

# School District Self-Evaluation of the Status of Nondiscrimination and Equality of Educational Opportunities

Draft Completed: November 6, 2023



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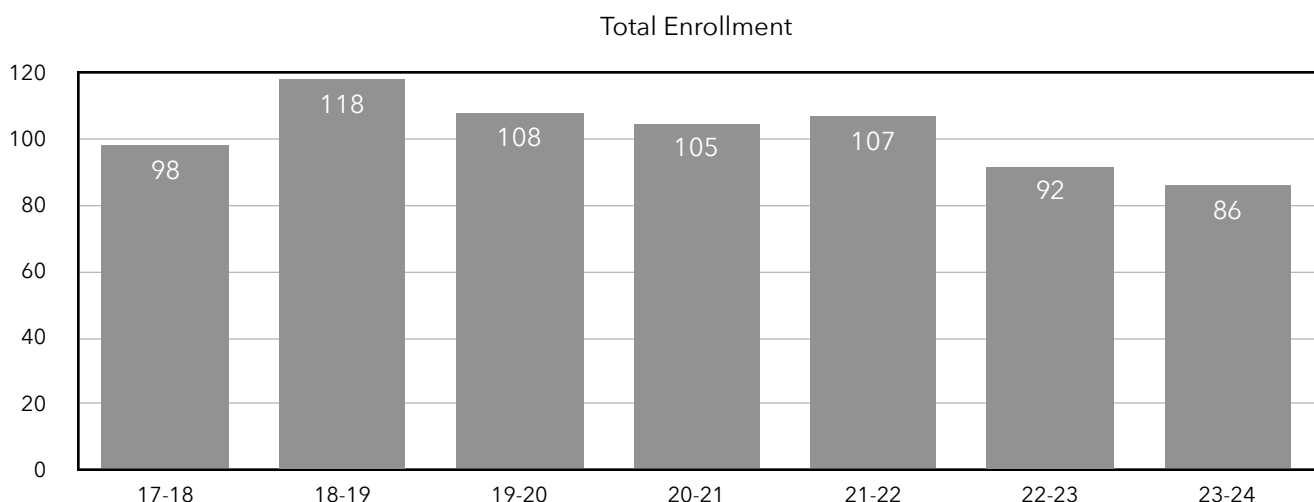
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## Introduction to Linn J4 School District

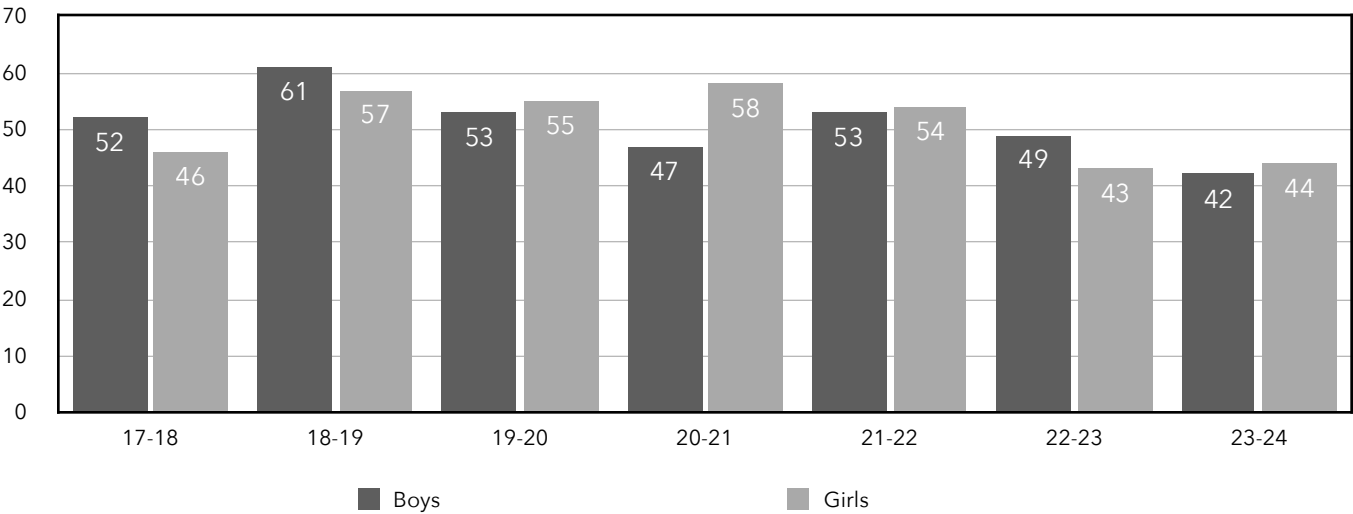
Linn J4 School District, or Traver School, is a four-year-old kindergarten through eighth grade school district. The 2022-2023 September pupil count showed we had a population of 92 students. This number includes 32 open enrolled students from four-year-old kindergarten through eighth grade. Out of these 92 students, there were 43 students identified as girls and 49 students identified as boys. The ethnicity of our student population included 60 students self-identified as White and Non-Hispanic. There were 32 students who self-identified as Hispanic and other ethnic backgrounds (because there are fewer than five students in the other categories, they will not be identified by ethnicity beyond non-white. Our student population has experienced a declining enrollment trend since 2018-19.

