

Pupil Nondiscrimination Self-Evaluation Report:

Spring 2024



Port Washington-Saukville School District

PI 9 District Designee:
Brian Sutton, Director of Student Services
(262) 268-6071
brian.sutton@pwssd.k12.wi.us

DPI Contact: Paul Sherman, Pupil Nondiscrimination Program Consultant Phone: 608-267-9157 Email:
paul.sherman@dpi.wi.go

Section I - General Overview of PI-9 Pupil Nondiscrimination

The self-evaluation required by PI 9.06, Wis. Admin. Code, is a legal requirement and a tool that can be used to strengthen our commitment and efforts to foster equitable and successful schools for all students. There have been several cycles of required reports under PI-9:

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 called Cycle I. **Cycle I focused primarily on whether compliance had been achieved with the procedural requirements established under s. 118.13, Stats., Wisconsin’s pupil nondiscrimination law.**

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

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

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

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

Cycle V: In 2017-2018, districts were once again required to complete the self-evaluation. Cycle V required districts to evaluate the same elements in Cycles III and IV.

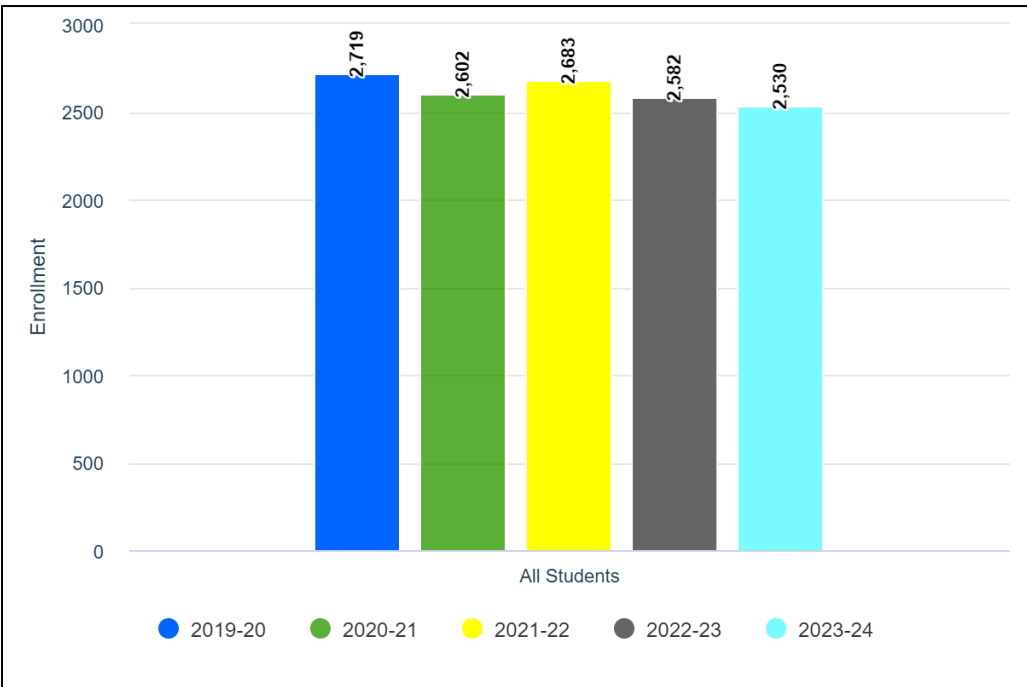
Cycle VI: In 2023-24, districts are once again required to complete the self-evaluation. **Cycle VI requires districts to evaluate the following elements:**

- School board policies and administrative procedures.
- Enrollment trends in classes and programs.
- Methods, practices, curriculum, and materials used in instruction, counseling, and pupil assessment and testing.
- Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment.
- Participation trends, patterns, and school district support of athletic, extracurricular, and recreational activities.
- School district efforts to achieve equality of educational opportunity and nondiscrimination

