



Arrowhead Union High School District
700 North Avenue Hartland, WI 53029

Pupil Nondiscrimination Self Evaluation Report

To meet requirements of
S.118.13, Wis. Stats., & PI9 Admin. Code

Self Evaluation Time Period: September - December, 2023
Approved by School Board: December 13th, 2023

The Arrowhead Union High School District does not discriminate on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability.

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Introduction and Self Evaluation Process

In compliance with S.118.13, Wis. Stats., & PI9 Administrative Code, the Arrowhead Union High School District conducted a self evaluation of the status of pupil nondiscrimination and equality of educational opportunity. This review took place August-December, 2023. The following is a summary timeline of the basic, overall procedures conducted by the District:

August, 2023	Assessing data needs and deciding on format for report
Week of September 4th, 2023	Data requests made to those overseeing specific area
September-November, 2023	Data collection, disaggregation, and evaluation
November, 2023	Opportunity for family/student input
December, 13th 2023	School Board approval of report
December 14th, 2023	Notice to the public on website that the report is available
December 14th, 2023	Submission of assurance of self evaluation process and subsequent report submitted to the Wisconsin Department of Public Instruction

Self Evaluation Review Team

The following staff members have provided material for the review through the interview process and also by providing documents and data:

<u>Name</u>	<u>Title</u>
Conrad Farner	Superintendent
Adam Boldt	Director of Student Services
Ryan Mangan	Activities/Athletic Director
Sue Casetta	Director of Curriculum and Instruction
Adam Kurth	Principal
Sue Gatzow	Data Specialist

General Efforts to Provide Access to Opportunities for All Students

The Arrowhead Union High School District is sensitive to the needs of all students and strives to provide equal opportunity in all of its programming. The following comments and/or examples serve to reinforce this overall goal of the district:

- Special education students are well-served. Accommodations are made when necessary. Not only teachers and counselors, but also coaches, are sensitive to the needs of these students.
- Continuous building of a positive school culture meeting implementation fidelity on tier I and tier II of PBIS.
- Inclusion and co-teaching are underway with continued professional learning and implementation improvements made on a consistent basis.
- The “Best Buddies” program pairs students with disabilities with nondisabled students for monthly meetings and periodic special events. All parties benefit greatly from this program.
- A strong Special Olympics program is in place, as well as an Arrowhead-hosted annual Job Olympics program.
- The district went through a Title IX review in 2008-09, in the area of athletics, and received an excellent rating.
- Several athletic programs have a “no-cut” policy. Students with disabilities are able to participate or try out for any sport.
- Strong school counseling and school psychology services are in place, attending to both proactive and reactive needs of the student and family population.
- Academic and Career Exploration programming is in place for all students and based on developmental, relevant needs at each grade level.
- Financial assistance is in place for students demonstrating need for academic fees, co-curricular fees, field trip fees, and a loan program for one-to-one computing devices.
- An orientation presentation is held for all interested grade 8 students and parents.
- A three-day orientation called Wings is in place to give incoming freshman a positive start as they enter high school. The participation rate trends at 95%.
- In general, students respect and accept minority students and students with disabilities. Following the recent Presidential campaigning and elections that were politically and racially charged across the country, Arrowhead experienced several instances of a few students not treating others with the respect and courtesy expected at Arrowhead. The counselors and administration appropriately resolved the individual cases and also distributed a proactive letter to all families on the matter. (See the letter copy in the appendices portion of this report.)
- Several efforts are in place to ensure equal opportunity for students and staff:
 - Staff training on suicide prevention.
 - Staff training on non-violent crisis intervention.
 - Staff training on anxiety and trauma sensitivity.

- Staff training on the use of technology resources, personal devices, and social media.
- Staff professional learning group on improved literacy across all students and academic departments.
- Staff professional learning group on preventing and addressing academic dishonesty.
- No formal complaints in the three areas being reviewed have arisen since the last self-evaluation and report. There is a complaint procedure in place, if needed.

Acronyms Used

- **SWOD** - Students without disabilities. These are students who do not have an Individualized Education Plan (IEP)
- **SWO** - Students with disabilities. These are student who have an IEP
- **NON SES DIS** - Students who are not socio-economically disadvantaged. These student's families have incomes above a federally set threshold to be identified as disadvantaged
- **SES DIS** - Students who are socio-economically disadvantaged. These student's families have incomes below a federally set threshold to be identified as disadvantaged

District Profile

A. District Description

Arrowhead Union High School District is a comprehensive public high school located on 157 acres in the Town of Merton. Arrowhead is divided into a unique, two-building campus; freshman and sophomore students attend most of their classes at South Campus, while junior and senior students attend most of their classes at North Campus.