Special education services are offered and provided at Traver School. Students with exceptional educational needs receive services such as speech therapy, occupational therapy, and cross-categorical support in whichever subjects are needed per the students' individual education programming. All of the students with special education needs are integrated at least 80% in regular education with their peers. Students may leave the classroom for more intensive support for short periods in the week. Students may be seen individually or in small cooperative groups. Otherwise, special education staff go into classrooms and provide support there. Students who receive speech services typically see our speech therapist 1 to 3 times a week for approximately 20 to 30 minutes each time. Students may be seen individually or in small groups.

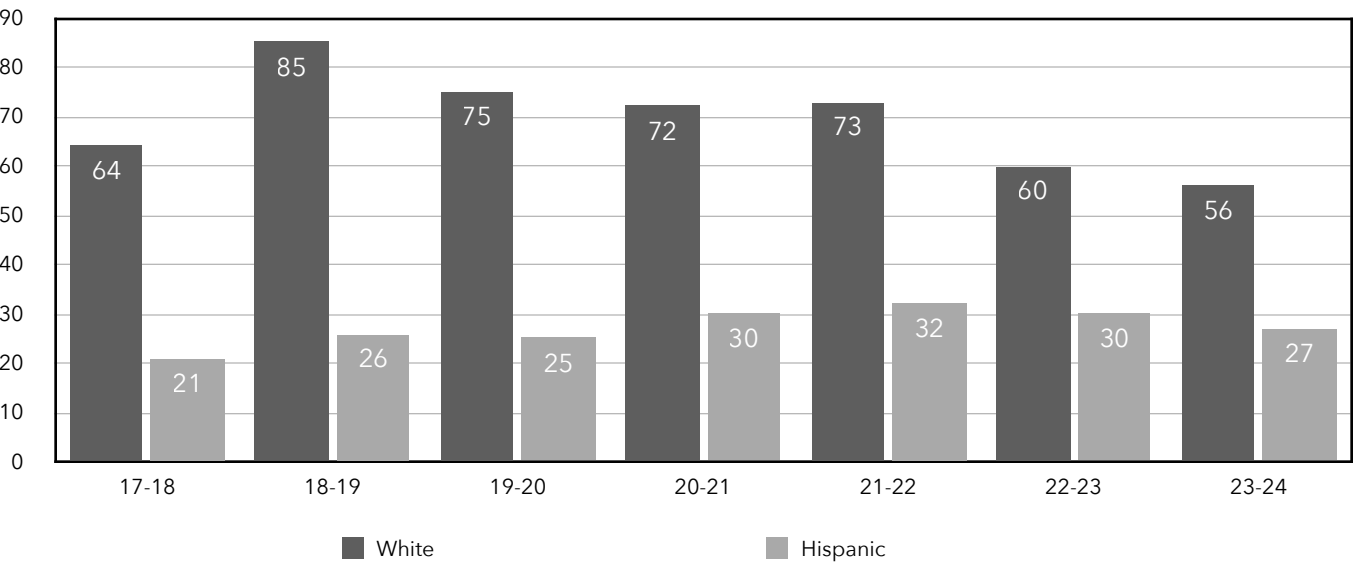
Enrollment information is presented in the following graphs. The first graph shows the total enrollment for the year. The second graph shows the number of students by gender. The third graph shows enrollment by ethnicity. The fourth and fifth graphs show the number and gender of students and ethnicity in special education. Any category with five or fewer students is not delineated in the graphs. *Graphs include demographic data from 2023-2024 because the state counts have already taken place.*