Section II District Overview - Port Washington-Saukville School District

Overall Enrollment

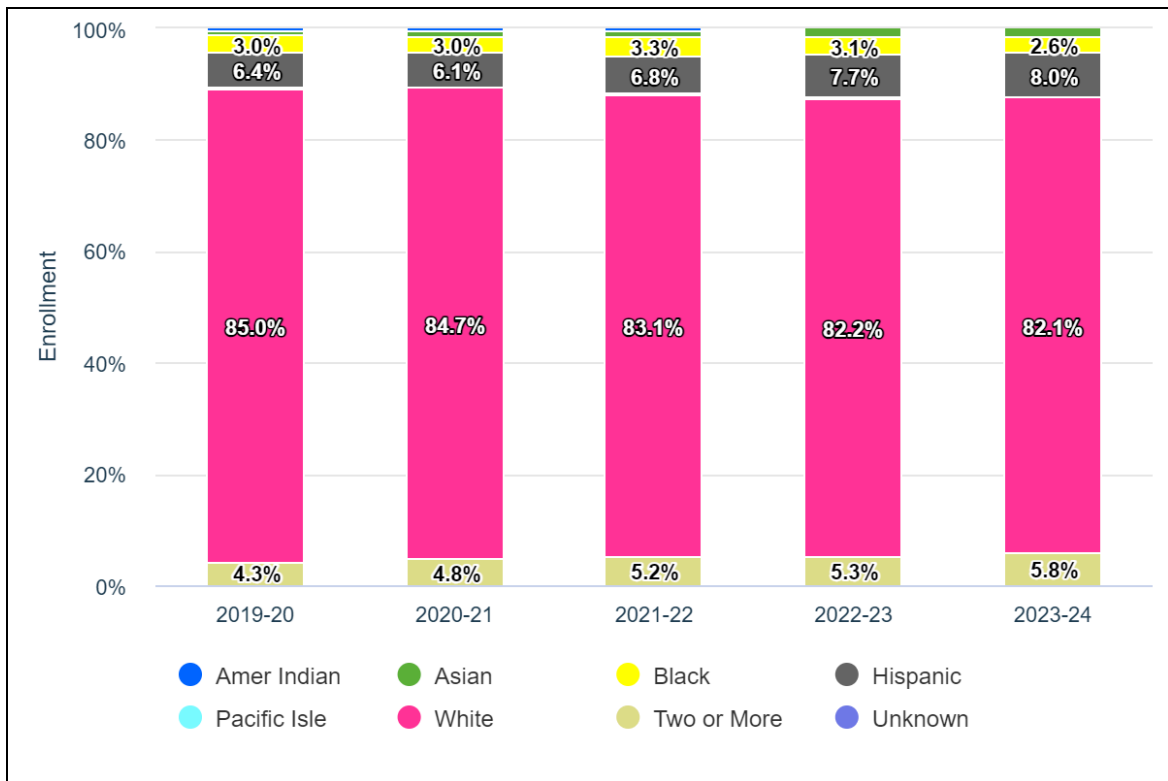
The Port Washington-Saukville School District enrolls 2530 students. While enrollment has been steady, the district has slightly decreased over the past five years. The graphic below shows the overall enrollment trend over the past five years.



Race / Ethnicity

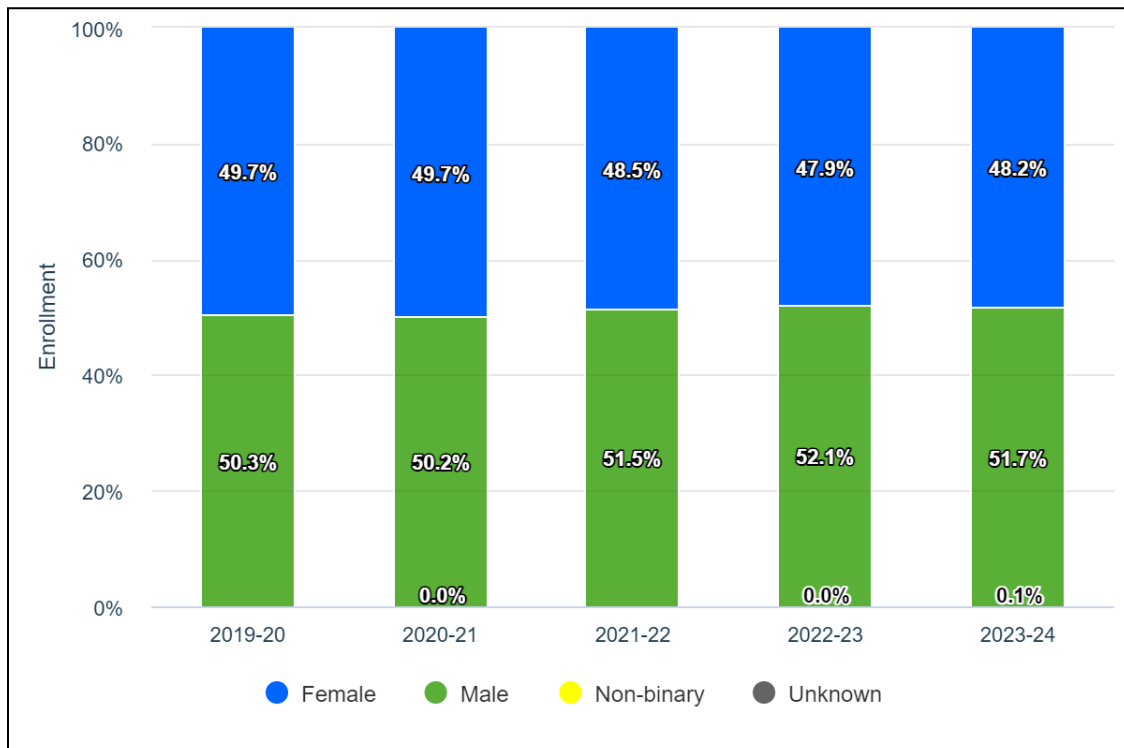
This year, white students make up 82% of the student body. Hispanic students make up eight percent of the students in the school district. Students designated with two or more races comprise approximately six percent of the student body. Black students make up almost three percent of our student body, while Asian students make up just over one percent of the students in our school district. PWSSD has very few students identified as American Indian or Pacific Islander (.3% of the population combined). The following table shows the school district race/ethnicity over the past five years:

Race/Ethnicity	19-20	20-21	21-22	22-23	23-24
American Indian	0.2%	0.2%	0.3%	0.1%	0.2%
Asian	1.0%	1.0%	1.3%	1.4%	1.3%
Black	3.0%	2.9%	3.3%	3.2%	2.6%
Hispanic	6.4%	6.1%	6.8%	7.7%	8.0%
Pacific Isle	0.1%	0.1%	0.1%	0.1%	0.1%
White	85.0%	84.8%	83.1%	82.2%	82.0%
Two or More	4.3%	4.8%	5.2%	5.3%	5.8%



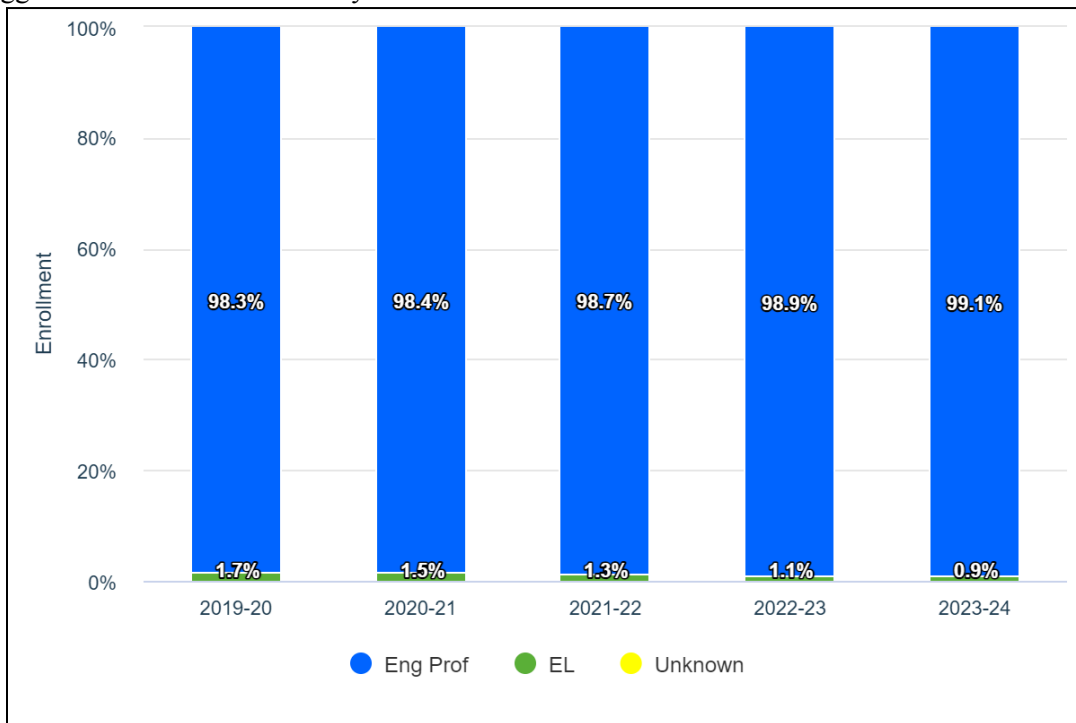
Gender

The Port Washington-Saukville School District has 3.5% more males than females enrolled, and less than a tenth of the students identify as non-binary.



