

School District of Monticello

**Five-Year Self-Evaluation on the
Status of Nondiscrimination and Equality of
Educational Opportunity
2023**

PI 9 District Designee:

[Allen Brokopp](#)

Superintendent

334 S. Main St

Monticello WI 53570

608-938-4194

abrokopp@monticello.k12.wi.us

This report is available in the District of Monticello.

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General Overview of Pupil Nondiscrimination Self-Evaluation Process

Contributors to the Self-Evaluation Report

Implementation Timeline

(Source - DPI website: <http://dpi.wi.gov/sped/pupil-nondiscrimination/self-evaluation>)

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.

Administrative Rule PI 09.06

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:

Wisconsin State Statute 118.13 and Administrative Rule PI 9.06

Wisconsin State Statute 118.13	Administrative Rule PI 9.06
<p>118.13 Pupil discrimination prohibited. (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's:</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> -Sex -Ancestry -Sexual orientation -Race -Religion -National Origin -Creed -Pregnancy, marital or parental status -Physical, mental, emotional or learning disability </div>	<p>PI 9.06 Evaluation. (1) In order to provide the information necessary for the state superintendent to report on the compliance with s. 118.13, Stats., as required under s. 118.13 (3) (a)3., Stats., each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every 5 years on a schedule established by the state superintendent. The evaluation shall include the following:</p> <ul style="list-style-type: none"> a) School board policies and administrative procedures. b) Enrollment trends in classes and programs. c) Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing. d) Trends and patterns of disciplinary actions, including suspensions, expulsions and handling of pupil harassment. e) Participation trends and patterns and school district support of athletic, extracurricular and recreational activities. f) Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district. g) School district efforts to achieve quality of education opportunity and nondiscrimination. h) School district technology, including electronic communications by the district staff. <p>(2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers,</p>

	<p>administrators, parents and residents of the school district.</p> <p>(3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.</p>
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Each school district is required to designate an employee of the school district to receive complaints regarding discrimination under Wisconsin's pupil nondiscrimination law.

Each public school district is required by law to have written policies that prohibit discrimination against pupils for any of the reasons listed above. Each district must also have some way for pupils, their parents or guardians, or residents of the school district to file complaints of discrimination. The school board must approve a procedure for filing complaints of discrimination. The complaint procedure must be in writing, and each school district must name an employee of the school district who will be responsible for receiving complaints of discrimination against pupils. Schools must include information about these policies and procedures in any handbooks they have for teachers, students and parents.

If you believe the school district has discriminated against your child, you may file a complaint with the school district. You may contact the school or district office and ask for copies of the pupil nondiscrimination policies and complaint procedure. To file a complaint, follow the directions in the school district's written complaint procedure. If you have questions about the procedure, you should ask who in the school district handles pupil discrimination complaints. Contact that person and ask that person to explain the complaint process to you.

In some cases, the complaint procedure will involve several steps. If you are not satisfied with the outcome of your complaint at the end of any step, you should go ahead to the next step, always following the instructions in the district's written complaint procedure. You should always file your complaint in writing. The school district must acknowledge your complaint within 45 days, in writing, and the final decision on your complaint must be made within 90 days.

If you have gone through all the steps of the school district's complaint procedure and you are not satisfied with the outcome, you may file an appeal with the Department of Public Instruction. Any appeal must be filed within 30 days of the date of the school district's final action on your complaint. The Department of Public Instruction may not consider your appeal unless you have gone through all the steps of the school district's complaint procedure and a final decision has been issued by the school district.

An appeal to the Department of Public Instruction should be in writing and signed, and should include the following information: the reason for the appeal; the facts that make you believe discrimination occurred; and the relief or outcome you are requesting if you are successful in your appeal. It is a good idea to include a copy of the school district's final decision or letter to you.