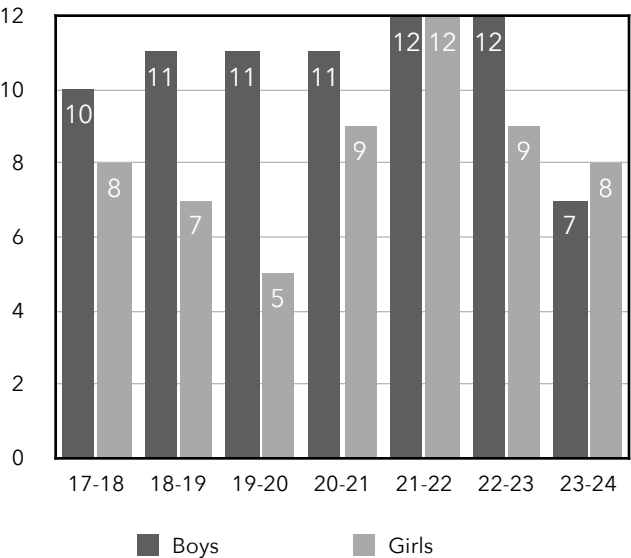
Enrollment by Gender



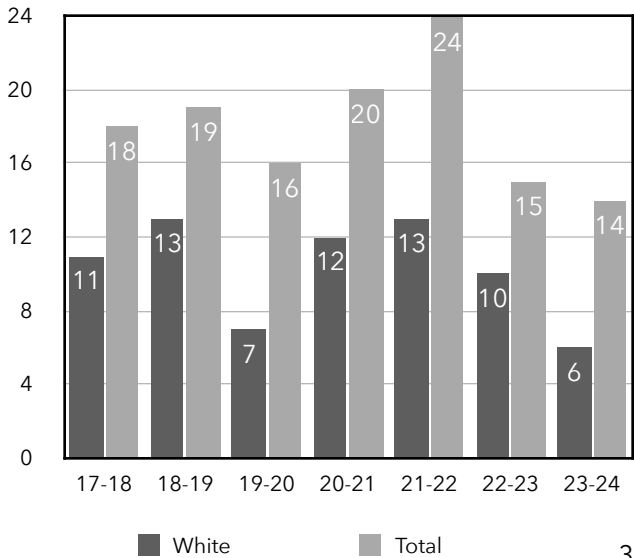
Enrollment by Ethnicity



Students in Special Education by Gender



Students in Special Education by Ethnicity



We are fortunate to have small class sizes. Our class sizes ranged from 6 to 13 students in the 2022-23 school year. Students are able to receive individualized instruction with such small classes. We offer the same core curriculum to all grade levels. Each grade level receives instruction in reading, language arts, science, mathematics, and social studies. Students in the four-year-old kindergarten through fourth grade are in self-contained classrooms. They also enjoy classes in art, music, library and technology, and physical education outside of their daily studies. Beginning in fourth grade, students may elect to learn an instrument in preparation for Band in middle school.

Students in fifth through eighth grades have classes in language arts, mathematics, science, and social studies. Spanish begins in sixth grade. There are also classes in art, general music, health, physical education, and technology. Students are able to choose to participate in band and the majority of students do.

We have a full-time cross-categorical special education teacher, a part-time speech and language pathologist, and a full-time special education aide. We have a teacher with a reading specialist license and another teacher who spends part of the day working with children for reading intervention. In the 2010's, we had Targeted-Assisted Title I status and this report from 2017 stated that the district was applying for Title I School-wide status. We did earn that status for the 2017-2018 school year. The program continued until the 2020 census. We lost the funding and Title I status based on the census results.

Our staff believes in helping each student reach beyond their potential. The actions of our staff are in accordance with our mission statement which the staff reviewed and revised in 2021 and the School Board approved. Our mission statement:

*The mission of Traver School is to provide educational programs that ensure an inclusive educational experience to create lifelong learners. Students thrive academically and socially in a community-based environment where they feel emotionally, socially, and physically safe. Instruction and the learning environment are developmentally appropriate and meet the needs of all students. Staff persevere toward academic excellence by providing students with the tools needed to become lifelong learners who develop respect, integrity, and empathy in a challenging world.*

The staff also created the "Traver Traits" in 2017. The six words the staff chose were ones that exemplified what a Traver student should possess: respect, kindness, creativity, integrity, perseverance, and gratitude. The Traver Traits were revisited in 2021 and were modified to: respect, excellence, community, integrity, perseverance, and empathy. The Traver Traits are displayed around the school and staff have used them as guidance lessons.

Since the last report of this kind in 2017, the District Administrator and staff created and annually reviews district goals, beginning in the 2017-2018 school year. The 2023-2024 district goals related to direct instruction of students are as follows:

## **Student Learning and Achievement**

- a. Standards-based, data-informed curriculum design
- b. High-impact instructional strategies
- c. Reach “Exceeds Expectations” on the state report card
- d. Maintain or exceed annual individual growth goals; reduce the number of students scoring in “Tier Three” on iReady

*Performance Indicator:* Teachers will create their lessons based on state standards and student data collected from regular formative and summative assessments.

*Performance Indicator:* Teachers will continue professional development on high-impact instructional strategies. The evidence of their learning will be observing these strategies while in the classroom.

*Performance Indicator:* The work with students from the previous year will be evident on the state report card. Our 2022-23 report card score was 62.1 (“Meets Expectations”) or a 3-star rating. The goal score is at least 70 for “Exceeds Expectations” or a 4-star rating.