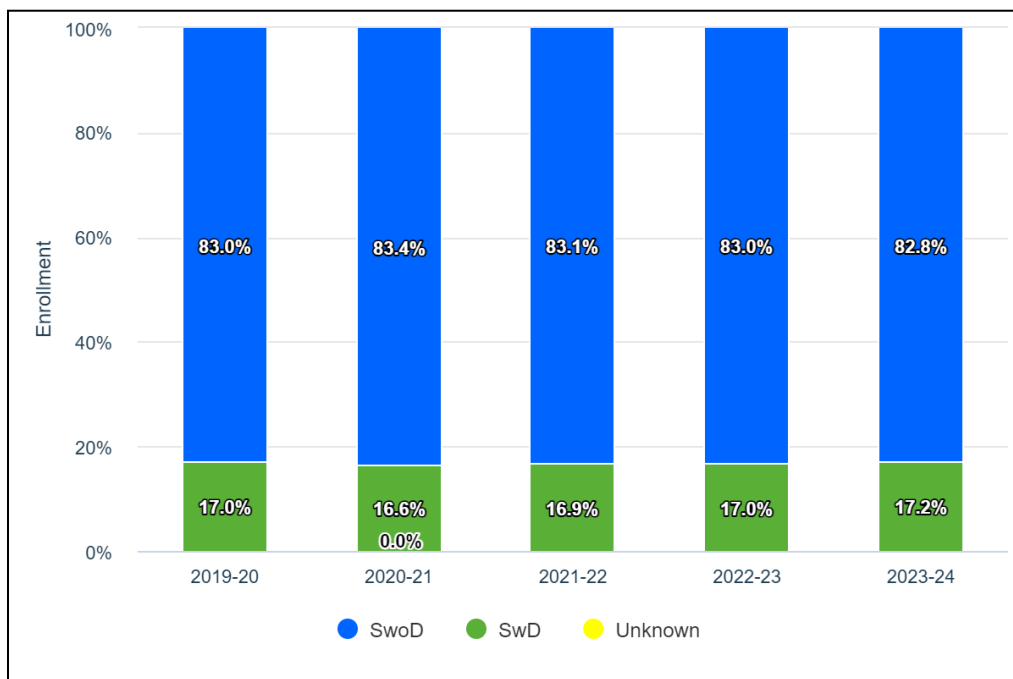
English Language Status

PWSSD has a small population of English Learners. Around 1% of our students enrolled are identified as an English Learner. Of the 30 students enrolled, most perform at a functional communicative level in English and mainly struggle with academic vocabulary.

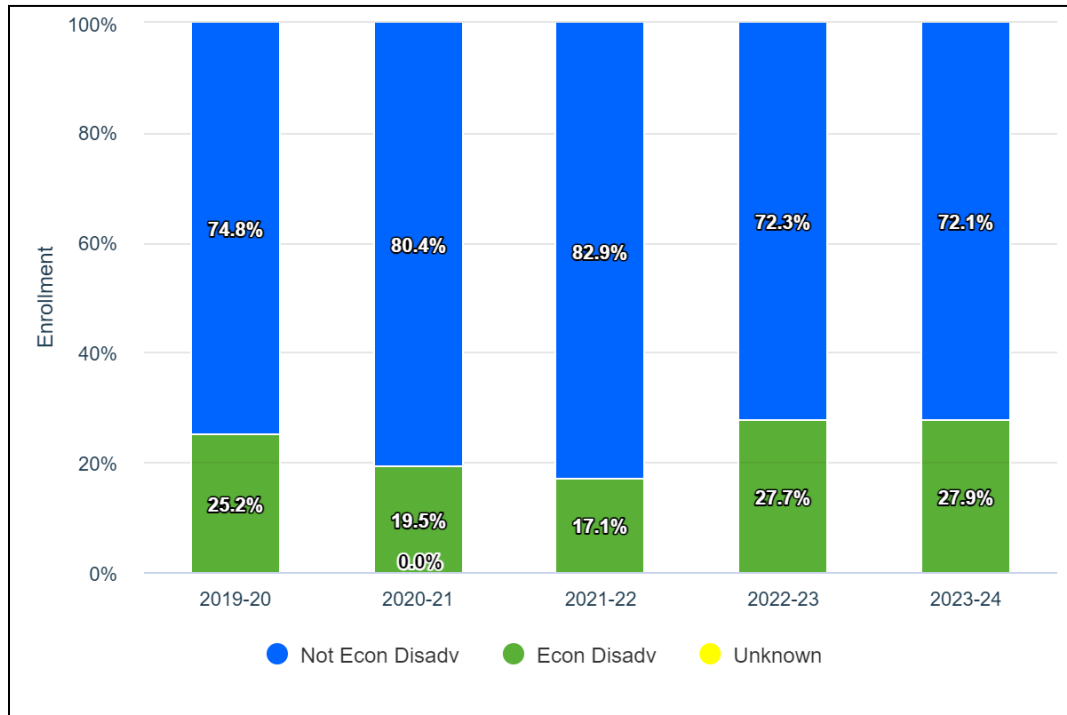


Disability Status

Students with disabilities comprise 17.2% of our student population, or 435 students. This rate has held steady for the past five years.



Low Economic Status (F/R Lunch)



Section III - School Board Policies and Administrative Procedures

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

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

- Ensure that policies include all protected categories listed under Wis. Stat. 118.13.
- Ensure that policies address harassment or that there is a separate anti-harassment policy
- The policies are published annually, are easily accessible, and clearly articulate the compliance officers, the complaint timeline, and procedures for the complaint process.