If the school district does not have a pupil discrimination complaint procedure, you may file a complaint directly with the Department of Public Instruction. The complaint should be in writing, signed, and should contain the same information that is required in an appeal: the reason for the complaint; the facts of the complaint; and the relief you are requesting. You may also file a complaint with the Department of Public Instruction if the school district does not make a decision on your complaint within 90 days. In most cases, if the school district has not made a final decision on your complaint within 90 days, the department will return the complaint to the school district to make a final decision. In an appeal, if the department determines the school district has acted in violation of the Wisconsin pupil nondiscrimination law, the superintendent can issue an order requiring the school district to comply with the law, and require that the school district develop and submit a corrective action

plan to prevent further discrimination. The superintendent does not have the authority to award monetary relief, or impose or order discipline on teachers or school district staff.

For more information about Wisconsin's pupil nondiscrimination law, you may call the Department of Public Instruction, Pupil Nondiscrimination Program. The telephone number is, (608) 267-9157.

If your complaint is about discrimination because of race, sex, age, disability or national origin, you may also file a complaint with the Office for Civil Rights of the United States Department of Education. A complaint must be filed with the Office for Civil Rights within 180 days (about six months) of the date the discrimination occurred. You do not have to file a complaint with the school district before filing a complaint with the Office for Civil Rights, and you may file complaints with both the school district and the Office for Civil Rights if you wish to do so.

[OCR Contact Information](#)

If your complaint is about the special educational needs of a child, there is a different complaint and appeal process. For information about the [IDEA complaint](#) process, contact the Special Education Team at (608) 266-1068.

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

PI 9.06, Wis. Admin. Code, requires that every school district evaluate and prepare a written report on the status of nondiscrimination and equality of educational opportunity in the school district - the School District Self-Evaluation of the Status of Pupil Nondiscrimination and Equality of Educational Opportunities - at least once every five years on a schedule determined by the state superintendent. The Department of Public Instruction (DPI) uses data from the evaluation reports to comply with reporting requirements under § 118.13(3)(a)(3), Wis. Stats.

**Contributors to Self Evaluation
Fall of 2023**

Name	Job Description
Carley Francois	Director of Pupil Services
Jesse Wahl	School Advisor
Allen Brokopp	District Administrator
Denise Swanson	Administrative Assistant

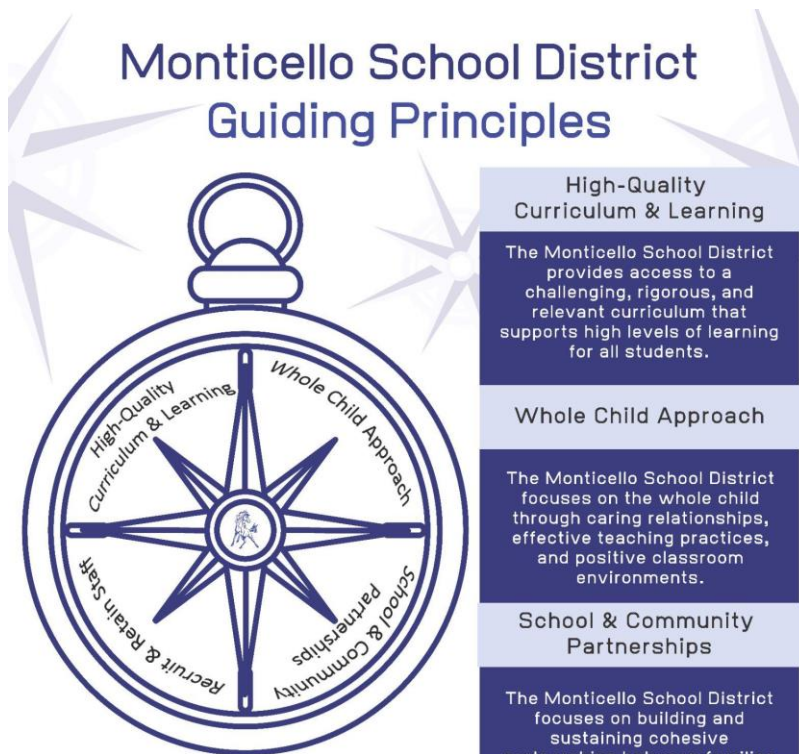
Process Steps for the Self-Evaluation

- Self evaluation committee formed
- Data collection/review and analysis of data with self evaluation committee
- Additional data collected and rough draft of report reviewed with committee
- Final report prepared
- DPI assurance submitted after school board approval
- School Board Approval

The School District of Monticello serves approximately 300 students between the ages of 3-21 in one building. The community of Monticello has a population of 1037 (2021).