*Performance Indicator:* Staff will identify and implement tier three interventions based on i-Ready progress monitoring scores and other district formative assessments.

## **Socio-Emotional Learning**

- a. Growth Mindset and Positive Self Image
- b. Trauma-Sensitive Practices
- c. Social Skills: Conflict resolution and problem solving, establishing independence
- d. Self-Regulation; development of grit and perseverance

*Performance Indicator:* Staff will work with students to cultivate growth mindset strategies (i.e. Reframing) and encourage positivity with oneself. Staff will work to provide all students with a positive and safe learning environment that promotes growth.

*Performance Indicator:* Staff will continue learning about childhood trauma and how to support students with trauma. Staff will strive to develop a positive relationship with students’ families and maintain open and consistent communication with them.

*Performance Indicator:* Staff will create activities and opportunities for students’ social skills development, including teaching strategies for conflict resolution and problem solving. Staff will provide opportunities for students to demonstrate and practice independence, as well as opportunities to reflect on their practices.

*Performance Indicator:* Staff will model and promote self-regulation strategies when problems or conflict arises. Staff will also reframe mistakes into learning opportunities.

One of the recent iterations of the goals also includes work on connecting families back into school life with their children. We were doing really well with offering family activities (at least one opportunity a month) and then the pandemic stopped the momentum. The staff decided that this school year was the time to try again. Our staff will continue to welcome our parents back into being involved and understanding their children’s growth.

The Linn J4 School District recognizes that discrimination, including harassment, may impact the entire school climate and thus effect student achievement and well-being. In order to

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maintain a learning environment conducive to student learning, the district adopted policies and procedures in compliance with the requirements of pupil nondiscrimination laws. These laws are lengthy and complex; the School Board understood that and contracted with Neola, a policy database, in 2019. Neola aids the district in keeping current with laws and statutes and the District Administrator regularly reviews policies and notifies the Board for new and revised policy approvals.

The following policies have been reviewed and found to include all protected classes identified in pupil nondiscrimination law. In addition the policies have been found to be broad enough to encompass all areas of district operation. The policies prohibiting pupil discrimination include:

- Admission to any school, class, program, or activity;
- Standards and rules of behavior, including harassment;
- Disciplinary actions including suspensions and expulsions;
- Acceptance and administration of gifts from private agencies, organizations, persons;
- Instructional and library media materials selection policy;
- Methods, practices, and materials used for testing, evaluating, and counseling students;
- Facilities;
- Participation in athletic programs and extracurricular activities; and
- School-sponsored food service programs.

The pupil nondiscrimination is Policy 2260 in the policy database and in two places on the district website: the School Board page and the Our School page. Families are made aware of the policy through the Student Handbook, which is updated annually. Parents indicate that they have access to the handbook and policies through a digital signature for online registration or by written signature with paper registration. The statement and link to the policy will be published annually according to state statute.

During the first weeks of school and also when topical, teachers and students talk about policies and procedures outlined in the handbook. The procedures are discussed in age-appropriate language. The District Administrator also talks to the students when requested to further clarify information with students and is also available to parents if they have questions or need clarification.

The district follows procedure outlined in state statute and in district policy. This includes a written procedure for filing, investigating, and resolving formal written discrimination complaints. The district policy includes the name of the district official to receive the complaint, written acknowledgment of the complaint within 45 days, written findings and a final decision within 90 days of the complaint, and the inclusion for the right to appeal and the appeal procedure to the state department of instruction.

The district has not received any formal written pupil discrimination complaints. We have received informal complaints of incidents. The incidents were reported to the District

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Administrator and were investigated promptly. The investigation procedure included gathering information from students and staff who had knowledge of the incident, making a decision about the incident, and determining appropriate consequences. Results of the investigation might result in appropriate disciplinary measures, meeting with the student and parents to discuss the issue, and/or referring students to the counselor.

To date, we have not had any formal written discrimination complaints and thus cannot state equivocally that our current policy will be effective in handling complaints. The school staff strongly believes in preventing discrimination by leading by example. Students who make negative or inappropriate comments about others are given reminders about what is acceptable and not acceptable in school. Students are not allowed to “put down” other students. Every staff member assumes responsibility for student behavior.

### **Counseling**

The counseling program and the development of the guidance curriculum are done by a state of Wisconsin licensed guidance counselor. The counselor provides individual and small group counseling as needed by students or requested by parents. The counselor received training on bias, stereotyping, and multiple perspectives in order to be licensed. The district may also employ a success coach under the direction of the counselor to work with individuals or small groups.

Materials for the guidance program, as well as other curricula, are chosen to reflect the positive influence of cultural diversity in the school and community.