Arrowhead High School serves the municipalities of: the villages of Hartland, Chenequa, Merton, Nashotah, Sussex, the towns of Merton, Lisbon, Delafield, Oconomowoc, and the Cities of Delafield and Pewaukee. There are seven public K - 8th grade school districts, as well as students from several private schools, which feed into Arrowhead High School.

B. District Enrollment

Source: WI DPI WiseDash 2023-24 certified data

<u>Female</u>	<u>Male</u>	<u>Minority</u>	<u>Special Ed</u>	<u>ELL</u>	<u>Econ. Disadv.</u>	<u>Total</u>
996	1,032	259	142	13	175	2,031
49%	51%	13%	7%	1%	9%	100%

Grade Level

9th	473	23%	11th	495	24%
10th	519	26%	12th	544	27%

C. Review of Printed Materials

The following printed materials were reviewed to determine their compliance within Wis. Admin. Code § PI 9.06

- Board Policy
- Student and Parent Information Guide
- Course Guide and Summer School Guide
- Parent/Athlete & Co-Curricular Code of Conduct booklet
- Arrowhead High School Employee Handbook
- Wisedash Data
- Skyward SMS Data
- Arrowhead Website

PI	Benchmarks	Evaluations
9.06(1)(a)	Board had adopted/updated policies covering all area of school operations, including school sponsored programs and activities	Board policies cover all indicated areas
	The policies include all protected categories listed under Wis. Stat.§ 118.13	Board policy does not include exact wording reflected in statute, instead uses examples and “etc” Suggestion - name all categories within statute: sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.
	The policies either specifically address harassment, or there is a separate anti-harassment policy	Board Policy 514 addresses harassment as a stand alone policy
	The policies are easily understood and accessible to all staff, students, and parents/guardians	Policies are easily accessible through the school website and the text lexile is estimated at 1080 which is appropriate for the 5th-9th level.
	The policies are published annually in a class 1 legal notice	The district provides access to policies year round
	An employee has been designated to receive Wis. Stat. § 118.13	Director of Student Services and South Campus Associate Principal are

	discrimination complaints	designated to receive discrimination complaints
	The name and address of the designated employee is published annually in a class1 legal notice	The district provides access to information year round
	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 district's Title IX language has specific timeframes, however, the broader anti-discrimination policy lacks timeframes Suggestion: Adopt Title IX process for all discrimination complaints
	The discrimination complaint procedure provides for a written decision that notifies the complainant of the right to appeal negative determination to the state superintendent within 30 days of the procedures for making the appeal	The district's anti-discrimination policy lacks the right to appeal language Suggestion: Add right to appeal information into the policy
	The complete complaint procedure is included in all student and staff handbooks	Procedure is partially in all handbooks but is not complete Suggestion: Include complete procedure in all handbooks
	Procedure is effective in resolving pupil discrimination complaints	There have been no appeals in the last 5 years involving filed discrimination complaints
	Evaluation: Policies are available and accessible to the public. Policies should be updated with specific investigation procedures that reflect the Title IX process. Additionally, policies regarding anti-discrimination and harassment should be placed in full, in student and athletic handbooks.	

D. Evaluation of Enrollment Trends

CTE Enrollment Trends						
	2019-20	2020-21	2021-22	2022-23	2023-24	Trendline
TOTAL	22.2%	22.5%	23%	22.1%	21.8%	Down
SWOD	21.4%	22.5%	22.6%	22%	21.4%	
SWD	32.3%	22.7%	27.7%	22.8%	27%	Down
NON-SES DIS	22.4%	22.5%	23.4%	22.5%	21.8%	
SES DIS	20.3%	18.8%	17.4%	17.9%	21.8%	Up
MALE	36.1%	36.2%	37.7%	35.6%	35.9%	
FEMALE	6.4%	6.7%	7.1%	7.7%	7.3%	Up
WHITE	22.4%	23.1%	23.5%	22.7%	22.7%	
BLACK	15.4%	0	5.6%	20.4%	29.4%	UP
HISPANIC	24.7%\$	18.2%	26.7%	20.2%	18.7%	Up
ASIAN	15.6%	20.7%	16.4%	13.6%	11.1%	Down
2 OR MORE RACES	20.3%	19.4%	15.3%	17.1%	12.5%	Down
Evaluation: A more accessible freshman class would likely increase participation among the total number of students, as well as, the SWD and SES DIS groups.						