Mission Statement

Monticello Values Grow World Ready Citizens



Monticello School District Guiding Principles


High-Quality Curriculum & Learning
The Monticello School District provides access to a challenging, rigorous, and relevant curriculum that supports high levels of learning for all students.

Whole Child Approach
The Monticello School District focuses on the whole child through caring relationships, effective teaching practices, and positive classroom environments.

School & Community Partnerships
The Monticello School District focuses on building and sustaining cohesive partnerships between families and community members.

Recruit & Retain Staff
The Monticello School District values recruiting and retaining innovative and enthusiastic educators with exceptional skills, growth-mindsets, and student-centered approaches to education.

*Let the Compass
be our Guide*

Proud Home of the Monticello Ponies 

Section I

District Enrollment: Enrollment Trends – P.06(1)(b)

Requirement

As part of the self-evaluation process, the committee spent time reviewing the student demographics of the School District. This activity allowed for the participants to have an understanding of the diversity of the student population, as well as trends in regards to the student population over the span of the last three (3) years.

|-----Race/Ethnicity-----|

School Year	Total Enroll	% Female	% Male	% Students w/ Disabilities	% Econ Disadvan	% American Indian	% Asian	% Black	% Hispanic	% Pacific Isle	% White	% Two or more	% ELL	% Homeless
2022-23	300	54	46	12.7	37.7	0	0	.3	3.3	0	92.7	3.7	2.3	0

Section II

Board Policies and Administrative Procedures P.06(1) (a)

Requirement

Evaluate board approved policies and procedures that have been adopted by the board

Benchmarks

- ❖ Board has adopted/updated policies covering all areas of school operations, including school sponsored programs and activities.
- ❖ The policies include all protected categories listed under Wis. Stat. § 118.13.
- ❖ The policies either specifically address harassment, or there is a separate anti-harassment policy.
- ❖ The policies are easily understood and accessible to all staff, students, and parents/guardians.
- ❖ The policies are published annually in a class 1 legal notice.
- ❖ An employee has been designated to receive Wis. Stat. § 118.13 discrimination complaints.
- ❖ The name and address of the designated employee is published annually in a class 1 legal notice.
- ❖ The discrimination complaint procedure provides for a written acknowledgement of the complaint within 45 days and final resolution of the complaint within 90 days.
- ❖ 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 and of the procedures for making the appeal.
- ❖ The complete complaint procedure is included in all student and staff handbooks.
- ❖ The procedure is effective in resolving pupil discrimination complaints.

Data

The following policies were reviewed and met all of the above benchmarks:

po0145- Sexual and Other Forms of Harassment	po4122-Nondiscrimination and Equal Employment Opportunity
po2510- Adoption of Textbooks	po5500-Student Code of Classroom Conduct
po2521- Selection of Instructional Materials and Equipment	po5710-Student Complaints
po5516- Student Hazing	po8410-Crisis Intervention
po5730- Equal Access to Non-district Sponsored Student Clubs and Activities	po1662-Employee Anti-Harassment
po5751- School Age Parents and Married Status of Students	po2260-Nondiscrimination and Access to Equal Educational Opportunity
po7230- Gifts, Grants and Bequests	po3362-Employee Anti-Harassment
po1422- Nondiscrimination and Equal Employment Opportunity	po5517-Student Anti-Harassment
po3122- Nondiscrimination and Equal Employment Opportunity	po2266-Nondiscrimination on the Basis of Sex in Education Programs or Activities

Evaluation Findings

- All School Board policies and administrative procedures are well defined and posted on the website.
- Title IX Coordinators contact information is listed on the website as well as information regarding how to report sexual harassment or other Title IX violations and these policies provide written procedures for filing, investigating and resolving discrimination concerns with a process regarding appeal procedures.
- Responses to harassment are prompt, firm and effective and adhere to the requirement timelines for response.
- The district has board approved policies prohibiting discrimination against pupils on the basis of each of the protected classes set forth in Wis. S. 118.13 and as identified in PI 9.03.
- The district's nondiscrimination policies generally apply to all areas of school operations, including school-sponsored programs and activities.

