



**2024 Five-Year Self Evaluation of the Status of Nondiscrimination
and Equality of Educational Opportunity
(PI 9.06)**

School District of Belleville

Approved by School Board on:

May 13, 2024

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**SECTION I: CONTRIBUTORS TO THE
2024 FIVE-YEAR SELF EVALUATION OF THE STATUS OF NONDISCRIMINATION AND EQUALITY OF EDUCATIONAL OPPORTUNITY**

DPI: Prepare a written summary that describes the methods used to conduct the evaluation, who participated in the process and what contributions the participants provided. Include this summary in your report.

The School District of Belleville has provided an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district. The following individuals and groups either assisted in developing the plan or reviewed the plan for comments and/or changes prior to school board approval.

Names	Position
Rebecca Johnson	Director of Student Services
Zack Nelson	Athletic Director
Nathan Perry	District Administrator

Opportunities to Participate in the Writing/Development of the Pupil Nondiscrimination Self-Evaluation 2024 Report PI 9.06

Opportunity for participation in the writing/development of this report was offered to pupils, teachers, administrators, parents and residents of the school district in the following manner:

- Open meeting portion of a scheduled school board meeting
- Individual meetings
- Focus groups for students
- Focus groups for parents
- Focus groups for district residents
- Staff meeting for school personnel
- Discussion item at an administrative meeting
- Public notice in a local newspaper
- Newsletter article/announcement

- Principal bulletin/article/announcement
- Letters home to students and parents
- Online survey or comments
- Brochure
- Other _____

Opportunities to Participate in the Final Review/Evaluation of the Nondiscrimination and Equality of Educational Opportunity Five-Year Self-Evaluation 2024 Report PI 9.06

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

- Open meeting portion of a scheduled school board meeting
- Individual meetings
- Focus groups for students
- Focus groups for parents
- Focus groups for district residents
- Staff meeting for school personnel
- Discussion item at an administrative meeting
- Public notice in a local newspaper
- Newsletter article/announcement
- Principal bulletin/article/announcement
- Letters home to students and parents
- Online survey or comments
- Brochure
- Other _____

SECTION II: INTRODUCTION AND LEGAL BASIS TO THE SELF EVALUATION OF THE STATUS OF NONDISCRIMINATION AND EQUALITY OF EDUCATIONAL OPPORTUNITY

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.

COORDINATE AND CONSOLIDATE MULTIPLE, EQUITY-RELATED PLAN REQUIREMENTS It is our hope that schools and districts will use the information gained in the self-evaluation when they prepare consolidated plans, the district’s strategic plan, a district equity plan, and/or in other school improvement processes, plans or programs.

LEGAL BASIS FOR AN EQUITY PLANNING PROCESS FOR CREATING EQUITY IN WISCONSIN SCHOOLS

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> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 33%; padding: 2px;">-Sex</td> <td style="width: 33%; padding: 2px;">-Ancestry</td> <td style="width: 33%; padding: 2px;">-Sexual orientation</td> </tr> <tr> <td style="padding: 2px;">-Race</td> <td style="padding: 2px;">-Creed</td> <td style="padding: 2px;">-Physical, mental,</td> </tr> <tr> <td style="padding: 2px;">-Religion</td> <td style="padding: 2px;">-Pregnancy, marital</td> <td style="padding: 2px;">emotional or</td> </tr> <tr> <td style="padding: 2px;">-National Origin</td> <td style="padding: 2px;">or parental status</td> <td style="padding: 2px;">learning disability</td> </tr> </table>	-Sex	-Ancestry	-Sexual orientation	-Race	-Creed	-Physical, mental,	-Religion	-Pregnancy, marital	emotional or	-National Origin	or parental status	learning disability	<p>PI 9.06 Evaluation. (1) In order to provide the information necessary for the state superintendent to report on the compliance with s. 118.13, Stats., as required under s. 118.13 (3) (a)3., Stats., each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every 5 years on a schedule established by the state superintendent. The evaluation shall include the following:</p> <ol 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.
-Sex	-Ancestry	-Sexual orientation											
-Race	-Creed	-Physical, mental,											
-Religion	-Pregnancy, marital	emotional or											
-National Origin	or parental status	learning disability											