The following information was reviewed:

[Link to District Policy Page](#)

The Policies listed below were reviewed:

- 2260 Student Nondiscrimination and Equal Educational Opportunities
- 2260.01 Nondiscrimination in District Programs, Activities, and Operations
- 2261 Title I Services
- 2261.01 Programs for English Learners
- 2261.02 Ensuring The Educational Stability of Children in Out-of-Home Care (Foster Care)
- 2261.03 Education of Homeless Children
- 2416.1 Protected Student Information
- 3122.01/4122.01 Equal Opportunity Employment and Nondiscrimination
- 3122.02/4122.02 Harassment Based on Legally Protected Status
- 5120 Student Placement
- 5410 Instructional Placement / Advancement
- 5451 Student Awards and Scholarships
- 5454 Nondiscrimination in the Administration of Scholarships and Awards
- 5600 Student Discipline

Recommendations for Improvement and Implementation Strategies:

- Last fall, all policies related to nondiscrimination were updated as part of efforts to ensure district policy matched what was needed for Title IX policy.
- The District's designated compliance officer is Brian Sutton, Director of Student Services. With recent positions shifting, all compliance officer information has been updated as part of this review process. These corrections have been completed.
- The District shall continue to publish an annual class 1 legal notice and include the nondiscrimination statement in all student handbooks as required. This will include the specific language from the policy and not just a list of the policies as has been the practice in the past.
- The District will consider policies related to student discipline and harassment & bullying to ensure the policies and administrative guidelines are free of biased language and that they include best practices in culturally responsive teaching and learning environments.

Section IV – Enrollment Trends in Classes and Programs

This section asks the district to examine enrollment trends and patterns within classes and programs provided by the district.

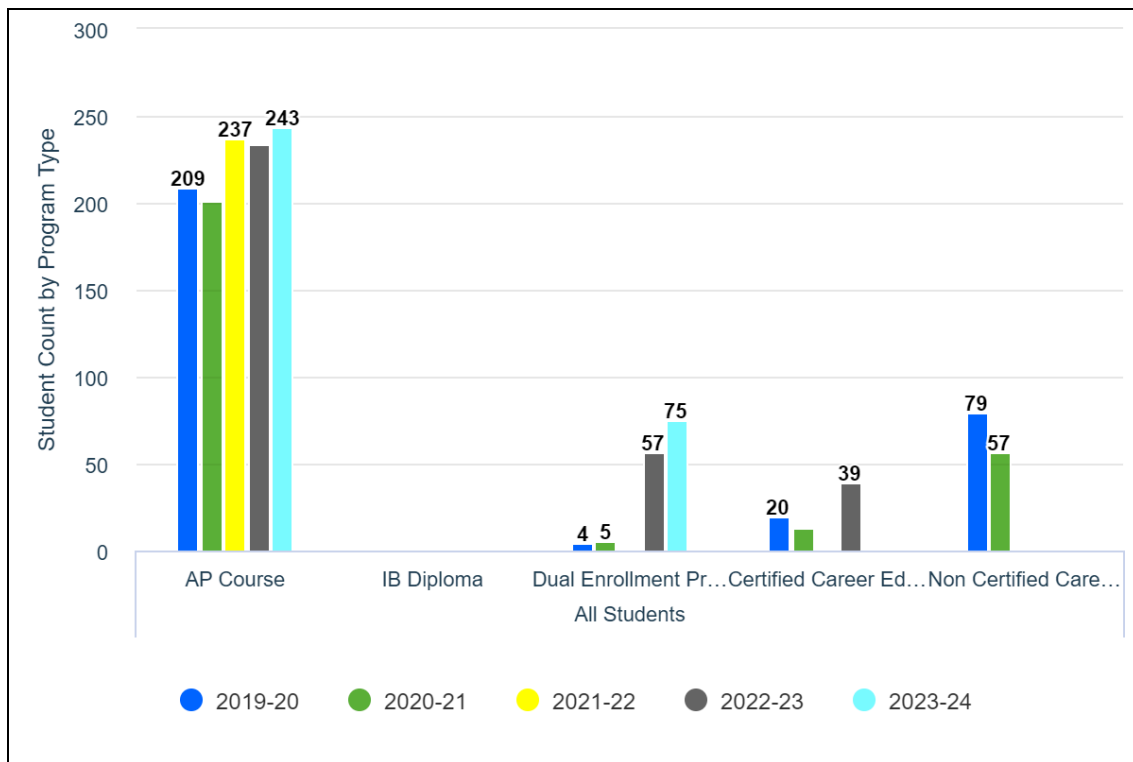
By evaluating this area, school districts will have an opportunity to:

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

Findings:

The district does not currently have a system to track individual courses students take. There is currently no systematic approach to reviewing course enrollment data at district buildings. Using the district's Student Information System (Infinite Campus), the district has been able to review college-level courses taken by groups of students. The following table represents the 2023-2024 high school student enrollment in College Level Courses:

Students Taking College-Level Courses		
Total of 290 Students		
Gender	M	41.38%
	F	58.28%
	X	0.34%
Race/Ethnicity	Hispanic / Latino	5.17%
	American Indian / Alaska Native	0.00%
	Asian	1.03%
	Black or African American	1.03%
	Native Hawaiian / Pacific Islander	0.00%
	White	90.69%
	Two or More Races	2.07%
SpEd	Yes	4.14%
	No	95.86%
SES	Free	14.83%
	Reduced	2.41%
	Reimbursable	1.03%
	None	81.72%



Summary of Data

- There is a gap between male and female enrollment in courses. 41% of students taking college-level courses are male compared to 58% female.
- While our special education students make up 17% of the student population, they make up only 4% of the students who take College level courses.
- More students are taking AP courses over the past five years.
- The school district is offering more Dual Enrollment courses, and students are taking advantage of them.