Recommendations

- Consider reviewing each school's website and handbooks to place the nondiscrimination statement in the same place for easy visibility and with consistency throughout the schools.

Section III

Enrollment Trends in Classes and Programs P.06(1) (b)

Requirement

Evaluate enrollment trends and patterns in classes and programs.

Benchmarks

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

District Population: (2022-23) 300	Total Number/Percentage of Female Students: 168 / 54.0%	Total Number/Percentage of Male Students: 132 / 46.0%	Total Number/Percentage of Students by Ethnicity: White – 278/92.7% Hispanic – 10 /3.9% Black - 1/0.9% Asian - 0/0.0% American Indian - 0/0.0% Pacific Isle - 0/0.00% Two or More - 11/7.7%
	Total Number/Percentage of ELL Students: 7 / 2.3%	Total Number/Percentage of Students with Disabilities: 38 / 12.7%	

Data

Program	Male	Female	Race other than white	Students with Disabilities
	2022-2023	2022-2023	2022-2023	2022-2023
Advanced Placement	3	4	0	0
Honors Classes	*	*	*	*
Dual Credit	22	23	1	2

* = Data not available

Evaluation Findings

- School counselors meet with all students annually to create schedules that promote students' abilities to take Advanced Placement, Honors, or Dual Credit classes.
- All school counselors are trained in considering the perspectives of others with unconditional positive regard.
- Academic and Career Conferences take place with all Freshman and Juniors to ensure students have the necessary coursework to pursue their goals after high school.
- More minority students take part in Dual Credit classes than in Advanced Placement or Honors Classes.

Recommendations

- During Academic and Career Conferences with counselors, determine if a higher percentage of minority students and students with disabilities would benefit from participating in Advance Placement courses.

Section IV

Methods, Practices, Curriculum and Materials Used in Instruction, Counseling, and Pupil Assessment and Testing P.06(1) (c)

Requirement

Evaluate methods, practices, curriculum and materials used in PK-12 school counseling, to determine whether all students are being included in the learning process. Schools have the opportunity to ensure that the goals of equity and excellence for all students are demonstrated through the school counseling practices in the district. Schools can also ensure counselors emphasize that courses, programs, roles, and careers are open to all students regardless of gender, race, national origin, or disability.

Benchmarks

- ❖ No forms of bias or stereotyping are present in instructional materials, instructional practices, student assessment and counseling strategies.
- ❖ Counselors emphasize that courses, programs, roles and careers are open to all regardless of gender, race, national origin or disability.
- ❖ Teachers and counselors demonstrate high expectations for all students.

Data

- The District pupil nondiscrimination statement is included in all of the course registration booklets and the student handbooks at each building.
- The District has board policies that address curriculum materials, students assessment school counseling, and Academic and Career Planning.
- K-12 Counselors lead school staff to implement a quality ACP program to prepare students for the modern economy.
- The District uses a curriculum adoption rubric that has what you look for when adopting a new curriculum for grades PK-12. This rubric helps to screen curriculum that is being reviewed for adoption and specifically has the curriculum committee review the curriculum to make sure it is free from stereotyping, discrimination and ensure the curriculum meets the needs of all learners.