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| | <p>h) School district technology, including electronic communications by school district staff.</p> <p>(2) The district shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents/guardians and residents of the school district.</p> <p>(3) The district shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.</p> |
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SECTION III SCHOOL BOARD POLICIES AND ADMINISTRATIVE PROCEDURES 9.06 (1)(A)

IDEAS FOR EVALUATION-

- Review school board policies. Identify and evaluate the pupil nondiscrimination policies.
- Review annual class 1 legal notice.
- Review discrimination complaint procedures.
- Identify the employee designated to receive discrimination complaints.
- Review the type of training in discrimination law and complaint investigation that this designated employee received.
- Review student and staff handbooks.
- Review course selection handbooks and other materials distributed to the public.
- Develop and implement recommendations for improving the effectiveness of pupil nondiscrimination policies and complaint procedures.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
November 15, 2023	Some of the district policies, while addressing pupil non-discrimination, do not cite PI 9.06.	Began reviewing assurances as part of PI-1198	Contact the district's Neola representative, Scott Brown, for advice.
November 17, 2023	Some of the district policies, while addressing pupil non-discrimination, do not cite c.	Continued to review assurances as part of PI-1198	Contact the district's Neola representative, Scott Brown, for advice.
November 19, 2023	Neola was not aware of the issue or omission of citation.	Email exchange with Neola representative Dr. Scott Brown	Add citations and check for the proper requirements.

PI	Requirement	Benchmarks	Findings
9.06(1)(a)	Evaluate board approved policies and procedures	Board has adopted/updated policies covering all areas of school operations, including school sponsored programs and activities.	Covered in Board Policies 2266 and 5730
		The policies include all protected categories listed under Wis. Stat. § 118.13.	Covered in Board Policies 2266 and 5730

PI	Requirement	Benchmarks	Findings
		The policies either specifically address harassment, or there is a separate anti-harassment policy.	Covered in Board Policies 2260 and 5517
		The policies are easily understood and accessible to all staff, students, and parents/guardians	School board policies appear on the district website in BoardDocs , along with student handbooks for the elementary school and middle and high schools .
		The policies are published annually in a class 1 legal notice.	Notice and access to the district's policies will appear in <i>The Post Messenger Recorder</i> each July.
		An employee has been designated to receive Wis. Stat. § 118.13 discrimination complaints.	Board Policies 2260 and 5517 designate Student Services Director Rebecca Johnson and Middle and High Schools' Principal Kyle Loshaw as the District Compliance Officers (COs).
		The name and address of the designated employee is published annually in a class 1 legal notice.	Notice and access to the district's policies will appear in <i>The Post Messenger Recorder</i> each July.
		The discrimination complaint procedure provides for a written acknowledgement of the complaint within 45 days and final resolution of the complaint within 90 days.	Covered in Board Policy 5517
		The discrimination complaint procedure provides for a written decision that notifies the complainant of the right to appeal a negative determination to the state superintendent	Covered in Board Policy 5517

PI	Requirement	Benchmarks	Findings
		within 30 days and of the procedures for making the appeal.	
		The complete complaint procedure is included in all student and staff handbooks.	While both the elementary's and middle and high schools' student handbooks summarize Board Policies 2260 and 5517 , each should include all of Policy 5517 in an appendix.
		The procedure is effective in resolving pupil discrimination complaints.	The district did work through a Title IX complaint at the middle school during the first semester of the 2024-25 school year to completion.