Support and outreach services for students with different cultural and language needs are provided to families and students. The district strives to have school-to-home communication available in both English and Spanish. We also strive to have Spanish interpretation for families at parent-teacher conferences and other family activities.

### **Scholarships and Recognition**

Traver School is a four-year-old kindergarten through eighth grade school and does not offer any scholarships to students. Community Club, our parent booster club, awards one \$250 scholarship to a graduating Badger High School senior who also graduated from Traver School. Seniors fill out an application via the badger High School Scholarship Foundation and the foundation selects the student to award.

Every trimester students are recognized for their achievements and participation in school. There is a brief assembly each trimester for students to be recognized and parents are also invited to attend. The assembly includes participation and achievement recognition. The following list also includes the grade levels eligible for participation in parentheses.

- Sports: Cross Country (4K-8), Volleyball( 4-8), Basketball (4-8), Track and Field (3-8);
- Activities: Spelling bee (3-8), Quiz Bowl (6), Annual Reading Challenge (4K-8);

- Academic perseverance: Art, Band, Health, Language Arts, Mathematics, Music, Physical Education, Science, Social Studies, Spanish , Technology (4K-8);
- Math facts masters (4K-8);
- Forward growth in reading and math (4-8);
- Forward achievement in reading and math (3-8);
- Academic growth in reading and math (5K-8);
- Academic Excellence in reading and math (5K-8);
- Citizenship (4K-8);
- Leader of the Pack (3-8)

All students in sixth through eighth grade are offered the opportunity to be members of National Junior Honor Society. They complete an application, if they choose, in which they detail their work in: academics, community service, and leadership opportunities. A staff committee reviews the applications and students who have completed the application are asked to join. There is an induction ceremony in May.

Students in eighth grade are recognized individually during their promotion ceremony for all their activities and achievements throughout their last year at Traver. The administrator also gives out the President's Education Awards and the Principal's Award.

All students have the opportunity and are encouraged to participate in activities and programs at the school. Reviewing the data from the last 5 years, students from all racial categories and gender have participated and been recognized for their efforts.

All students have equal opportunity to participate in academic, athletic, extracurricular, leadership, and music activities. All students then have equal opportunity to receive recognition for their involvement.

### **Athletic, Extracurricular, and Recreational Activities**

Extracurricular programs are offered to students at appropriate grade levels. All students are eligible and encouraged to participate.

Students in four-year-old kindergarten through eighth grade can participate in the All-City cross country meet in September. There is also a running club for first through eighth graders in September for students to prepare for the meet. In the spring, the third grade (and sometimes second grade, depending on numbers) through eighth grade students all participate in a track meet with another school. Students are given the opportunity to prepare for the meet just like they can for cross country.

Students in fourth grade through eighth grade are eligible to participate on sports teams. Our physical education teacher (male) coaches girls' volleyball and other teacher (female) also helps out. Our head custodian (male) coaches boys' basketball and a former student helps out. Our library/tech director (female) coaches girls' basketball and another teacher (female) helps out. Because our coaches are all staff members, they have training on student



deescalation strategies and communicating effectively to groups of young people. They are trained to recognize and address bias, stereotyping, and prevention of athlete hazing or harassment.

The number of practices and games are scheduled by our physical education teacher and are comparable for both boys and girls. Equipment and supplies are provided as needed for each sport. The salaries for the coaches are identical. Uniforms are provided by the school (the last set of uniforms was generously donated by Community Club) for basketball and jerseys are provided for volleyball; students provide shorts and kneepads to their personal preference. All students have access to the locker rooms and the gymnasium.

Participation in these sports is popular and our teams reflect the diversity of the student population. For example, in 2022-2023, we had 17 out of 21 girls play volleyball (81%), 14 out of 19 boys play basketball (74%), and 14 out of 21 girls play basketball (67%).

The district is aware that there is one less team sport offered to boys than girls. In the fall of 2022, the administrator reached out to area schools in order to gauge the possibility of adding another boys' sport. The difficulty was found that schools do not necessarily have the same sports, schedules, or availability to play. The district will continue to seek out opportunities.

In addition to sports teams, students have extracurricular athletic opportunities to participate in cross country and track. Some years, depending on availability, we have also partnered up with another school to play flag football, soccer, and softball as an extension of physical education. These are activities for all middle school students. We added a rollerskating unit in 2018 in physical education that is available to all students, 4K-8.

Last year, we added new after school clubs to our offerings. Astronomy Club and Cabin Fever Club were lead by Traver staff and available to third through eighth graders and their families. Both were well attended. Astronomy Club even offered a trip to Yerkes Observatory for a tour to extend what the students learned about the galaxy during club time. Cabin Fever Club featured visiting local parks for fresh air and exercise as well as to promote local areas for families to enjoy. This year, our math teacher adding Cubing Club. Students in fourth through eighth grade were able to learn how to solve a Rubik's Cube through learning equations. Finally, we offered Drama Club for many years—until the pandemic—for all students in fourth through eighth grade. We are planning on offering it again. All the clubs we offer to students are solely based on grade-level appropriateness. They are open to every student.