Recommendations for Improvement and Implementation Strategies:

- Begin to track data on a more granular level to look at the kinds of courses (AP, Dual credit etc.) that students are taking.
- Track enrollment trends and grade trends for classes that are prerequisites to college-level courses
- Track enrollment trends in Technical Education / vocational education classes
- Cross-reference courses that students are taking with their academic and career planning
- Explore why males are underrepresented in taking college-level courses
- Look for ways to support special education students' participation in college-level courses.
 - Determine special education students' post-secondary transition plans
 - Determine courses students are taking when starting high school
 - Determine what support would be needed for students to participate in college-level courses.

Section V - Methods, Practices, Curriculum, and Materials Used in Instruction, Counseling, and Assessment

This section asks the district to examine the methods, practices, curriculum, and materials used in PK-12 school counseling to determine whether all students are included in the learning process.

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

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

Findings:

- Wisconsin adopted the American School Counselor Association (ASCA) model in 2018.
 - The ASCA National Model guides school counselors in the development of school counseling programs that:
 - Are based on data-informed decision-making.
 - Are delivered to all students systematically.
 - Include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success.
 - Close achievement and opportunity gaps (see how equity is woven into the ASCA National Model).
 - Result in improved student achievement, attendance, and discipline.
- Each of our school buildings has a Full-time school psychologist.
 - At the district's elementary schools, the school psychologists provide many services that would be done by school counselors in other school districts. These duties include teaching SEL lessons, providing small group and individual instruction and counseling, solving student behavior concerns, and providing professional development for teachers and staff.
 - Thomas Jefferson Middle School has two school counselors and a school psychologist.
 - For the 2024-2025 school year, the school board has allocated funds to add a third counselor to the middle school team.
 - Port Washington High School has three school counselors and a school psychologist.
- PWSSD works with several community partners who help with mental health and other social and emotional learning-related topics. This includes:
 - Counseling services from three community providers allow students to receive therapy services during the school day. One of the partners provides services to families who do not have insurance.
 - Small group sessions to work with students on topics that include sportsmanship, trauma topics, and Art therapy.
 - The school district works with outside providers to provide individual mentoring for students who need support in school and at home.

- The PWSSD student services team (school psychologists and counselors) is actively involved with community mental health partners. They meet with them 6 times per year.
- PWSSD uses *Second Step* at the elementary and middle school levels, which uses evidence-based Improvement Strategies for Social-Emotional Learning (SEL).
- All elementary schools are moving to teacher-led SEL (Second Step) lessons so the language of Second Step (conflict resolution, etc.)
- The district provides culturally and linguistically accessible support services to students and families by providing interpreters as needed.

Supporting Information:

The following information was reviewed:

- [SEL Resource Map](#)
- [SHAPE HQPR](#)
- [SHAPE Trauma Responsiveness Summary Report](#)
- [School Mental Health Quality Guide](#)

Recommendations for Improvement and Implementation Strategies:

- Continue to increase the data tracking and decision-making related to the multi-layered support systems at each building level.
- Expand the use of small group interventions, thus reducing the need for extensive individual student interventions.
- Career exploration and planning should be given increased emphasis. The district extensively uses the *Xello* web-based program for grades 6-12. Expanding and increasing emphasis on Academic and Career Planning (ACP) across grades 6-12 is recommended. Future planning should also consider ACP at the elementary level.
- The student services team's goal is to collect data that will allow them to gauge the impact of programs on students.
 - Examples include:
 - Tracking the number of referrals
 - Disaggregated by demographics
 - Parent and student survey information
 - Student Climate surveys

Section VI– Trends and Patterns of Disciplinary Actions, Including Suspensions, Expulsions, and Handling of Pupil Harassment

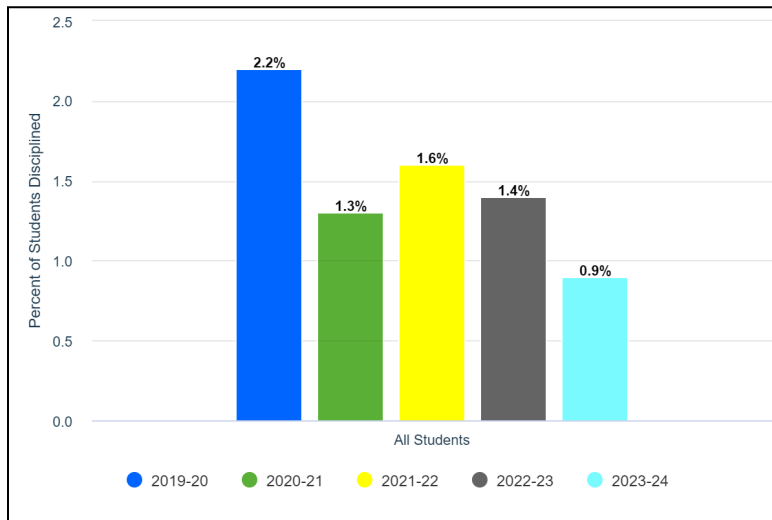
This section evaluates trends and patterns in disciplinary actions, policies, and procedures.