Health Sciences Enrollment Trends						
	2019-20	2020-21	2021-22	2022-23	2023-24	Trendline
TOTAL	9.0%	10.2%	10.8%	8.4%	8.8%	Down
SWOD	9.6%	10.8%	11.6%	8.9%	9.1%	
SWD	1.9%	2.5%	2.8%	3.0%	4.3%	Up
NON-SES DIS	8.9%	10.3%	10.7%	8.8%	9.2%	

SES DIS	10.1%	8.2%	12.5%	4.6%	5.1%	Down
MALE	2.8%	3.7%	5.9%	3.1%	3.2%	
FEMALE	16.0%	17.7%	17.7%	14.1%	14.6%	Down
WHITE	9.2%	10.3%	10.7%	8.7%	9.1%	
BLACK	7.7%	6.3%	0.0%	0.0%	5.9%	Down
HISPANIC	5.9%	10.1%	12.9%	7.7%	7.6%	Up
ASIAN	11.1%	10.3%	22.9%	7.6%	6.3%	Down
2 OR MORE RACES	5.1%	6.5%	3.4%	5.7%	6.9%	Up
<p>Evaluation: Overall enrollment in Health Sciences courses is down, which affects sub groups. Increasing the promotion of the Health Sciences classes within Academic and Career Planning lessons will likely help to grow the numbers.</p>						

AP Enrollment Trends						
	2019-20	2020-21	2021-22	2022-23	2023-24	Trendline
TOTAL	39.7%	40.8%	38.0%	35.0%	40.2%	Down
SWOD	42.4%	43.7%	40.9%	37.8%	42.7%	
SWD	6.7%	6.6%	7.1%	3.6%	6.3%	Slightly Down
NON-SES DIS	41.3%	42.2%	39.5%	36.7%	42.1%	
SES DIS	20.1%	24.7%	24.3%	18.8%	21.7%	Slightly Down
MALE	34.2%	36.6%	33.1%	30.1%	35.7%	
FEMALE	46.0%	45.7%	43.4%	40.4%	44.9%	Slightly Down

WHITE	39.9%	41.1%	37.7%	34.2%	40.1%	
BLACK	28.6%	11.1%	36.8%	23.8%	17.6%	Slightly Down
HISPANIC	30.5%	26.5%	26.2%	29.8%	27.4%	Slightly Down
ASIAN	53.3%	63.8%	57.1%	63.3%	68.3%	Up
2 OR MORE RACES	37.3%	44.4%	50.8%	42.9%	43.1%	Up
<p>Evaluation: All numbers could be increased by the reduction of prerequisite classes and achievement in those prerequisite classes that reduce access to AP classes.</p>						

Counseling Materials and Methods

PI	Benchmarks	Evaluations
9.06(1)(c)	No forms of bias or stereotyping are present in instructional materials, instructional practices, student assessment and counseling strategies	There is no evidence of bias in any of the areas listed in the benchmark. Optional gender segregated classes have been developed for Health, but within the past 5 years a coed option has been offered. There is also a female only autos class to help encourage higher participation rates among our female students.
	Counselors emphasize that courses, programs, roles, and careers are open to all regardless of gender, race, national origin or disability	Observations by their direct supervisor have shown no evidence of bias within the last 5 years. Instructional and testing materials appear to be balance in terms of representation of gender, race, national origin and disability
	Teachers and counselors demonstrate high expectations for all students	Capstones and pathways could be further developed for non-traditional careers. Counseling materials show no evidence of bias.

		Prerequisites to AP's exists, Arrowhead could look to reduce the amount of requirements for entrance to AP's
	Evaluation: The only bias found in counseling materials is in the amount of prerequisites for enrollment in AP classes.	