Community Club also offers activities for students and families which vary from year to year. They help sponsor fifth grade skiing, the all-school rollerskating unit, and a family dance in the spring.

Students have the opportunity to learn a band instrument starting in fourth grade. Typically, students rent or purchase an instrument through a local music shop. The school also has

instruments students can borrow instead of purchasing their own. The band has made a great comeback in student numbers this year—22 out of 33 (67%) fifth through eighth graders are band members.

Traver prides itself on being equitable to students and families. The district makes great effort in reducing or eliminating barriers for student participation. Because of this, our programs and activities reflect the overall composition of the student population by gender, ethnicity, and ability. Despite our small size, students have multiple opportunities to participate in a variety of academic, athletic, leadership, music, and extracurricular activities.

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PI	Benchmarks	Evaluation	Supporting Documentation	Recommendations
9.06(1)(a) Evaluate board-approved policies and procedures	<ul style="list-style-type: none"> <li>• Board has adopted/ updated policies covering all areas of school operations, including school sponsored programs and activities.</li> <li>• The policies include all protected categories listed under Wis. Stat. § 118.13.</li> <li>• The policies either specifically address harassment, or there is a separate anti-harassment policy.</li> <li>• The policies are easily understood and accessible to all staff, students, and parents/guardians.</li> <li>• The policies are published annually in a class 1 legal notice.</li> <li>• An employee has been designated to receive Wis. Stat. § 118.13 discrimination complaints.</li> <li>• The name and address of the designated employee is published annually in a class 1 legal notice.</li> <li>• The discrimination complaint procedure provides for a written acknowledgement of the complaint within 45 days and final resolution of the complaint within 90 days.</li> <li>• 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 within 30 days of the procedures from making the appeal.</li> <li>• The complete complaint procedure is included in all student and staff handbooks.</li> <li>• The procedure is effective in resolving pupil discrimination complaints.</li> </ul>	<ul style="list-style-type: none"> <li>• Board contracted with Neola in spring 2019. The administrator set up the policy database.</li> <li>• The policies are categorized into these subjects: bylaws, administration, program, professional staff, support staff, students, finances, property, operations, and relations.</li> <li>• The policies related to harassment are: 0145, 4362, 1662, 5517, 3362, 2266, 5516, 4122.02, 3122.02, 1422.02, 5710, 5517.01, 1211, 4211, 3211, 5136, 0144.5, 4122, 3122, 9130, 7540.03, 2260, 2260.01, 1422, 7530.02, 8510, 7540.04, 3123, 1623, 4123</li> <li>• The person to receive discrimination complaints is listed within the policies.</li> <li>• Staff signed off on receiving the annual handbook.</li> <li>• No annual class 1 legal notice is found.</li> <li>• The district has not received a formal complaint to be able to test the system. However, all is set up according to statute.</li> </ul>	<ul style="list-style-type: none"> <li>• Link to BoardDocs: <a href="https://go.boarddocs.com/wi/linn/Board.nsf/Public">https://go.boarddocs.com/wi/linn/Board.nsf/Public</a></li> <li>• Link to student handbook: <a href="http://www.traverschool.org/handbooks--district-policies.html">http://www.traverschool.org/handbooks--district-policies.html</a></li> <li>• Link to nondiscrimination statement on the school website: <a href="http://www.traverschool.org/school-board.html">http://www.traverschool.org/school-board.html</a></li> </ul>	<ul style="list-style-type: none"> <li>• Staff are given the handbooks and are told of the annual changes, but not specifically the complaint procedure. This will be added to a professional development day.</li> <li>• The nondiscrimination statement has not been published annually in a newspaper. It will be published as soon as practicable and then each August hereafter.</li> </ul>