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

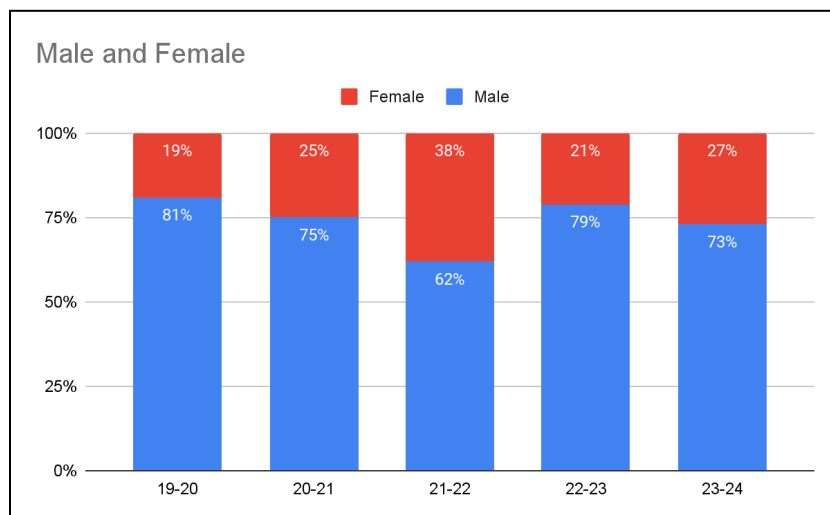
- Ensure disciplinary actions and procedures are applied consistently to all students.
- Harassment policies define harassment, provide examples, explain the consequences, prohibit retaliation, and provide for as much confidentiality as reasonably possible.
- Staff, students, and parents/guardians know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

Findings:

Reported Removals Over Time



Major Referral Gender Breakdown



- The percentage of students with disciplinary problems reported to the DPI has declined by more than half. In 2019, 60 students were reported to have disciplinary removals. With approximately one month to go in the 2023-24 school year, the district has reported 24 students with disciplinary removals.
- Students with disabilities account for 60% of reported removals from school. 17% of our student body are students with disabilities.
- Students reported as having low socioeconomic status (low SES), as determined by those who receive free or reduced lunch, account for 35% of disciplinary removals. Low SES students make up 25% of our student body.
- Male students account for almost two-thirds (73.2%) of the major behavior referrals written so far during the 2023-24 school year. 52% of our student body is male.
- African American students comprise 7% of our student population but account for 26% of our major referrals.
- Student handbook procedures match district policy.
- District Policy regarding behavior has not been updated in over 10 years.

Information Considered:

- Review of policies:
 - 3213 Student Safety and Well-Being
 - 4213 Student Safety and Well-Being
 - 5500 Student Conduct
 - 5516 Student Hazing
 - 5517 Student Harassment and Bullying
 - 5600 Student Discipline
 - 5610 Suspension and Expulsion
 - 5610.02 Detention of Students
 - 5620 Student Code of Conduct on School Busses
 - 5630 Use of Physical Force
 - 5640 Use of Seclusion and Restraint
 - 5710 Student Complaints
 - 5772 Possession or Use of Weapons
- Review of Student / Family Handbooks
- Analysis of WISE Dash Discipline Data
- Analysis of EduClimber Incident Data

Recommendations for Improvement and Implementation Strategies:

- When developing school improvement plans, disaggregate data and focus on historically marginalized and under-served groups.
- Revise Policies related to Student Discipline and update subsequent aspects of the building-level student handbooks.
- Continue to implement Positive Behavior Interventions and Supports at all grade levels.
 - High School will work on Level 2 implementation.
 - All elementary buildings will have leadership teams engage in a “refresher”
 - Middle School will maintain current practices and review the need for additional training.
- Refine the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) process for special education students and students with substantial behavioral needs.
- Provide paraprofessionals working with special education students with continued behavior and inclusive practices training.

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

This section reviews participation in PK-12 athletic, extracurricular, and recreational activities to determine enrollment trends and patterns.

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

- Foster and promote the goals of equity and inclusiveness in athletic, extracurricular, and recreational programs and any school-sponsored or approved activity.
- Ensure that interscholastic athletic programs for boys and girls are comparable.
- Ensure the school provides athletic, extracurricular, and recreational activities to meet the interests and abilities of diverse students, as evidenced by participation rates.

Findings:

Port Washington High School has a robust offering of activities for students. These include 12 sports activities for males and 12 for females across the Fall, Winter, and Spring sports seasons. There are also three coed sports clubs (Mountain Biking, Trap Shooting, and ESports).

Thomas Jefferson Middle School offers five sports activities for males and five for females during the Fall, Winter, and Spring sports seasons.

