

Pupil Nondiscrimination Self-Evaluation Report: Spring 2024



School District of Webster

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TABLE OF CONTENTS

- I.** General Overview of PI-9 Pupil Nondiscrimination
- II.** Contributors To The Self Evaluation Report
- III.** District Overview
- IV.** School Board Policies and Administrative Procedures
- V.** Enrollment Trends In Classes and Programs
- VI.** Methods, Practices, Curriculum and Materials Used in Instruction, Counseling, and Pupil Assessment and Testing
- VII.** Trends and Patterns of Disciplinary Actions, including Suspensions, Expulsions, and Handling of Pupil Harassment.
- VIII.** Trends and Patterns of Participation and School District Support of Athletic, Extracurricular and Recreational Activities.
- IX.** Trends and Patterns in Awarding Scholarships and other Forms of Recognition and Achievement Provided or Administered by the District.
- X.** School District Efforts to Achieve Equality of Educational Opportunity and Nondiscrimination.
- XI.** School District Technology, including Electronic Communications by School District Staff.

*June 13, 2024 - Self-Evaluation Report and Related Requirements Completion Date
July 15, 2024 - Approved by the School District Board of Education*

Section I - General Overview of PI-9 Pupil Nondiscrimination

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.

Cycle I: Between 1989 and 1994, Wisconsin school districts evaluated the status of pupil nondiscrimination and equality of educational opportunity within their own districts and then reported on their evaluation to the Department of Public Instruction. This process is referred to as Cycle I. **The focus of Cycle I was primarily on whether compliance 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, which was referred to as Cycle II. **The Cycle II evaluation required more than an assessment of whether compliance has been achieved with the procedural requirements of the law.** In Cycle II, school districts were asked to assess the effectiveness of their efforts in achieving pupil nondiscrimination and equality of educational opportunity.

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 2017-18, districts were once again required to complete the self-evaluation. **Cycle V required districts to evaluate the same three elements** as in Cycle III and Cycle IV, create an evaluation report, and assure the department of their work.

Cycle VI: In 2023-24, districts were 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 and patterns and school district support of athletic, extracurricular and recreational activities.
- Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district.
- School district efforts to achieve equality of educational opportunity and nondiscrimination.
- School district technology, including electronic communications by school district staff.

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</p> <p>(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> <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 	<p>PI 9.06 Evaluation</p> <p>(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. <p>(2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, 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>

Section II - Contributors to the Pupil Nondiscrimination Self-Evaluation Cycle Report

The following individuals were responsible for the development, writing and/or review of the Pupil Nondiscrimination Self Evaluation Cycle IV Report:

Name	Position
Jeff Fimreite	Superintendent
Josh Hetfeld	High School Principal/Superintendent
Ron Stelson	Middle School Principal
Ashley Nagel	Elementary Principal
Scott Hoefs	Athletic Director
Leslie Berg	Director of Special Education

Opportunities to Participate in the Writing, Development, Final Review/Evaluation of the Pupil Nondiscrimination Self-Evaluation Cycle IV Report 9.06(2):

Opportunity 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:

- Open Meeting Portion of a Scheduled School Board Meeting
- Individual Meetings
- Department Meetings
- Discussion Item at an Administrative Meeting

Section III District Overview - School District of Webster

The Webster School District serves 635* students in grades Pre-Kindergarten through grade 12.

We are located along Highway 35 in Northwestern Wisconsin, about 100 miles northeast of the Twin Cities (Minnesota). The Webster School District serves Burnett and Douglas Counties, including the Village of Webster and the Townships of Blaine, Dairyland, Jackson, Lincoln, Meenon, Oakland, Sand Lake, Scott, Swiss, Union and Webb Lake.

The District is approximately 550 square miles making it the second largest school district in terms of geographical area.

Our Mission **(District Policy# 110)**

Webster School District is dedicated to empowering all individuals to reach their potential. We will be accountable and work together to:

- Establish a safe, healthy and trusting environment
- Provide a challenging, engaging and technology rich curriculum
- Encourage life-long learning and a strong work ethic
- Build school, family, and community partnerships
- Celebrate diversity, talents, and strengths
- Empower students to take an active role in their education
- Promote effective citizenship in a global society
- Model what is expected