PI	Benchmarks	Evaluation	Supporting Documentation	Recommendations
9.06(1)(b) Evaluate enrollment trends and patterns in classes and programs	<ul style="list-style-type: none"> <li>• Significant progress is made each year toward increased enrollment in courses and programs by underrepresented groups based on race, gender, disability, and national origin.</li> <li>• Particular programs and courses that merit attention include advance and/or college preparatory classes, talented and gifted programs, and vocational education classes and programs.</li> </ul>	<ul style="list-style-type: none"> <li>• All students have access to all academic programming.</li> </ul>	<ul style="list-style-type: none"> <li>• Class schedules</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to offer all programming to all students.</li> <li>• Advance students when they show aptitude in subjects.</li> </ul>
PI	Benchmarks	Evaluation	Supporting Documentation	Recommendations
9.06(1)(c) Evaluate methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.	<ul style="list-style-type: none"> <li>• No forms of bias or stereotyping are present in instructional materials, instructional practices, student assessment and counseling strategies.</li> <li>• Counselors emphasize that course, programs, roles and careers are open to all regardless of gender, race, national origin or disability.</li> <li>• Teachers and counselors demonstrate high expectations for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Curricula is revisited every 4 to 5 years to check for current best practice.</li> <li>• Curricula in the last 5 years has been specifically chosen because of the instruction materials' diverse representation.</li> <li>• Curricula and assessments are aligned with the Wis. model standards.</li> <li>• Counselor has been trained to be bias-free and to encourage all students when leading career exploration.</li> <li>• Staff has ongoing professional development to work on equitable practices.</li> <li>• Progress monitor: from MAP to i-Ready so staff had more resources to help students.</li> </ul>	<ul style="list-style-type: none"> <li>• District uses the state-recommended EdReports website to find the best curricula</li> <li>• Report cards have been modified to a standards-based approach and are continuously revisited with the goal of showing parents their children's academic story.</li> <li>• Xello (formerly Career Cruising) for student career exploration.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing professional development on best practices and effective classroom strategies.</li> <li>• Ongoing professional development in data tracking and understanding exactly what students know and understand.</li> </ul>

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PI	Benchmarks	Evaluation	Supporting Documentation	Recommendations
9.06(1)(d) Evaluate trends and patterns in discipline actions, including suspensions, expulsions and handling of pupil harassment.	<ul style="list-style-type: none"> <li>• Disciplinary measures, including suspensions and expulsions are applied consistently to all students.</li> <li>• Alternative educational opportunities are provided for children in the district who are expelled.</li> <li>• The pupil nondiscrimination policies either address harassment or there is a separated anti harassment policy.</li> <li>• The policies define harassment, provide examples, explain the consequences, prohibit retaliation, and assure as much confidentiality as reasonably possible.</li> <li>• Responses to harassment are prompt, firm, and effective.</li> <li>• Staff, students, and parents/guardians are aware of how to file a complaint of harassment.</li> <li>• Regular opportunities are provided for students and staff to address the issue of harassment (such as curriculum materials, educational programs, orientation programs, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• There have been no expulsions.</li> <li>• Students are interviewed and written statements are taken if the situation warrants.</li> <li>• Suspensions have been in-school whenever possible to avoid learning loss. Students complete work in an alternate location (in the main office)</li> <li>• There have been less than 3 suspensions in any given year.</li> <li>• Suspensions have mainly been when there was a physical altercation.</li> <li>• One incident was a verbal altercation.</li> </ul>	<ul style="list-style-type: none"> <li>• The Civil Rights Data Collection is completed each year.</li> <li>• The data has been reviewed and cannot be disaggregated in this report for student privacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to work with students using compassion and equity as a lens for discipline.</li> <li>• Continue to make discipline the focus of the issue. Keep as private as possible to avoid shaming.</li> </ul>

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PI	Benchmarks	Evaluation	Supporting Documentation	Recommendations
9.06(1)(e) Evaluate participation trends and patterns and school district support of athletics, extracurricular activities, and recreational activities.	<ul style="list-style-type: none"> <li>Students have a variety of athletic and extracurricular activities available, with the necessary resources to make them accessible for all students.</li> <li>Interscholastic athletic programs for boys and girls are comparable in type, scope, and support.</li> <li>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.</li> <li>School assemblies, special programs, and speakers reflect the diverse and pluralistic nature of the school and the larger community.</li> </ul>	<ul style="list-style-type: none"> <li>Traver offers three interscholastic athletic teams.</li> <li>Equitable support for pay and equipment is offered to each sport.</li> <li>Students have opportunities to participate in clubs and extracurricular activities.</li> <li>Area programs will send the district advertising for community programming, such as the YMCA, Badger High School, and similar groups.</li> </ul>	<ul style="list-style-type: none"> <li>Team rosters and recognition.</li> <li>Coaching agreements with pay.</li> <li>Students are informed of extracurricular activities by flyer, electronic mail to families, and posting to the website and social media.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to offer sports and other extracurricular activities.</li> <li>Continue to look for other opportunities to bring more programming to students.</li> <li>Continue to provide uniforms and as much equipment as practicable.</li> <li>Continue to disseminate information from community programming.</li> </ul>
PI	Benchmarks	Evaluation	Supporting Documentation	Recommendations
9.06(1)(f) Evaluate trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.	<ul style="list-style-type: none"> <li>All scholarships and other forms of recognition are awarded in a way that does not discriminate.</li> <li>Significant progress is made toward increasing distribution of scholarships and other awards to underrepresented groups.</li> <li>Information about award opportunities is accessible to all parent/guardians and students.</li> <li>Application materials, eligibility criteria, and award information are free of bias, discrimination, and stereotyping.</li> </ul>	<ul style="list-style-type: none"> <li>Traver does not give out scholarships.</li> <li>The Community Club scholarship given at the high school is chosen by the high school's scholarship foundation. The Club relies on the high school to be as equitable as possible.</li> <li>Students are recognized for accomplishments and participation in activities at the end of each trimester.</li> <li>Students are recognized with "Shout Outs" of acts of kindness and helpfulness to others in the school.</li> </ul>	<ul style="list-style-type: none"> <li>Recognition program lists.</li> <li>Shout outs posted on the office window.</li> </ul>	<ul style="list-style-type: none"> <li>Continue allowing the high school to take care of the scholarship so there is no bias.</li> <li>Continue to recognize students at the trimester.</li> <li>Continue to recognize the eighth graders at their promotion ceremony.</li> </ul>