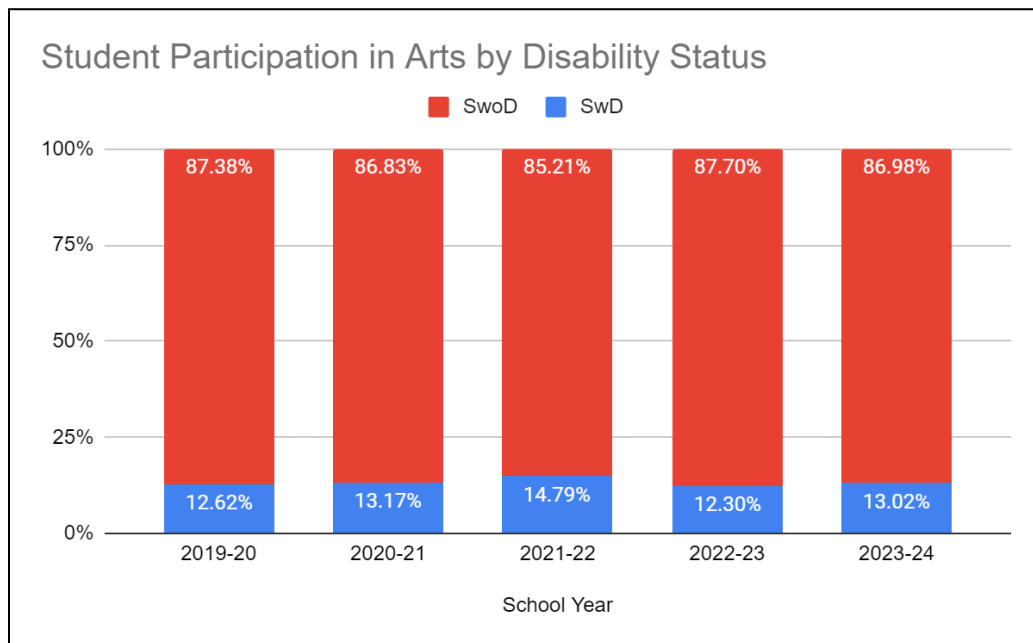
The school district does not track athletic participation at the middle school level. At the high school level, the district was able to extract student fee information from Infinite Campus to get the information in the table below:

High School Students Participating in Athletics		
Total		297
Gender	M	60.61%
	F	39.39%
	X	0.00%
Race/Ethnicity	Hispanic / Latino	5.72%
	American Indian / Alaska Native	0.00%
	Asian	0.67%
	Black or African American	3.70%
	Native Hawaiian / Pacific Islander	0.00%
	White	85.19%
	Two or More Races	4.71%
SpEd	Yes	7.41%
	No	92.59%
FRAM	Free	13.80%
	Reduced	2.36%

In addition, the High School offers high-quality Arts activities. Participation in the arts has stayed steady, with all elementary students participating in visual arts and music. At the secondary (middle school and High School)

Student Participation In Arts (Grades 5-12)

	Music			% of total students	Visual Arts			% of total students
	F	M	Total		F	M	Total	
2019-20	127	64	191	12%	220	120	340	21%
2020-21	375	300	675	43%	526	447	973	62%
2021-22	367	330	697	44%	504	428	932	59%
2022-23	392	315	707	45%	472	383	855	55%
2023-24	418	315	733	48%	532	325	857	56%



Recommendations for Improvement and Implementation Strategies

- Continue to look for ways to remove barriers for Low SES students to participate in extracurricular and co-curricular activities in all schools.
- Look for ways to meaningfully include the district's special education population- especially those with the most significant disabilities- in extracurricular and co-curricular activities.
- Consider ways to increase female participation in high school sports.

VIII- School District Efforts to Achieve Equality of Education Opportunity and Nondiscrimination

This section evaluates the district's efforts to achieve equal education opportunity and nondiscrimination. It focuses on the district's efforts and progress in closing academic achievement gaps and creating a school environment that does not discriminate based on the protected categories listed in Wis. Stat. 118.13.

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

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

Findings:

- Over the past three years, teachers at each district school have learned about culturally responsive teaching practices.
- A review of building-level *School Continuous Improvement Plans* (SCIPs) indicates that all school buildings in the district have aspects of the improvement plans aimed at improving teaching practices that are culturally responsive to meet the needs of all students.
- The school district is developing a district-wide strategic plan. The foundation for the plan is a "Portrait of a PWSSD Student." The portrait was developed with stakeholder input and will help ensure that every student receives equal educational opportunity.

Recommendations for Improvement and Implementation Strategies

- When developing SCIPs, review disaggregated data to ensure that the Port Washington-Saukville School District is serving all student groups well.
- As the district develops a three—and five-year strategic plan, ensure that metrics are determined that will allow stakeholders to know which students the school system is serving and which groups it may not be serving.
- Engage in continuous improvement processes to identify marginalized students and improve systems to meet their needs.