

DPI

Pupil Nondiscrimination

Self-Evaluation Report:

[*Complete Self Evaluation Report and Related Requirements](#)

DATE: April 2024



School District of Westfield

Approved by the School Board on
(April 17, 2024)

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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.



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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;"> <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. <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 |
|--------------------|----------------------------|
| Michelle Johnson | District Administrator |
| Brenda Dahlke | Curriculum Director |
| Tammy Stowers-Tonn | Special Education Director |
| David Moody | High School Principal |
| Andy Saloun | Associate Principal |
| Julie Lynch | Elementary Principal |
| Chase Gildenzoph | Elementary Principal |
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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 - April 17, 2024
- ☑ Individual meetings - Spring 2024 PTO meetings: WES - April 15, 2024, OES - April 10, 2024, CES - April 10, 2024
- ☑ Department meetings - Staff meeting at the building level
- ☑ Discussion item at an administrative meeting - Continuous discussion item: Designated work time - March 21, 2024 with the support of CESA 5 and April 11, 2024. Continued goal setting May 2, 2024 and May 9, 2024.

Section III District Overview - School District of Westfield

The School District of Westfield serves over 1000 students between the ages of 3-21, across the Coloma, Neshkoro, Oxford, Westfield school communities. Our school community encompasses 22 municipalities and over 288 square miles.

Our Mission

“Inspiring every student, through every experience, every day.”

Our Pillars

Student Foundations, Staff Foundations, Teaching & Learning, Finance & Operations, Community Engagement

Link to our Strategic Plan

Three-Year Goals

| | | | | |
|--|--|--|--|---|
| <p>GOAL: <i>Become more informed of Trauma Sensitive Practices and identify systemic approaches for use</i></p> | <p>GOAL: <i>Focus on supporting staff collaboration to improve student learning</i></p> | <p>GOAL: <i>Ensure the safety of staff and students with a priority of updating the Safety Response plan, to be approved by the BOE in August 2024.</i></p> | <p>GOAL: <i>Develop a sustainable professional staff and support staff compensation framework</i></p> | <p>GOAL: <i>Seek stakeholder feedback to prioritize facility needs that meet the educational goals of students</i></p> |
|--|--|--|--|---|

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 and compared with our local Student Information System. 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. Some of the data from the 2021-22 school year may also be impacted due to the district offering virtual learning options. 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.

District Enrollment Data Set



**Total membership, or enrollment data, is from the third Friday in September provided to the Department of Public Instruction*

[UW-Applied Population Study - October 2023](#)

This report provides an enrollment projections analysis for the School District of Westfield by the Applied Population Laboratory (APL) at the University of Wisconsin-Madison. The projections are presented district-wide, individually for each grade, and for grade groupings in the current elementary, middle and high school configurations as well as the potential realignment to grades 4K-5 and 6-8. In addition, projections are provided for the district's three elementary schools, in both current and potential configurations. This report takes into consideration past enrollment, current and projected births, and overall trends in population and housing to predict future student change over the coming five to ten years.

| Year | Tot. Enrollment | Females | Males | SWOD | SWD | ELL Status | Race |
|-------|-----------------|---------|-------|------|-----|------------|-----------------|
| 23-24 | 1109 | 506 | 603 | 945 | 164 | 8 | 943 W 166 NW |
| 22-23 | 1134 | 529 | 605 | 959 | 175 | 13 | 955 W 179 NW |
| 21-22 | 1133 | 549 | 584 | 981 | 152 | 11 | 975 W 158 NW |

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:

- Policies were updated in the fall of 2023 to ensure all protected categories listed under Wis. Stat 118.13 are included. Additionally, policies address harassment/anti-harassment policy. Policies are published annually on the website and they are included in handbooks, clearly identifying compliance officers, complaint timelines, and procedures for the complaint process. Compliance officers are updating their training in Title IX through Boardman & Clark. District procedures, forms, and complaint processes will be reviewed again to ensure processes at the completion of staff training. The District will utilize Vector to ensure that all staff have been trained.

Method of Analysis:

- Policies were reviewed initially with the administration and aligned with state statutes. The School Board Policy/Vision Committee reviewed and made recommendations for approval at the full Board meeting. The School Board adopted the recommended policy.
- Further review of processes will take place in the summer of 2024.