SUMMARY—Board Policies and Procedures

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06 (1)(a)	While both the elementary's and middle and high schools' student handbooks summarize Board Policies 2260 and 5517 , each should include all of Policy 5517 in an appendix.	Monday, July 8, 2024	Kelsey Schmit Kyle Loshaw	The School Board Business Calendar calls for the student handbooks to be approved in July.
PI 9.06 (1)(a)	Notice and access to the district's policies will appear in <i>the Post Messenger Recorder</i> each July.	Thursday, July 11, 2024	Nate Perry/Jim Schmitt Kelly Schulz	Class 1 legal notice will appear in this edition of the <i>Post Messenger Recorder</i> .
PI 9.06 (1)(a)	Add citations to PI 9.06 in School Board Policies 2260 , 2266 , 5517 , and 5730 and check for the proper requirements.	With the next Neola update (potentially July or August)	District Administrator Neola Representative Dr. Tim Onsager	School Board Policies 2260 , 2266 , 5517 , and 5730 will contain citations to PI 9.06.

SECTION IV : ENROLLMENT TRENDS AND PATTERNS IN CLASSES AND PROGRAMS 9.06 (1)(B)

IDEAS FOR EVALUATION

- Collect course and program enrollment data for the past three years.
- Disaggregate data based on race, sex, national origin and disability.
- Compare class and program data with overall enrollment data.
- Identify discrepancies sufficiently large enough to warrant further examination. The Department suggests that a 5% disparity be considered significant.
- Identify factors that may influence enrollment, including eligibility criteria.
- Develop and implement strategies to increase program participation by underrepresented groups

Data Examined	Findings	Analysis & Supporting Information	Recommendations
2/21/2024-5/1/2024	Some underrepresented groups are not accessing advanced level courses at the same rate as their peers.	School Report Cards from current and previous school year	To continue to review this progress with the school counselor and high school case managers
2/21/2024-5/1/2024	Most of the underrepresented groups are accessing CTE and work-based learning, however, multilingual learners do not seem to be accessing at the same rate.	Review of CTE snapshot data in WISEdash for Districts from the current and past school year	To review the multilingual programming and determine if adjustments in scheduling recommendations need to be adjusted

PI	Requirement	Benchmarks	Findings
9.06(1)(b)	Evaluate enrollment trends and patterns in classes and programs	Significant progress is made each year toward increased enrollment in courses and programs by underrepresented groups based on race, gender, disability, and national origin.	According to the most recent high school report card, BHS has made progress with students underrepresented in Advanced Placement (AP) and dual-credit classes. All areas except students identified with a disability increased in AP classes. In the area of dual-credit, there was some decrease in some underrepresented groups.

PI	Requirement	Benchmarks	Findings
		Particular programs and courses that merit attention include advanced and/or college preparatory classes, talented and gifted programs, and vocational education classes and programs.	The enrollment for students in underrepresented groups has increased in work-based courses and Youth Apprenticeship (YA) opportunities. Currently, there are five students with disabilities that are enrolled in Career & Technical Education (CTE) courses. Four students of different races and three students who are economically disadvantaged are in CTE courses. There are no multilingual students enrolled in these courses.

SUMMARY—Trends and Patterns in Classes and Programs

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06 (1)(b)	Students with disabilities and multilingual learners continue to not be represented in AP courses. This is an area of continuous improvement.	June of 2025	Rebecca Johnson, Stephanie Way and/or Kyle Loshaw	To have students with disabilities enrolled in AP or honors courses. To increase the enrollment for multilingual learners in advanced courses.
PI 9.06 (1)(b)	Students who are identified as multilingual are not enrolling or accessing CTE type courses that would lead to work-based or YA experiences.	June of 2026	Katie Woerple, Rebecca Johnson, Stephanie Way	To adjust the multilingual approach and programming to allow for more access to the CTE or work-based opportunities.