Evaluation Findings

- All school counselors are trained in reflecting on minimizing their own personal bias and stereotypes.
- All school counselors are trained in considering the perspectives of others with unconditional positive regard.
- K-12 counselors frequently advocate for equitable treatment and services for all students, as part of their school leadership culture.
- The school counseling curriculum is delivered to students through a combination of individual learning plan meetings, lessons/presentations, evening programs, and one on one student sessions.
- Individual learning plan meetings are held for students in grades 9 and 11. Parents are invited to participate in their child's individual planning meeting. This is an important component of meeting each student's unique needs and working with each student to create a plan for success.
- Various district and school forms are provided in English and in Spanish.
- The District provides culturally and linguistically accessible support services to all students and families by providing interpreters as needed. The District has increased the number of staff that speak Spanish and interpreting services are provided when needed.
- The District has provided Equity Training and Trauma Informed Care training to staff focusing on preventing stereotyping and bias in instructional materials and instructional practices.
- School counselors have opportunities for professional development.
- School counseling department is a component of the program to assist credit deficient students.
- The District provides culturally and linguistically accessible support services to students and families by providing interpreters when needed.
- K-12 Counselors follow the American School Counseling standards.

Recommendations

- Continue to evaluate K-12 counseling curriculum on an annual basis to ensure all levels of counseling materials are aligned.
- Continue to explore additional opportunities for sharing information about non-traditional careers with students through the School to Work Coordinator.
- Continue ongoing Student Service team meetings to review office referrals, behavioral data, academic intervention data, YRBS data, and student attendance data to ensure student needs are being met.

Section V

Discipline, Suspension, Expulsions and Pupil Harassment P.06(1) (d)

Requirement

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

Benchmarks

- ❖ Disciplinary measures, including suspensions and expulsions are applied consistency to all students
- ❖ Alternative educational opportunities are provided for children in the district who are expelled
- ❖ 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
- ❖ Responses to harassment are prompt, firm, and effective.

- ❖ Staff, students and parents/guardians are aware of how to file a complaint of harassment.
- ❖ Regular opportunities are provided for students and staff to address the issue of harassment (such as curricular materials, educational programs, forums, orientation programs, etc.).
- ❖ Review of suspension rates over the years and review of district board policies that relate to student discipline.

Data

District Population: (2022-23) <p style="text-align: center;">300</p>	Total Number/Percentage of Female Students: 168 / 54.0%	Total Number/Percentage of Male Students: 132 / 46.0%	Total Number/Percentage of Students by Ethnicity: White – 278/92.7% Hispanic – 10 /3.9% Black - 1/0.9% Asian - 0/0.0% American Indian - 0/0.0% Pacific Isle - 0/0.00% Two or More - 11/7.7%
	Total Number/Percentage of ELL Students: 7 / 2.3%	Total Number/Percentage of Students with Disabilities: 38 / 12.7%	

School Year	Suspension	Expulsion	Discipline Referrals	Harassment
2022-23	2	2	*	*

Evaluation Findings

- Consistent procedures in place to ensure that across all buildings discipline/consequences for all students are handled in the same manner.
- Special education students that are expelled are provided alternative educational opportunities.
- Board policies include policies about nondiscrimination and access to equal educational opportunities.
- The school anti-harassment policy defines harassment, provides examples, addresses confidentiality and explains consequences. Policy also outlines a timeline for responses to complaints as well as contact information for staff on how to file a complaint.
- District training takes place that addresses harassment, curriculum free of bias and stereotyping.
- School support teams use the strategies of providing wraparound support, review student schedule and length of day, and consult with outside agencies that are supporting the student.
- The District uses pre-expulsion contracts or behavior contracts prior to going to expulsion in an effort to avoid expelling students.

Recommendations

- Consider the impact of disciplinary practices as they relate to economically disadvantaged students and minority students.
- Continue to work through individual situations with school safety in mind and the interest of all students, including the student receiving disciplinary action.

Section VI Athletics and Extracurricular P.06(1) (e)

Requirement

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

Benchmarks

- ❖ Students have a variety of athletic and extracurricular activities available, with the necessary resources to make them accessible for all students.
- ❖ Interscholastic athletic programs for boys and girls and comparable in type, scope, and support.
- ❖ 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.
- ❖ School assemblies, special programs and speakers reflect the diverse and pluralistic nature of the school and the larger community.