District Enrollment Data Set

** This data represents the demographic breakdown of our student population. This data was utilized during the analysis within each of the required areas of the study. This data was derived and disaggregated from the Wisconsin Department of Public Instruction WISE Dash Database. The school district submits data annually to this state-wide system. The district recommends caution in the review of data, especially from the 2019-20 and the 2020-21 school years. This data has been included, but will limit some of the ability to examine multi-year trends or patterns. This was primarily due to the significant impact of the pandemic on the data of the school during those years. During those times co-curricular activities, clubs, class enrollments, programming, curriculum materials, discipline, and instruction were greatly impacted. For this reason, the 2022-23 data will be the primary focus and given greater emphasis in determining recommendations or considerations for improvement. It is also important to note that all data present in the WISE Dash system for the 2023-24 school year has not been validated or updated, and should be disregarded from the graphs and charts provided below.*

Section IV - 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.

Summary Report Data

Findings:

- 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.
- These policies provide written procedures for filing, investigating and resolving complaints of pupil discrimination which set forth a written timeline for investigating complaints, provide for a written response, and provide information regarding appeal procedures.
- Information is shared on school and district websites, in student orientation sessions, and student handbooks.

Method of Analysis:

- Review and Examination of policies related to Pupil Nondiscrimination and Equal Education Opportunity
- Review of Student Handbooks

Supporting Information:

The following policies were reviewed:

- Policy 113- Non Discrimination in District Programs, Activities and Operations
- Policy 333- Parent Rights in Relation to District Programs/Activities and Student Privacy
- Policy 342.1- Programs for Students with Disabilities
- Policy 342.8- Section 504 Plans and Services for Students with Disabilities
- Policy 342.62- Program and Curriculum Modifications for Individual Students
- Policy 363.3- Assistive Technology (Technology for Students with Special Needs)
- Policy 377.1- Interscholastic Athletics: Co-Curricular Policy
- Policy 411- Equal Educational Opportunities
- Policy 411.2- Education for Homeless
- Policy 411.12- Transgender Students
- Policy 511- Equal Opportunity Employment and Nondiscrimination
- Policy 823.1- Discrimination Complaint Form
- Policy 823.2- Notification of Complainant of Right to Appeal
- Policy 886.1- American Indian Policies and Procedures
- Student Handbooks

Recommendations for Improvement and Implementation Strategies:

The District's designated compliance officers are Renee Ones, High School Counselor and Ron Stelson, Middle School Principal. With recent shifting of positions, 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 in Policy 113.

Section V – Enrollment trends in classes and programs

The purpose of this section is to ask 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 upon race, gender, disability, and national origin.
- Particular programs and courses that merit attention included advanced and/or college preparatory courses, talented and gifted programming, and vocational education classes or programs.

Summary Report Data

Findings:

- Significant progress has been made to have students enrolling in different course options.
- There have been increases in the number of students and number of female students enrolled in vocational education classes.
- During the 23-24 school year the high school added the Ojibwe language as a course offering.
- During the 2022-23 school year, early childhood services were increased to allow for more interaction within the school setting for those students identified and qualified for the services/supports.

Method of Analysis:

- Review of student course rosters
- Review of master schedules

Supporting Information:

The following information was reviewed:

- Course Rosters and Master Schedules

Recommendations for Improvement and Implementation Strategies:

- Continue reviewing exploratory classes offered at lower levels
- Expand communication between staff and students during scheduling
- Continue expansion of courses offered

Section VI - Methods, Practices, Curriculum and Materials used in instruction, counseling, and assessment

The purpose of this section is to ask the district to examine the method, practices, curriculum and materials used in PK-12 school counseling to determine whether all students are being 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.

Summary Report Data

Findings:

- We utilize the American School Counselor Association (ASCA) model which emphasizes:
 - 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
- All students in 4k-4 are screened using the B.E.S.T. Universal screener. This screener helps a school to identify the overall health of a school, grade level, classroom, or student based on relationships and behaviors observed. This data is used to create small groups, individual sessions, and guides parent discussions with the counselor and principal designed to have early identification to support each student.
- In the fall of 2022, the counseling curriculum was changed to “Second Step” for grades 4K-6th grade. Second Step has the highest rating in the Every Student Succeeds Act Evidence-Based Improvement Strategies for Social Emotional Learning. In the fall of 2023, the counseling curriculum was changed to “Character Strong” which was found to be more engaging after a pilot with students and adhered more closely to our building goals at the 4K-4 level on building good character in students overall. The program is used at a universal tier 1 level for all students weekly, and is built upon throughout the building in daily announcements, classroom extensions, and small group interventions for those students in need.
- The school counseling curriculum is delivered to students through a combination of individual learning plan meetings, lessons/presentations, and one on one student sessions at all levels.
- Mini CAMP areas are utilized in every elementary school classroom beginning in the 2022 school year and have been integral in helping students to regulate and return to programming without removal.
- Student Ambassadors are utilized in the elementary school in grade 4 for leadership in

character building and development as well. This process, all students are encouraged to be a part of and follow a role model criteria.