SECTION V: EVALUATE METHODS, PRACTICES, CURRICULUM AND MATERIALS USED IN INSTRUCTION, COUNSELING AND PUPIL ASSESSMENT AND TESTING. 9.06 (1)(c)

IDEAS FOR EVALUATION- PREVIOUS TIME THIS WAS DONE, ONLY THE COUNSELING CURRICULUM WAS REVIEWED. THIS TIME WE ARE LOOKING AT OVERALL COURSE GUIDES AND OFFERINGS.

- Review course outlines and curriculum selection guides/processes to ensure a variety of offerings, teaching methodologies and the absence of bias or stereotyping
- Assess the district’s policies and practices regarding equality in methods, practices, and materials used for testing and evaluation students.
- Determine whether opportunities are available for students to explore new, “nontraditional” careers or higher wage opportunities. Women in engineering, boys in nursing (a career pathway that leads to a career with less than 25% of one gender or another) Girls in coding or Wildcat manufacturing
- Review counseling materials to ensure the absence of bias or stereotyping.
- Develop and implement strategies for improvement.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
3/14/2024	In review with Val Schmitz from CESA 2, the current curriculum cycle has appropriate components but is not sustainable or up-to-date with current state standard revisions.	Val and Rebecca reviewed the current curriculum cycle and determined that the district’s areas that need to be changed or updated in approach. They reviewed the Plan-Do-Study-Act (PDSA) cycles and DPI website for more supporting information.	To have a flexible and sustainable system for reviewing curriculum standards/resources for the district.

PI	Requirement	Benchmarks	Findings
9.06(1)(c)	Evaluate methods, practices, curriculum and materials used in instruction, counseling, and	No forms of bias or stereotyping are present in instructional materials, instructional practices, student assessment and counseling strategies.	Currently, the district’s curriculum review cycle is being reworked to be submitted to the board over the summer months. Due to the transition of Director of Teaching & Learning and pandemic, the cycle has not been accurate. This discrepancy in the review cycle curricular materials are not being reviewed as regularly as it should. The curricular review teams do review different materials during

PI	Requirement	Benchmarks	Findings
	pupil assessment and testing.		these cycles to ensure that material is implemented appropriately. The Educator Effectiveness (EE) cycle ensures that teachers are implementing best practices and not instructing with bias or stereotyping.
		Counselors emphasize that courses, programs, roles and careers are open to all regardless of gender, race, national origin or disability.	This year our high school counselor used an alternate method for scheduling in which students were allowed to look at the course guide and choose which courses they were interested in instead of a predetermined master schedule. Any student can express interest in any of the courses in the catalog.
		Teachers and counselors demonstrate high expectations for all students.	The Professional Development plan for the district always includes common expectations for students by all staff. This work is done through the Positive Behavioral Interventions and Supports (PBIS) teams, Climate & Culture team, and book studies. This includes work with the support staff as well as the professional staff.

SUMMARY—Evaluate methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06 (1)(c)	To create a sustainable 5-7 year curriculum cycle that can be used over time to review standards and	November of 2024	Rebecca Johnson, Kelsey Schmit, Gayle Doyle, and Melissa Whitmore	To have a flexible and sustainable system to review curriculum

	curriculum resources in a timely manner.			standards/resources for the district.
PI 9.06 (1)(c)	To implement a continuous improvement cycle for creating/evaluating Professional Development across the district.	August of 2025	Rebecca Johnson with the Administrative Team	To implement a continuous improvement cycle for creating/evaluating Professional Development across the district.

SECTION VI: TRENDS AND PATTERNS OF DISCIPLINARY ACTIONS AND HANDLING PUPIL HARASSMENT 9.06(1)(d)

IDEAS FOR EVALUATION- WISEDASH SHOULD HOUSE THIS DATA IF WE ARE REPORTING IT CORRECTLY.