Data

District Population: (2022-23) 300	Total Number/Percentage of Female Students: 168 / 54.0%	Total Number/Percentage of Male Students: 132 / 46.0%	Total Number/Percentage of Students by Ethnicity: White – 278/92.7% Hispanic – 10 /3.9% Black - 1/0.9% Asian - 0/0.0% American Indian - 0/0.0% Pacific Isle - 0/0.00% Two or More - 11/7.7%
	Total Number/Percentage of ELL Students: 7 / 2.3%	Total Number/Percentage of Students with Disabilities: 38 / 12.7%	

Program	# of Coaches/Advisors	# of Students Participating	Female	Male	Race other than white	Students with disabilities
	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
Cross Country	4	6	2	4	0	0
Volleyball	2	14	14	0	0	1
Football	4	7	0	7	0	1
Basketball	4	30	11	19	1	2
Softball	2	10	10	0	0	2
Baseball	2	6	0	6	0	0
Track	2	12	6	6	0	0

Golf	2	10	2	8	1	1
Art Club	1	13	11	2	0	1
Spanish Club	1	32	25	7	0	0
FCCLA	1	13	13	0	0	1
FFA	1	34	10	24	2	3
FBLA	1	20	13	7	0	0
Investment Club	1	16	11	5	0	0
NHS	2	13	9	4	0	0
Musical	2	19	14	5	1	2
Student Council	1	21	18	3	0	0

Evaluation Findings

- All students have equal access to participate in athletics and extracurricular activities.
- Accommodations and supports are provided to students to allow them to participate in athletics and extracurricular activities.
- Students that need help with participating in required physicals to participate in athletics are given resources and support to fulfill this requirement.
- A statement regarding nondiscrimination information is posted in the Program of Studies document that is on the district website under the high school handbook section.
- Information on nondiscrimination and access to educational opportunities and information on nondiscrimination on the basis of sex in educational programs and activities is included in the Program of Studies document.

Recommendations

- Continue to explore opportunities for students with disabilities to participate in athletic and extracurricular activities.
- Consider conducting a survey in order to determine if the current athletic program meets the athletic interests of both sexes, racial and national origin groups, and students with disabilities.
- Include information on nondiscrimination and access to educational opportunities and information on nondiscrimination on the basis of sex in the high school and middle school handbooks.

Section VII

Trends and Patterns in Awarding Scholarships and Recognition P.06(1) (f)

Requirement

Evaluate trends and patterns awarding scholarships and other forms of recognition and achievement provided or administered by the school district. Schools ensure that all scholarships and other forms of recognition are awarded in a way that does not discriminate.

Benchmarks

- ❖ All scholarships and other forms of recognition are awarded in a way that does not discriminate.
- ❖ Significant progress is made toward increasing distribution of scholarships and other awards to underrepresented groups.
- ❖ Information about award opportunities is accessible to all parents/guardians and students.
- ❖ Application materials, eligibility criteria, and award information are free of bias, discrimination and stereotyping.

Data

District Population: (2022-23) 300	Total Number/Percentage of Female Students: 168 / 54.0%	Total Number/Percentage of Male Students: 132 / 46.0%	Total Number/Percentage of Students by Ethnicity: White – 278/92.7% Hispanic – 10 /3.9% Black - 1/0.9% Asian - 0/0.0% American Indian - 0/0.0% Pacific Isle - 0/0.00% Two or More - 11/7.7%
	Total Number/Percentage of ELL Students: 7 / 2.3%	Total Number/Percentage of Students with Disabilities: 38 / 12.7%	

Scholarship/ Award	Female	Male	Race other than white	Total Applications	Recipient Totals
	2022-23	2022-23	2022-23	2022-23	2022-23
Scholarships	11	11	0	22	22
Honor Cords	11	8	0	*	19
Top Scholar	0	1	0	*	1

Evaluation Findings

- Counselors provide support to students for completing scholarship applications during flex periods.
- The school district scholarship program is managed by a scholarship committee.
- Scholarship descriptions and selection criteria are established/reviewed annually and are managed by scholarship committee co-chairs.
- All scholarships have written criteria for selection or student eligibility to apply.
- All students that are interested in applying for scholarships have the opportunity and access to support from district staff.
- Students of a race other than white have been underrepresented as scholarship recipients.
- Female students have consistently applied at higher rates and received more scholarships than male students.

