed decision-making for timely interventions.

UDL emphasizes inclusive instructional practices, encouraging educators to design materials accommodating diverse learning needs. Through professional development in UDL, staff gains the ability to create inclusive learning environments, ensuring accessibility and flexibility. Individualized approaches to learning and collaboration within professional learning communities further empower educators to recognize and address diverse student needs, promoting a more equitable educational experience.

The overall impact on equality is reflected in more equitable learning outcomes, a shared understanding among staff about effective instructional practices, and the promotion of a student-centered approach. The combination of target-based grading and UDL contributes to a culture of continuous improvement, aligning with the goal of providing equal educational opportunities for all students at the School District of Rhinelander.

Additionally, the implementation of Equitable Multi-Level Systems of Support (EMLSS) serves as a pivotal component in fostering equality within the School District of Rhinelander. EMLSS is a comprehensive framework designed to provide targeted assistance and interventions to students at various levels of need. This approach ensures that resources, including academic, behavioral, and social-emotional support, are distributed equitably across the student population. By clarifying our EMLSS structures, the school district can identify and address individual student needs promptly, promoting a more inclusive and responsive educational environment. This proactive system reinforces the commitment to equality by recognizing and supporting the diverse requirements of students, ultimately contributing to their overall success and well-being

XII. Section 9: P.06(1)(h) - School District Technology

FINDINGS, SUPPORTING INFORMATION & ANALYSIS:

School district technology and electronic communication is accessible for all parents and students.

- [Policy 7450 - Technology](#)
- [Policy 7539 Technology Mission and Vision Statement](#)
- [Website Accessibility](#)
- Digital Equity Survey - This survey is filled out by all families at the beginning of the year. It asks families if they have internet access, how reliable it is, if students have designated devices, etc. If families indicate that they do not have access, a staff member reaches out to the families to ask if they would like a school device. This is a state requirement as of the 23-24 academic year.

- Paper copies of electronic forms are provided per parent's request. Alternatively, parents are invited to come to the school or district office to fill out electronic forms using district devices.

XIII. Section 10: P.06(2) - Opportunity for Participation

Staff, students, parents, and residents of the school district were made aware of the opportunity to make comments about this evaluation by a notice published in the local newspaper on September 22, 2023.