- Review expulsions, suspensions and other disciplinary measures for the last three years.
- Disaggregate data based on the basis race, sex, national origin, and disability.
- Compare with overall enrollment data. discrepancies sufficiently large to warrant further examination. The Department suggests that a disparity of 5% be considered significant.
- Review school reports and practices to determine whether consequences for all groups are identical for the same infraction.
- Develop and implement strategies to ensure that disciplinary measures are consistently applied.
- Review anti harassment policies.
- Review pupil harassment complaints to determine whether complaints are effectively and promptly addressed.
- Review ways in which information regarding harassment, anti harassment policies and complaint procedures are disseminated.
- Determine where students learn about these issues.
- Develop and implement recommendations to effectively address and prevent incidents of harassment.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
2/21/2024- 5/1/2024	Discipline data may suggest a need for Professional Development around for behavior and disciplinary type events.	WISEdash data	To review and/or create a more sustainable and consistent disciplinary structure especially at the middle and high schools

PI	Requirement	Benchmarks	Findings
9.06(1)(d)	Evaluate trends and patterns in discipline actions, including suspensions,	Disciplinary measures, including suspensions and expulsions are applied consistently to all students.	Based on current and past WISEdash data for discipline, the following can be found: <ul style="list-style-type: none"> ● Students with disabilities have more discipline events at the middle and high schools than at the elementary school and more than students without disabilities.

PI	Requirement	Benchmarks	Findings
	expulsions and handling of pupil harassment.		<ul style="list-style-type: none"> ● Students who are economically disadvantaged have a higher discipline rate at the middle and high schools than the elementary and than their non-disadvantaged peers. ● Students of different races or who are identified as multilingual learners have less discipline records than that of their peers.
		Alternative educational opportunities are provided for children in the district who are expelled.	Based on records reviews, there have not been any student expulsions in the past 5 years.
		The pupil nondiscrimination policies either address harassment or there is a separated anti harassment policy. The policies define harassment, provide examples, explain the consequences, prohibit retaliation, and assure as much confidentiality as reasonably possible.	Covered in Board Policies 2260 and 5517
		Responses to harassment are prompt, firm, and effective.	Formal and informal Title IX complaints are handled within the timelines of the regulations in the federal law.
		Staff, students and parents/guardians are aware of how to file a complaint of harassment.	Title IX and other harassment policies are stated in the student handbooks and found on the district website. The district also utilizes SPRIGEO to report instances of bullying and/or harassment.
		Regular opportunities are provided for	Title IX and other harassment policies are stated in

PI	Requirement	Benchmarks	Findings
		students and staff to address the issue of harassment (such as curricular materials, educational programs, forums, orientation programs, etc.)	the student handbooks and found on the district website. Student handbooks are reviewed at each building at the beginning of the school year in a manner that is age-appropriate for the students. These policies are also identified as part of the registration process at the beginning of each school year.

SUMMARY—Evaluate trends and patterns in discipline actions, including suspensions, expulsions and handling of pupil harassment.

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06 (1)(d)	Increase staff, student, and family awareness around Title IX regulations and other harassment policies.	September of 2024	Rebecca Johnson and Title IX staff	Increased awareness around the Title IX regulations
PI 9.06 (1)(d)	Work with staff and the administrative team to ensure a sustainable PBIS system to ensure equitable practices towards student discipline.	June of 2025	Administrative team and PBIS building-level teams	Increased equitable responses to student behavior

SECTION VII: EVALUATE PARTICIPATION TRENDS AND PATTERNS AND SCHOOL DISTRICT SUPPORT OF ATHLETICS, EXTRACURRICULAR, AND RECREATIONAL ACTIVITIES PI 9.06(1)(e)