Supporting Information:

The following information was reviewed:

Link to District Policy Page

- **SHAPE - School Mental Health Quality Assessment and Performance Evaluation System**
 - The Pupil Services Team is participating in the Mental Health Academy in order to address the rising mental health needs of our school community. The Pupil Services Team assessed the structure and operations of our school mental health system. From that assessment areas of need were identified, and a strategic plan for system improvement was created.
 - SHAPE Survey report
- **YRBS - Youth Risk Behavior Survey**
 - The Pupil Services Team is reviewing the results of the 2022-2023 Wisconsin Youth Risk Behavior Survey YRBS. This survey is given to students 6-12 every

other year. The YRBS is conducted as part of a national effort by the U.S. Centers for Disease Control and Prevention to monitor health-risk behaviors of the nation's high school students. Results of this survey are available at a national, state, county and local levels.

- Comparison between levels.
- YRBS Report

Recommendations for Improvement and Implementation Strategies:

- Internal resources for Title IX will be developed to be aligned with legal requirements and supportive of investigations, parties involved, and communication.



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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 on race, gender, disability, and national origin.
- Particular programs and courses that merit attention include advanced and/or college preparatory courses, talented and gifted programming, and vocational education classes or programs.

Summary Report Data

Findings: Data indicates that our female students are engaging in advanced coursework more often and we have few students with disabilities taking any advanced classes. Our TechEd offerings beyond Agriculture and FACE show higher male participation than female. According to the state report card 11% of our students participated in advanced courses compared to the state average of 20%. For work placed learning, the district had 24% compared to the state at 8.5%.

Method of Analysis:

- The Administrative team convened and collaborated to collect and analyze the engagement data as it related to gender, race, disability, and socio-economic circumstance.

Supporting Information:

The following information was reviewed:

- [UW Applied Population Study](#)
- Enrollment in classes - CTE, AP, Post Secondary -Course Analysis
- Gifted and Talented - enrichment is provided in the classroom

Recommendations for Improvement and Implementation Strategies:

- Implementation of all-day 4K every day
- Reconfiguration of 6th grade to the Middle School
- Confirm coding in Skyward for AP Biology and AP Government and AP Stats
- Confirm coding in Skyward Small Engines - 23-24 enrollment in our report is 55
- Consider the manner in which courses are presented and designed for relevance and to attract diverse engagement.
- Intentional foci within the CTE department to write a mission/vision statement for future programming via PLC structure and school visit opportunities.

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:

- Need to align curriculum to standards. - Curriculum Resource & Equity Audit
- Lack of universal resources as they relate to data collection

Method of Analysis:

- Mental Health Academy

Supporting Information:

The following information was reviewed:

- Use SHAPE Survey

Recommendations for Improvement and Implementation Strategies:

- Identify Resources / Align the current resources to the CASEL Standards and evaluate curricular gaps.
- Identify a universal screener.

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:

- WiseDash Data is not accurately reflecting behavioral incidents that have been documented in Skyward (District-wide)
- Middle School and High School Skyward data trends indicate:
 - 2021-2022 Special Education suspension incidents were proportional to the 18% population
 - 2022-2023 Special Education suspension incidents were 2x the special education population at 42% A deeper dive indicates that many of those suspensions were assigned to 2 particular students.
 - The class of 2026 and 2027 is indicating a decrease in student discipline referrals
 - When looking at in school and out of school suspension data the trend is a decrease from incidents 134, to 115, to 85 this reporting year.
 - Vaping violations have decreased from 41 incidents 2021-2022, to 25 incident in 2022-2023, to 13 in 2023-2024.
 - The total number of detentions issued went from 516 in 2021-2022, to 403 in 2022-2023, to 363 in the current year.
 - The total number of detentions issued due to tardies
 - 2021-2022 = 282
 - 2022-2023 = 147
 - 2023-2024 = 158
- Elementary - the use of suspension as a consequence is less than 10 per year district-wide

Method of Analysis:

- Review of Handbooks
- Review/Analysis of Detention Data
- Review/Analysis of Removal from Instruction (ISS/OSS/Expulsion) Reason and duration In School for kids without IEP and number
- Check for reporting accuracy

Supporting Information:

The following information was reviewed:

- o [HS/MS Student Handbook](#)
- o [Policy: Suspension and Expulsion](#)
- o [Policy: Code of Classroom Conduct](#)
- o [Elem Handbook](#)
- o ODR Report ©
- o SHAPE Survey

Recommendations for Improvement and Implementation Strategies:

- o Systemic Office Discipline Referral and Tracking System
- o Systemic definitions of minor/major incidents to ensure accuracy of reporting
- o Youth Mental Health First Aid Training for 6-12 staff and Question Persuade Refer (QPR)
- o District-wide Screener to assess emotional and behavioral strengths and weaknesses
- o An intentional focus on connectedness and student-to-staff relationships - a significant protective factor (DOTS Survey -Depending On Teachers & Staff Survey)
- o Institutionalize the PIONEER Way to support the teaching of expected behaviors
- o Vaping/Tobacco Cessation Programing and Education
- o Establish a systems approach to meeting with Student Services and Administration to support progressive discipline, behavioral intervention and adult practices.
- o Review all handbook language to ensure compliance with policy and statute.