Recommendations

- Continue to review individuals that are part of the scholarship selection committee.
- Counseling office should continue to promote the availability of scholarships through announcements, newsletter, and website postings.
- Identify and develop ways to effectively publicize scholarship and award opportunities so all students/guardians are informed.
- Encourage students to use flex time to work on scholarship applications.
- Update Scholarship page on the district website.
- Consider providing scholarship information sessions for underrepresented groups.
- Information on applying for scholarships needs to be more readily available to all students and their families in their native language as much as possible.
- Annual review of scholarships awarded by scholarship committee and high school administration disaggregated by gender, race, ELL and disability status.
- The scholarship committee will review the data annually and recommend changes to the process and procedures to improve student participation rates and scholarship recipients across gender, race, ethnicity, disability, status, and ELL.

Section VIII

District Efforts to Achieve Equity of Opportunity and Nondiscrimination P.06 (1) (g)

Requirement

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

Benchmarks

- ❖ Significant progress is made in closing academic achievement gaps.
- ❖ Every staff member demonstrates high expectations for all students.
- ❖ An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination.
- ❖ The school environment is welcoming to all students and parents/guardians who visit the building.
- ❖ Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development.

Evaluation Findings

- The School District of Monticello has developed a systems of support planning process for grades K-12 that has criteria for determining if students are in need of TIER 2 and TIER 3 instructional supports that includes benchmark assessment and exit criteria to close the achievement gap.
- Common formative and summative assessments are given in grades K-12 to ensure that all staff members have high expectations for all students.
- Instructional strategies are utilized to promote increased proficiency in specific power standards and learning targets for all students.
- All school environments are welcoming to all students as evidenced by signs and resources available in Spanish. Interpreters are provided as needed. Staff is friendly and available to help. Communications are sent out in English and Spanish. Positive messages and signs throughout all schools.

- PLC groups meet regularly at all grade levels to ensure the curriculum is free from bias and stereotyping.
- The district vision, mission, values, and goals address the quality of education for all students.

Recommendations

- Continue to review Universal Instructional Strategies as well as TIER 2 and TIER 3 instructional practices to increase proficiency in power standards and learning targets for all students.

Section IX and Section X School District Technology P.06(1) (h) Opportunity for Participation P.06(2)

Requirement

School district technology, including electronic communications by school district staff, are accessible to all.

Benchmarks

- ❖ School district technology and electronic communication is accessible by parents and students.
- ❖ Students, teachers, administrators, parents and community members actively participated in the self-evaluation process.
- ❖ Evaluate the degree of meaningful inclusion of participants in the self-evaluation process.
- ❖ The Pupil Nondiscrimination Self Evaluation is available to all residents and the PI-1198 Assurance has been provided to the Department of Public Instruction.

Evaluation Findings

- The School District of Monticello website includes a staff directory to ensure parents and students can communicate with staff.
- Parents and students can access additional support through the family and community tab on the website as well as ELL supports and pre K-12 course overviews.
- Parents and students can monitor grades through Skyward.
- All district policies are available electronically or in hard copy when requested by the public.

Recommendations

- Provide access to the Pupil Nondiscrimination Self Evaluation written report at the District Administrative Center and communicate its availability in district communications.

Opportunities to participate in the writing, development, final review/evaluation of Pupil Nondiscrimination Self-Evaluation Cycle IV Report 9.06(2)

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

- Individual meetings
- Department Meetings

- Discussions at administrative Meetings
- Committee work with groups to review data

Section XI

Written Report P.06(3)

Written Report: Five-Year Self-Evaluation on the Status of Nondiscrimination and Equality of Educational Opportunity final report is available at the School District of Monticello District.

Section XII

Recommendations

All Recommendations were included at the bottom of each section in this report.