IDEAS FOR EVALUATION

- Collect data on participation in athletic programs/activities and other extracurricular activities for the last three years.
- Disaggregate data based on race, national origin, sex, and disability. -If the student is in multiple sports or activities can count as 1 or as more-but be consistent across the board.
- Compare data with overall enrollment data.- can look at HS only, but would be good to look at the District as a whole (making sure it is equitable across grade levels, buildings, etc)
- Identify any factors that might influence participation.
- Review separate programs in interscholastic athletics for boys and girls to ensure that they are comparable in type, scope, and support.
- Review guidelines and procedures to assess the athletic and other extracurricular interests of students.
- Compare data on student interests to listings of athletic opportunities or programs and other extracurricular activities.
- Review special presentations and programs to determine if they reflect the diverse interests of students.
- Develop and implement strategies to increase participation by underrepresented groups.
- Develop and implement strategies to ensure that interscholastic athletic programs for boys and girls are comparable in type, scope and support.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
5/8/2024	Belleville provides a variety of athletic and extracurricular activities for all of its students. The district provides the activities and supports to meet the needs of their student population.	Despite trends state-wide of lower participation in sports, Belleville continues to support and provide quality athletic and academic options for its student body, including Forensics, Science Olympiad, and Bowling.	Continue to provide the avenues for student participation. Continue to support not only athletic extracurriculars but also academics. Focus on bringing in speakers to promote involvement.

PI	Requirement	Benchmarks	Findings
9.06(1)(e)	Evaluate	Students have a variety of athletic and	The students have a variety of activities available,

PI	Requirement	Benchmarks	Findings
	participation trends and patterns and school district support of athletics, extracurricular activities and recreational activities.	extracurricular activities available, with the necessary resources to make them accessible for all students.	and the district has provided resources to make them available to all students.
		Interscholastic athletic programs for boys and girls are comparable in type, scope, and support.	The School District of Belleville is intentional in ensuring that the programs for both boys and girls are comparable in type, scope, and support. We have gone as far as consolidating our fundraising to make sure all sports receive equitable funding.
		School provides extracurricular and recreational activities to meet the interests and abilities of diverse students, as evidenced by the range of activities offered and participation rates or an interest survey.	The School District of Belleville provides a variety of extracurricular and recreational activities to its student body. Not only does the district provide the typical athletics, but it also supports a strong bowling team, Math team, Forensics, Science Olympiad program, musical, play programs, and more.
		School assemblies, special programs and speakers reflect the diverse and pluralistic nature of the school and the larger community.	This is an area of growth for the School District of Belleville. While our programs are diverse and pluralistic in nature, we are not bringing in speakers to reflect this.

SUMMARY—Evaluate participation trends and patterns and school district support of athletics, extracurricular activities and recreational activities.

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome

PI 9.06 (1)(e)	Due to the slight decline in participation, the way to improve our participation numbers is to continue to endorse our activities.	June 2025 and ongoing	Building Principals and Athletic Director	Increased opportunities for students to participate in district-wide in activities outside the classroom.
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SECTION VIII: EVALUATE 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)

IDEAS FOR EVALUATION

- Collect data on award recipients and applicants for the last three years: Student-of-the-Month, scholarships, varsity letters, senior awards, National Honor Society (NHS), Honor Roll
- Disaggregate data based on race, national origin, sex, and disability.
- Compare data with overall enrollment data.
- Identify discrepancies sufficiently large to warrant further examination. The Department suggests that a disparity of 5% be considered significant.
- Review application materials, criteria used for selection and eligibility, and ways in which information is disseminated to ensure that the information is available to all students and there is an absence of bias, discrimination or stereotyping.
- Develop and implement strategies for increasing distribution of scholarships and other awards to underrepresented groups.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
June of 2023	Scholarship information is appropriately distributed but continued awareness of other honors/awards could be improved.	Review scholarship information with the high school counselor and a student panel.	Continuous review of the scholarships for seniors; however, there is a need to increase awareness for other opportunities for students to be recognized.