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PI	Benchmarks	Evaluation	Supporting Documentation	Recommendations
9.06(1)(g) Evaluate school district efforts to achieve equality of educational opportunity and nondiscrimination.	<ul style="list-style-type: none"> <li>Significant progress is made in closing academic achievement gaps.</li> <li>Every staff member demonstrates high expectations for all students.</li> <li>An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination.</li> <li>The school environment is welcoming to all students and parents/guardians who visit the building.</li> <li>Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development.</li> </ul>	<ul style="list-style-type: none"> <li>Staff progress monitor three times a year.</li> <li>Data is analyzed during professional development.</li> <li>Staff make goals for student learning and collect data regarding the goals.</li> <li>Parents are invited to conferences two times per year and are also encouraged to reach out in between.</li> <li>Parent/Family outreach activities are open to all and Spanish interpretation is available whenever possible.</li> </ul>	<ul style="list-style-type: none"> <li>i-Ready reports</li> <li>Staff Professional Work Binders</li> <li>Professional Development slide decks</li> <li>CESA 2 consultants are hired to help disaggregate data</li> </ul>	<ul style="list-style-type: none"> <li>Continue to be data informed of student progress.</li> <li>Staff continues to get curious about data without forming judgement.</li> <li>Staff continues working on growth mindset as a model to students.</li> </ul>
PI	Benchmarks	Evaluation	Supporting Documentation	Recommendations
9.06(1)(h) School district technology, including electronic communications by school district staff.	<ul style="list-style-type: none"> <li>School district technology and electronic communication is accessible by parents and students.</li> </ul>	<ul style="list-style-type: none"> <li>Students have access to school-owned 1:1 technology and in-domain Google email.</li> <li>Parents can access the district website, subscribe to social media, and receive phone calls, emails and texts from the school messaging system.</li> <li>Teachers have school-to-home platforms to communicate with parents.</li> <li>The district makes efforts to disseminate information in more than one modality and also in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>Grades 3-8 Chromebooks</li> <li>Grades 4K-2 iPads</li> <li>School website</li> <li>Facebook account</li> <li>Instagram account</li> <li>Digital newsletters</li> <li>Seesaw accounts</li> </ul>	<ul style="list-style-type: none"> <li>Continue to update hardware and software.</li> <li>Continue to send information to families in multiple ways.</li> <li>Continue to promote digital information to families.</li> </ul>

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PI	Benchmarks	Evaluation	Supporting Documentation	Recommendations
9.06(2) Provide an opportunity for participation in the self-evaluation by pupils, teachers, administrators, parents/guardians, and residents of the school district.	<ul style="list-style-type: none"> <li>Students, teachers, administrators, parents, and community members actively participated in the self-evaluation process.</li> </ul>	<ul style="list-style-type: none"> <li>Staff were given access to the report for their review.</li> <li>The draft of the report was available to the parents, community and Board at two Board meetings.</li> <li>The draft was available on the website for parents and community.</li> </ul>	<ul style="list-style-type: none"> <li>Staff suggestions</li> <li>Parent suggestions</li> <li>Board suggestions</li> <li>Community suggestions</li> </ul>	<ul style="list-style-type: none"> <li>Continue to have opportunities for input from stakeholders outside of the self-reporting time frame.</li> </ul>
PI	Benchmarks	Evaluation	Supporting Documentation	Recommendations
9.06(3) The district prepares a written report of the self-evaluation which is available for examination by the residents of the school district.	<ul style="list-style-type: none"> <li>The report is complete.</li> <li>The report is available to all residents.</li> <li>The district has submitted the PI-1198 assurance and the report to the department by January 31, 2024.</li> </ul>	<ul style="list-style-type: none"> <li>The report does not include any confidential student information.</li> </ul>	<ul style="list-style-type: none"> <li>A link to the final Board-approved report on the school website.</li> </ul>	

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