- The middle school, grades 5-8, were introduced to the “Character Strong” curriculum in 2023-2024
- The middle school, grades 5-8, were part of an introductory PBIS program called “Tiger Paw” in 2023-2024.
- Webster transitioned all enrollment forms into alternative languages to accommodate those that are not primarily English speaking. At this time, we had 2 students that had an alternative primary language - we set up a mentor once per week with a community volunteer to build language capacity at the elementary level as well as set up the family with mentor and translation time with our HS Spanish teacher to aid in communication and sense of belonging. The counselor was highly involved in this process
- The counseling team worked on the Burnett County Truancy Task Force during 23-24 that included Burnett County Schools, County HHS, and the St. Croix Tribal Education Dept.
- The counseling department has implemented CAMP procedures to assist students in processing their emotions and returning to class in a timely manner at all grade levels.

Method of Analysis:

- Participation and discussion with school counselors
- Participation and discussion with building level principals and district level administration
- Review of 4K-4 behavior and B.E.S.T. universal screener data
- Review of 5-12 Academic and Career Planning grade level targets

Supporting Information:

The following information was reviewed:

- ACP Scope and Sequence
- Review of counseling practices and procedures (small group offerings, risk assessment procedures, and student support plans)
- Review of counseling program procedures/processes

Recommendations for Improvement and Implementation Strategies:

- Continue to increase the data tracking and decision-making related to the multi layered systems of support in each building level
- Expand the use of small group interventions, thus reducing the need for extensive individual student interventions
- Expand the work of the Academic and Career Planning Teams to increase exposure and planning opportunities to students. to An increased emphasis should be placed on career exploration and planning. The district is currently using the Xello web based program extensively grades 6-12

Section VII – Trends and Patterns of Disciplinary Actions, including suspensions, expulsions, and handling of pupil harassment

The purpose of this section is to evaluate 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, and prohibit retaliation and provide for as much confidentiality as reasonably possible.
- Staff, students, and parents/guardians are aware of the ability and how to file a harassment complaint
- Responses to harassment are prompt, firm, and effective.

Summary Report Data

Findings:

- Male students are 2 times more likely to be suspended than female students.

Method of Analysis:

- Review of suspension rates over multiple years
- Review of policies:
 - Board Policy 443 Student Conduct
 - Board Policy 447.3 Student Suspension and Expulsion
- Review of Student Handbooks
- Analysis of WISE Dash Discipline Data

Supporting Information:

The following information was reviewed:

- WISE Dash Data Review

Recommendations for Improvement and Implementation Strategies:

- Promote Restorative Practices
- Utilized the Tiger Paw program in the middle school (PBIS based)
- Reduce the number of suspensions by looking at alternative consequences, such as behavior plans
- Strengthen Parent and School engagement
- Focus on proactive strategies such as Social-Emotional Learning programs
- Evaluate current discipline practices/policies and make adjustments where necessary
- Discuss with the counseling department behavior interventions that target male students

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

The purpose of this section is to review participation in PK-12 athletic, extra curricular, and recreational activities to determine trends and patterns in disciplinary actions, policies, and procedures.

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.

The regulation implementing Title IX requires institutions to provide equal athletic opportunities for members of both sexes and to effectively accommodate students' athletic interests and abilities. The Department's 1979 "Intercollegiate Athletics Policy Interpretation" (1979 Policy Interpretation), published on December 11, 1979, sets out a three-part test that OCR uses as part of determining whether an institution is meeting its Title IX obligations. An institution is in compliance with the three-part test if it meets any one of the following parts of the test:

- The number of male and female athletes is substantially proportionate to their respective enrollments; or
- The institution has a history and continuing practice of expanding participation opportunities responsive to the developing interests and abilities of the underrepresented sex; or
- The institution is fully and effectively accommodating the interests and abilities of the underrepresented sex.