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:

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

Summary Report Data

Findings:

- We have the 23-24 data. Data for prior years was not officially collected for co-curriculars. 2021 - 2022 41.5% of our students participated in Music compared to 19.1% of the state average
- Students participating in Art and Design were commensurate with the state.
- Male and female athletes are substantially proportionate to their respective enrollments.
- Female students have a much higher participation rate in band, choir, and other clubs compared to male students.
- Students with disabilities have a very low participation rate compared to their respective enrollment.

Methods of Analysis

- The building secretaries compiled engagement data to be reviewed by the Admin team.
- Student feedback regarding their experience is being collected to support professional growth.

Supporting Information

The following information was reviewed:

- o School Report Card - Engagement Data
- o Local Data - Extracurricular Participation Demographics

Recommendations for Improvement and Implementation Strategies

- o Training for secretaries to create processing groups in Skyward to reflect accurate participation
- o Work with Student Services and Special Education to support engagement of students with disabilities



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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 nondiscretionary, 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.

Findings:

- The average number of recipients per class over the past 3 years is 37%
- Female recipients surpass male recipients by 4%
- Few students with disabilities are recipients of scholarships -less than 1%
- Throughout the past three years, all recipients have been white.
- The average class rank is 15.
- Announcements are utilized to support the application process and students are supported by the English department during their Flex period.

Methods of Analysis

- The district office reviewed the history of all applications and recipients from previous years and provided an overview of the processes that have been historically implemented within the organization.

Supporting Information

The [following information](#) was reviewed:

Recommendations for Improvement and Implementation Strategies

- o Since the District does not select the majority of recipients, the District should provide recommendations on the review and selection process to ensure equitable opportunities. Specifically a blind applicant review process.
- o The ACP Team may review the systems of support regarding resume's, job applications, and scholarships.



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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:

- As a rural, relatively homogeneous population our practices could be improved upon through diversity training for staff and students and a review of educational materials.

Method of Analysis:

- [Welcoming Schools Checklist](#)
- Review of School Safety Procedures (greeters, entrance monitoring)
- Review of District Library Plan

Supporting Information:

The following information was reviewed:

- Review of District Library Plan
- Completion of building level [Welcoming Schools Checklist](#)

Recommendations for Improvement and Implementation Strategies:

- Review all handbooks for consistent and equitable language.
- Continue offering professional development opportunities with a focus on Trauma Sensitive Schools, Implicit Bias, and inclusive practices.

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:

- In addition to the recommendations, the District is cognizant of the multiple roles and responsibilities of staff and therefore we need to identify a reliable practice of updating stakeholders about our practices, analysis and goals, i.e., website updates, SIS internal expert to ensure accurate reporting of data. This is evermore challenging with turnover and limited funds.

Method of Analysis:

- Review of communication practices district-wide.

Supporting Information:

The following information was reviewed:

- Policies can be found on our District-website. Additionally all policies and processes are listed in staff and student handbooks. Parents engage in feedback sessions facilitated by our interventionists and surveys are provided to families district-wide. Communications are supported by the Skyward Messenger, Social Media, email, mailings/newsletters, and newspapers.

Recommendations for Improvement and Implementation Strategies:

- A redacted report will be placed on our website as to make it available to all residents with the opportunity to provide feedback via a linked google form. Throughout upcoming years we will engage employees via staff meetings and use the resource to guide our annual goals.

We value your feedback:

In our ongoing commitment to providing the best education possible for our students, the District recently conducted the Pupil Nondiscrimination comprehensive self-review of our offerings, practices, and systems. This reflective process has been invaluable in identifying areas where we excel and where we have opportunities for growth. Now, we're eager to gather feedback from our families and community partners to further refine our strategies and systems. Your input is crucial in helping us better serve the diverse needs of our students and ensure that our district remains inclusive and supportive for all. We invite you to participate in the survey available online and share your thoughts on how we can continue to improve. Thank you for your continued support and collaboration in this important endeavor.

[Community Feedback Survey: -](#)



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