PI	Requirement	Benchmarks	Findings
9.06(1)(f)	Evaluate participation trends and patterns in awarding scholarships and other forms of recognition and	All scholarships and other forms of recognition are awarded in a way that does not discriminate.	Belleville High School offers a wide variety of scholarships to the students. Students are able to apply through a common link and their application is reviewed by an outside group to decrease any bias from school staff.
		Significant progress is made toward increasing distribution of scholarships and	In the past three years, scholarship distribution has increased among a variety of student groups and for more than those headed to a 4-year university.

PI	Requirement	Benchmarks	Findings
	achievement provided or administered by the school district	other awards to underrepresented groups.	
		Information about award opportunities is accessible to all parents/guardians and students.	Scholarship information is distributed during Senior meetings, newsletters, emails, and graduation information sessions. This information is also presented in multiple languages so that it is accessible to all students/families.
		Application materials, eligibility criteria, and award information are free of bias, discrimination and stereotyping	Scholarship information is presented in multiple languages, in written format, and online.

SUMMARY—Evaluate trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06 (1)(f)	Continuous review of the scholarships for seniors; however, it is important to increase awareness for other opportunities for student recognition.	Continuous at the end of each school year, as part of year-end activities	Stephanie Way, Rebecca Johnson, and the Building Principals	To ensure the district provides equal access for honors, recognition, and other awards.

SECTION IX: EVALUATE SCHOOL DISTRICT EFFORTS TO ACHIEVE EQUALITY OF EDUCATIONAL OPPORTUNITIES AND NONDISCRIMINATION. PI 9.06(1)(g)

IDEAS FOR EVALUATION

- Review local plans to achieve equality of educational opportunity for success and ongoing challenges or barriers.
- Collect achievement data. Disaggregate data based on race, sex, and disability.
- Identify any achievement gaps.
- Develop and recommend strategies for closing the achievement gap, improving school climate, and infusing equality of educational opportunity and nondiscrimination into professional development.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
June of each year	Closing the achievement gap between the buildings has been different based on various systems and approaches. A more consistent approach in a district Equitable Multilevel System of Support (EMLSS) would help with meeting student needs.	District Report Cards, state report cards for individual buildings, School Perception Surveys from staff, review of Professional Development plan	Having a district-wide EMLSS plan that can be differentiated between the buildings to fit the needs of the students
November of 2023	English Language Arts (ELA) appears to be an area that is in need of more consistent approaches and interventions in order to have more opportunities for showing growth in student achievement.	School Report Cards comparisons and presentation to staff	Continued work with Reading and/or ELA in closing the gaps, especially at the middle and high schools

PI	Requirement	Benchmarks	Findings
9.06(1)(g)	Evaluate school district efforts to achieve equality of educational opportunity and nondiscrimination	Significant progress in made in closing academic achievement gaps.	Belleville Elementary School has made progress in closing the achievement gap which is indicated by their report card score. The elementary school has continued to refine their Multi-Tiered System of Supports (MTSS) to ensure accurate interventions and progress monitoring. The middle and high schools have continued to

PI	Requirement	Benchmarks	Findings
			make progress with closing the gap in the area of Math. They continue to solidify a base of PDSA for MTSS.
		Every staff member demonstrates high expectations for all students.	The Professional Development plan for the district always includes common expectations for students by all staff. This work is done through the PBIS teams, Climate & Culture team, and book studies. This includes work with the support staff as well as the professional staff.
		An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination.	The Professional Development plan for the district always includes common expectations for students by all staff. This work is done through the PBIS teams, the Climate & Culture team, and book studies. This includes work with the support staff as well as the professional staff.
		The school environment is welcoming to all students and parents/guardians who visit the building.	According to the School Perception surveys, parents/guardians feel that the buildings are welcoming but also safe for students.
		Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development.	The administrative team plans Professional Development based upon a data dig of the data available to review. Professional Development is designed to address multiple different components of instruction with differentiation (multilingual instruction, differentiation, understanding disabilities, and curricular implementation). The administrative team has also attempted to design a consistent schedule so that both buildings are using resources equitably. Professional Development is designed to reach "ALL" students.