Summary Report Data

Findings:

- 251 total students participated in activities for grades 7-12
- Gender participation was:
 - 155 males and 96 females
- Ethnicity participation was as follows:
 - 220 white, 22 native american, 5 asian, 3 hispanic, 1 black
- We had 27 special education students participate
- At the 4K-4 grade level, students are all given equal opportunity to participate in the following extracurricular activities by flyers sent home in folders every Thursday of every week. All students receive the information and are encouraged to participate:

- Boy Scouts (9 participants)
- Girl Scouts (7 participants)
- 4H local Program (5 participants)
- Library Programs (33 participants)
- K-2 Little Dribblers basketball clinic (1 month long) (64 participants)
- K-2 T-Ball program (2 months long) (78 participants)
- 3-4 grade Baseball (18 participants)
- 3-4 grade Softball (13 participants)
- 3-4 Grade girls and boys basketball (25 participants)
- 3-4 Grade girls volleyball (15 participants)

Methods of Analysis

- Participation and discussion with the Athletic Director and Administration
- Participation numbers/discussion from head coaches for each program running youth opportunities
- Data pull from Skyward student management system
- Data Analysis of participation rates, disaggregated by gender, ethnicity, race, disability status, English language learner status, and economically disadvantaged status.

Supporting Information

The following information was reviewed:

- Webster Athletic offerings
- Participation rates/data from the Activities Department
- Skyward data

Recommendations for Improvement and Implementation Strategies

- Continue to support athletes, coaches, and parents with their involvement of Webster School activities
- Advertise the available opportunities at Webster, and encourage involvement in these activities
- Look at creating new extracurricular opportunities for the students in the Webster School District
- Continue to strengthen relationships with community members of the school district
- Continue having the activities department at each middle school and the high school compile data annually on participation rates by gender, ethnicity, race, disability status
- Identify any remaining barriers in each area for students facing economic challenges and identify community services/resources to eliminate those barriers.

Section IX - Trends and Patterns in Awarding Scholarships and Other Forms of Recognition Provided or Administered by the District

The purpose of this section is to evaluate the patterns in awarding scholarships and other forms of recognition and achievement and determine whether some groups of students are significantly underrepresented as recipients of awards or other forms of recognition.

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

- Ensure that all scholarships and other forms of recognition are awarded in a way that does not discriminate
- Identify and develop ways to effectively publicize scholarship and award opportunities so that all students and parent/guardians are informed.
- Develop recommendations to ensure that the amount and number of scholarships and other types of awards are equitably distributed.

Special Note - The following legal requirements should be followed for scholarships, awards, gifts and grants:
(Please consult the DPI website for details and statute citations.)

School districts may administer sex-restrictive scholarships or financial aid established through wills, trusts, bequests and other legal instruments if the overall effect is not discriminatory. To determine if the overall effect is non discretionary, a school district must first select students on the basis of nondiscriminatory criteria. The school district may then award all scholarships and aid, including sex-restricted scholarships. However, in doing so, none of the selected students can be denied aid or scholarships because some of the awards were originally designated for persons of the other sex. A district may also choose to not administer or assist in administering sex-restricted scholarships.

Athletic scholarships must be available for both males and females in proportion to the number of males and females participating in the interscholastic athletic programs.

Summary Report Data

Findings:

- The local scholarship program is directly administered by the high school counseling department who supervises the scholarship committee.
- The counseling department has both student and parent informational meetings for scholarships information.
- A scholarship letter and information is mailed to the home of all senior students, posted online, and available in student services.
- The high school counseling and district office keeps an annual list of the scholarships recipients, scholarship, and amounts awarded
- Scholarship descriptions and selection criteria are established/reviewed annually and are managed by the high school counseling department.
- The district has no control over the decisions of scholarship recipients that are decided on by private individuals or individuals.
- The scholarship committee uses all information available to them including applications, any

awards previously announced, and scholarship criteria of awards to determine award winners of scholarships they are designated to choose.

- Female students have consistently applied at higher rates and received more scholarships than male students in the past 3 years.

Methods of Analysis

- Participation and discussion with school counselors
- Review of policies, award recipients, and all scholarship related materials
- Analysis of gender of the recipients for the last three years.

Supporting Information

The following information was reviewed:

- Policy 460, Student Scholarships
- Policy 461, Student Technical Excellence Scholarship
- Policy 462, Student Declaration of Interest for Being Considered for Technical Excellence Scholarship
- Local Scholarship Application Form and Letter
- Scholarship Information website
- Data lists of scholarship awards recipients
- Verbal and anecdotal notes of scholarship process

Recommendations for Improvement and Implementation Strategies

- The school district's nondiscrimination statement will be put on local scholarship information.
- The scholarship data (applicants and recipients) will be desegregated and shared annually with the scholarship committee and high school administration. The data will include scholarship recipient and applicant rates by gender, race, ethnicity, 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 English Language Learner Status.

