

Cameron School District

**Pupil
Non-Discrimination
Self-Evaluation Summary**

2023

Process

The self-evaluation process included the following components:

- assembled relevant data/evidence
- establishing a self-evaluation team
- review of data/evidence over the course of three separate work sessions in the High School LMC
- addressed the status of nondiscrimination and equality of educational opportunity in all eight required areas of inquiry
- developed findings and recommendations for improvement
- developed action plans
- developed a summary of the study of each of the three areas of study
- developed a self-evaluation report

Notification

The School District of Cameron was notified in the March 2023 that it would be required to conduct a self-evaluation of the status of pupil non-discrimination and equality of educational opportunities.

In the information provided by the Wisconsin Department of Public Instruction, eight areas of inquiry were identified, along with suggestions as to how to conduct the evaluation and whom to include in the process. The areas to be evaluated by the District were:

1. School board policies and administrative procedures.
2. Enrollment trends in classes and programs.
3. Methods, practices, curriculum, and materials used in instruction, counseling and pupil assessment and testing.
4. Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment.
5. Participation trends, patterns and school district support of athletic, extracurricular, and recreational activities.
6. Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.
7. School district efforts to achieve equality of educational opportunity and nondiscrimination.
8. School district technology, including electronic communications by school district staff.

Participation

In October 2023, District posted an invitation on the District's website to parents, pupils and District residents of the opportunity to participate in the District's self-evaluation of its pupil non-discrimination status. That invitation was as follows:

District Self-Evaluation of the Status of Pupil Nondiscrimination and Equality

Every five years, public school districts are required to undergo a self-evaluation of pupil nondiscrimination and equality of educational opportunities. Cameron is required to complete this self-evaluation by December 31, 2023. One of the stipulations of this process is to provide an opportunity for participation by pupils, teachers, administrators, parents and residents of the school district. A team will be assembled and will be meeting periodically from mid-October through December to complete this evaluation. All meetings will be taking place between the hours of 8:00 a.m. and 4:00 p.m. Anyone with interest in being a member of this team, should contact District Administrator Joe Leschisin at (715) 458-5600 no later than October 20, 2023.

Representing the District were CES Guidance Counselor Julie Olson, CMS Guidance Counselor Sarah Glaze, CHS Guidance Counselor Chloe Wanink, CES Principal Cory Martens, CMS Principal Hans Schmidt, CHS Principal Mark Rykal, Director of Special Education Dennis Gunnink, Director of Athletics Dave Gerber, District Mental Health Navigator Jolene Severt and District Administrator Joe Leschisin.

Data Gathering

The School District of Cameron has statistically small groups of minorities and ELL populations. To avoid the disclosure of confidential information, both directly and indirectly, those numbers will not be reported. The only disaggregated groups that the district has that are large enough to reference are gender groupings, economically disadvantaged, and students with disabilities.

Data reviewed

- District enrollment
- Athletic participation
- Club memberships
- Coaching and staff salaries
- Provisions for uniforms
- Equipment and supply acquisition
- Procedures for scheduling of games and practices
- District transportation
- Facility access
- Athletic fees
- Training for coaches
- Accommodations for students with disabilities in athletic, extracurricular, and recreational activities
- Annual notice of non-discrimination
- Guidance department materials
- Trainings for guidance department staff
- Student cultural and linguistic needs
- Post-secondary enrollment data
- Middle School recognition data
- Elementary School recognition practices

Findings:

- Middle School = Athletic and club opportunities for all enrollment sub groups are proportionate to enrollment.
- High School = Gender is not balanced in club memberships. Determined that the difference is due to interest. Opportunity is equal; membership marketing is equal.
- The HS Dance coach is now paid for both seasons as opposed to just one.
- Uniforms are provided equitably as per a district purchasing schedule.
- Equipment and supplies are purchased as per a district purchasing schedule.
- Games and practices are scheduled by the Athletic Director's Office. There is equal access for all student groups.
- Transportation is equitable.
- Access to locker rooms or a changing facility is provided to all teams.
- Spring sports share facilities.
- Previous athletic fee per sport was eliminated several years ago.
- Facilities are barrier-free.
- An interpreter was hired to meet a student need.
- Handbooks (and non-discrimination statements) have been made more consistent between bldgs.
- All counselors have received annual optional training (through conferences and workshops) on:
 - Poverty
 - Impact of trauma
 - Mental health needs
 - Transgender, LBGQTQ
- Through our SBMH grant, much training has occurred over the past four years in many areas impacting student, and staff, mental health.
- Materials that are publisher developed are free of bias/stereotyping.
- Materials received at trainings/workshops are usually free of bias/stereotyping.
- Materials developed by counselors are custom designed for the local topic and audience.
- Materials that meet the needs of rural demographics are not as available as those for an urban setting.
- Based on identified student/family needs, the district translates materials, secures an interpreter, etc. in order to provide needed services.
- Translated DPI materials, related to state testing, are sent to families.
- Oral translators are provided as needed.
- The district has disaggregated data for academically disadvantaged, economically disadvantaged, and students with disabilities. Achievement gaps are monitored for these areas.
- Interventions are targeted to meet identified academic and behavioral needs at all levels.
- Learners are involved in personalized academic planning.
- HS homerooms are aligned to meeting student needs.
- Guidance instruction is targeted to identified needs.
- All students are eligible to apply for all awards.
- Scholarship applications are accessible to all students online.
- Information is posted in the following places: online, public bulletin boards in the HS, HS guidance office, school announcements.

- The Cameron Teachers' Scholarship is funded and awarded by the District.
- All remaining awards are funded and awarded by the donors.
- The Academic Excellence Award is based on Board of Education policy.
- 2023-24 referrals for SBMH services included 35 males and 27 females to date.
- Girls wrestling was started in Fall 2023.
- Male Spanish Club and Student Council participation numbers are low.
- Power Lifting was added as a club in the recent past and involves many females.
- The District added before and after school care via Comet Club approximately five years ago. This programming is a cost effective program to provide care for families to help reduce care and transportation barriers for all students.
- The District remodeled two restroom facilities recently to make non-gender facilities.
- The District recently remodeled an area to provide visiting athletic teams with a more private locker room area as opposed to using a traditional classroom.
- In 2020, the District adopted district-wide policies from NEOLA. The NEOLA policies are updated biennial and are comprehensive, legally binding and based of most recent state and federal laws.

Recommendations & Plans for Achieving them:

- Continue with current MS and HS athletic and club offerings.
- Continue with current marketing of bot Co & Extra curricular opportunities.
- Continue with the coaching/staff salary schedule.
- Continue the district process for scheduling games and practices.
- Continue the district process for providing transportation.
- Continue the district process for access to locker rooms and changing facilities.
- Continue the current practice for scheduling and sharing facilities for sports.
- Coaches continually review the use of cell phones, cameras, computers, and other devices in the locker rooms.
- Continue to monitor facilities and student needs.
- Continue to allow counselors to attend out-of-district prof development opportunities.
- Support attendance for counselors at trainings/events that specifically address recognizing and providing services for issues of non-discrimination and multiple perspectives.
- Use materials that have been developed by a reliable source, are current, and match the demographics of our district.
- Continue academic and behavioral efforts targeted to individual needs.
- Continue to monitor but state and local accountability data.
- Present practices should continue:
 - Course placement/schedules
 - Guidance topics for instruction
 - PBIS components
 - Continue ACP practices
- Continue current means of informing students about awards and application procedures.
- Review graduate data for post secondary enrollment and employment.
- Continue the practice of having award donors determine criteria and recipients.
- Maintain current Board of Education policies & NEOLA updates
- Continue to explore career exploration K-12 for all groups of students.
- Investigate increasing opportunities for additional club/activities at the MS/HS level.
- Investigate ways to increase male interest & participation in leadership opportunities.

Appendices

Meeting Schedule

1. Meeting #1 (October 17, 2023)
2. Meeting #2 (November 28, 2023)
3. Meeting #3 (December 13, 2023)

School Board approved as Action Item on 12/18/2023