SUMMARY—Evaluate school district efforts to achieve equality of educational opportunity and nondiscrimination

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06 (1)(g)	Work on creating a clear plan for the administrative team for a continuous improvement cycle to focus PreK-12 Professional Development.	June 2025 and ongoing	Administrative team with building-level coaches	A PDSA cycle that would allow for a more consistent approach to PD that meets the needs of all students and staff.
PI 9.06 (1)(g)	Implementing a district-wide EMLSS plan that can be differentiated between the buildings to fit the needs of the students in the building.	June of 2025	Rebecca Johnson and Kelsey Schmit, with support of the administrative team and School Psychologist	District-wide EMLSS plan
PI 9.06 (1)(g)	Continued work at closing the achievement gap, especially in the area of Students with Disabilities (SwD) and students with multilingual needs	Ongoing	Rebecca Johnson and Katie Woerple with the administrative team	To increase achievement for students in underrepresented groups
PI 9.06 (1)(g)	Continued work with Reading and/or ELA in closing the gaps, especially the at the middle and high schools	June of 2025	Rebecca Johnson, Building Principal, and Interventionist	A sustainable plan for implementing intervention and universal instruction

SECTION X: SCHOOL DISTRICT TECHNOLOGY AND ELECTRONIC COMMUNICATION IS ACCESSIBLE BY PARENTS AND STUDENTS PI 9.06(1)(h)

IDEAS FOR EVALUATION

- Do we have opt-in or opt-out electronic communications?
- Do all our families and students have access to technology and or electronic communications?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Beginning of each year	After registration each school year, the process is reviewed and adjusted based on feedback and information to be collected.	Annual input has been collected by School Perceptions surveys and staff feedback.	None

PI	Requirement	Benchmarks	Findings
9.06(1)(h)	School district technology, including electronic communications by school district staff.	School district technology and electronic communication is accessible by parents and students.	Technology usage information is presented to all families when they complete yearly registration materials in the fall. They are also able to opt “in” and/or opt “out” at any time of the year by reaching out to the Student Information Specialist. Classroom teachers also share newsletter and other classroom information via Google Classroom and printed materials. All electronic material is also provided in multiple languages and accessible for other disabilities.

SUMMARY—School district technology, including electronic communications by school district staff.

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome

PI 9.06 (1)(h)	None noted at this time.			
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SECTION XI – METHODS USED IN CONDUCTING THE SELF-EVALUATION PI 9.06(2)

IDEAS FOR EVALUATION

- Evaluate the degree of meaningful inclusion of participants in the self-evaluation process.
- Do the participants include teachers, students, school administrators, parents/guardians and residents?
- Do the participants reflect the diversity within the district and within the community?
- Parents/guardians, students, and residents are included in a way that does not require review or release of confidential information.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
2/21/2024-5/1/2024	The District has multiple different ways in which input towards district initiatives are gathered.	Key Communicators, Communications Committee meetings, School Perceptions Surveys, staff surveys, Student Council input, and the Principal’s Student Advisory Council	With the ready availability of the self-evaluation, data could be gathered more frequently and thus more accurate throughout the 5 years.

PI	Requirement	Benchmarks	Findings
9.06(2)	Provide an opportunity for participation in the self-evaluation by pupils, teachers, administrators, parents/guardians, and residents of the school district.	Students, teachers, administrators, parents, and community members actively participated in the self-evaluation process.	With the ready availability of the self-evaluation, data could be gathered more frequently and thus more accurate throughout the five years.

SUMMARY—METHODS USED IN CONDUCTING THE SELF-EVALUATION

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06(2)	To review the Self-Evaluation each year as part of the district-wide improvement plan to ensure on-going improvement for students.	June of 2025 and ongoing	Rebecca Johnson, Erik Farrar, and District Administrator	Ongoing improvement for the district in having sustainable and equitable practices