Section X – School District Efforts to Achieve Equality of Education Opportunity and Nondiscrimination

The purpose of this section is to evaluate the district's efforts to achieve equality of education opportunity and nondiscrimination. Focusing on the district's efforts and progress in closing academic achievement gaps and creating a school environment that does not discriminate based upon 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 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.

Summary Report Data

Findings:

- In the 2021-2023 school years, we spent time with teachers conducting book studies to aid in their development of an understanding on how to connect with students, relate to students that have encountered adversity in their life and how to engage with appropriate discipline in these situations. The book studies were: "Hacking School Discipline", "What Happened to You?", "Lost at School". In these book studies we had a total of 19 staff members complete each one and read 2 rounds of both "Hacking School Discipline", and "What Happened to You?" due to high interest by staff. This work strengthened our work in Restorative Practices and Responsive Classroom which were being built simultaneously.
- In the 2023-2024 school year, the elementary staff all participated in another book study on "The Power of Our Words" and were led through ideas on language and the way we say things to students matters - this strengthened our work in building classroom community and relating to all students that are presented to us.
- In the spring and fall of 2023 Webster utilized for two teachers CESA 11's professional development workshop "Classroom Conversations on Tough Topics" to develop the skills of teaching staff to ensure that student voices are valued and encouraged.
- Webster Elementary staff were fully trained over 2 years in Responsive Classroom techniques for building a school community that harnesses all students' unique abilities and needs. Responsive Classroom is used building wide to promote long lasting relationships, building student's capacity to engage in their academic lives, and aid in character development while creating a safe, student-centered school environment.
- Students at all levels from 4K - 12 are given classroom climate surveys in order to offer their perspectives and feedback on how a classroom feels to them. In these surveys, teachers use the information to adjust and strengthen their classroom communities based on student perceptions. In these surveys, the strengths noted were the following across the 4K - 4 grade levels:

- o My teacher listens to me when I have questions or need help
 - o I feel like I belong in my classroom and get to help make decisions
 - o I am responsible for my learning and setting goals
 - o My classmates treat me with respect
 - o My classroom is safe
- All 5-12 staff were trained on "Classroom Conversations on Tough Topics" during the spring and fall of 2023
- All 5-12 staff were trained on "Restorative Practices" by Kevin Oliver in the spring of 2023
- Middle School school strategic plan addressed student engagement for all students through SEL lessons
- The "Quality Instruction at WHS" document states the learning environment should
 - o Promote student voice and choice
 - o Create a classroom environment in which students feel safe and comfortable
 - o Listen to students' concerns and feedback
 - o Establish a positive, student-centered environment
- The district has begun creation of a District Development Plan, which directly addresses the quality of the education for all students and the district's focus on Nondiscrimination.

Method of Analysis:

- Review of Staff Professional Development
- Review of the District Development Plan (currently in draft form)

Supporting Information:

The following information was reviewed:

- Quality Instruction at WHS
- District Development Plan (draft)

Recommendations for Improvement and Implementation Strategies:

- The district completes its District Development Plan that measures and reports out to the community and school board the progress in several areas including providing equitable educational opportunities and addressing issues of harassment and discrimination.

Section XI – School District Technology, including Electronic Communications by School District Staff

The purpose of this section is to evaluate the availability of Pupil Nondiscrimination policies and materials for students, parents, and staff.

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

- Ensure that all students and parents have access to the relevant information relating to Pupil Nondiscrimination policies and procedures.
- Students, teachers, parents, and community members have an opportunity to participate in the self-evaluation process/review.
- The Pupil Nondiscrimination Self Evaluation Report is available to all residents and the PI-1198 Assurance has been provided to the Department of Public Instruction.

Summary Report Data

Findings:

- All school district policies are available electronically or in hard copy (as requested) by the general public.
- The District's Nondiscrimination statement is not included in newsletters or parent emails

Method of Analysis:

- Review of the schools website
- Review of newsletters and emails

Supporting Information:

The following information was reviewed:

- School District Website
- Parent and staff newsletters
- Parent email communication

Recommendations for Improvement and Implementation Strategies:

- Include our nondiscrimination statement in all parent and community communications including emails and newsletters.