Key components of the student services program

- Individualized, proactive and reactive services are provided for students in need, despite the extremely large student body at Arrowhead High School.
- Academic and Career Planning is implemented at every grade level.
- Career Cruising software is available to students and staff.
- Student/parent planning takes place in grades 9 and 11.
- Parents are encouraged to participate in informational sessions provided at both early morning and nighttime hours to accommodate diverse family schedules.
- An extensive scholarship program is in place. More information on this topic will be presented later in this report.
- The following documents, describing components of the students services and counseling program, are in the appendices:
 - School Counseling Summary
 - Career Clusters and Pathway Opportunities
 - Four-Year Course Planning Worksheet

Discipline

PI	Benchmarks	Evaluations
9.06(1)(d) Evaluate trends and patterns in discipline actions, including suspensions , expulsions and handling of pupil harassment	Disciplinary measures, including suspensions and expulsions are applied consistently to all students	The table below shows the suspension rates of disaggregated populations. While majority populations and minority population suspension rates are discrepant in areas, a sampling of discipline actions shows that suspensions are delivered consistently with the violation by student Arrowhead has not had an expulsion in the past 5 years.
	Alternative educational	No expulsion has occurred within the

	opportunities are provided for children in the district who are expelled	past 5-years as the school has worked with families on providing alternative education pathways in lieu of expulsion
	The pupil nondiscrimination policies either address harassment or there is a separated anti-harassment policy	Board Policy 514 addresses harassment as a stand alone policy
	The policies define harassment, provide examples, explain the consequences, prohibit retaliation, and assure as much confidentiality as reasonably possible	Harassment is not defined in the policies nor are examples provided outside of sexual harassment. Consequences for harassment are vague Anti-retaliation has a stand alone policy and is mentioned in two other policies that deal with harassment
	Responses to harassment are prompt, firm, and effective	Students were surveyed in 2022-2023 as to whether bullying reduced or stopped after reporting it to a staff member. 57.4% of students reported the bullying to have been reduced or stopped.
	Staff, students and parents/guardians are aware of how to file a complaint of harassment	Complaint procedures are outlined in the Student/Parent Information guide
	Regular Opportunities are provided for students and staff to address the issue of harassment (such as curricular materials, educational programs, forums, orientation programs, etc...)	The three half day freshman orientation called "Wings" introduces freshman to behavioral expectations and reporting protocol Staff protocol are reviewed at the beginning of year in-service and as needed throughout the year Health classes address harassment, bullying, and reporting in the curriculum
	Evaluation: Harassment is not defined in the policies nor are examples provided outside of sexual harassment. Consequences for harassment are vague.	

Discipline - Suspensions				
	2019-20	2020-21	2021-22	2022-23
TOTAL	1%	2.40%	3.20%	2.10%
SWOD	0.60%	2%	2.20%	1.30%
SWD	7%	6.70%	13.70%	11.30%
NON-SES DIS	0.70%	2%	2.90%	1.60%
SES DIS	6%	6.80%	5.60%	7.10%
MALE	1.60%	4%	4.70%	3.50%
FEMALE	0.70%	0.50%	1.50%	0.70%
WHITE	1.20%	2.40%	3%	2.20%
BLACK	0%	0%	0%	0%
HISPANIC	0%	4.70%	0.10%	0%
ASIAN	0%	0%	0%	1.50%
2 OR MORE RACES	5%	3.10%	1.50%	5.70%

Co-Curriculars

PI	Benchmarks	Evaluations
9.06(1)(e)	Students have a variety of athletic and extracurricular activities available with the necessary resources to make them accessible for all students	Arrowhead offers 32 sports programs, 4 Special Olympic sports, 7 competitive clubs, 13 curricular clubs, 6 honors society clubs, 5 service clubs, and 6 social clubs Resources are added to sports and clubs as needed to ensure opportunities to participate
	Interscholastic athletic programs for boys and girls are comparable in type, scope, and support	Athletic programs have 16 offerings for boys and 17 offerings for girls

	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	Arrowhead offers 32 sports programs, 4 Special Olympic sports, 7 competitive clubs, 13 curricular clubs, 6 honors society clubs, 5 service clubs, and 6 social clubs See participation rates below
	School assemblies, special program and speakers reflect the diverse and pluralistic nature of the school and the larger community	Due to Arrowhead's current schedule, school assemblies have not occurred in the past 5 years
	Evaluation: Co-curricular enrollment trends find a discrepancy between SWOD and SWD, as well as, between White and Black or Hispanic students. May SWD work after school in lieu of co-curriculars, however, clubs and Special Olympics should be advertised more heavily towards these populations. The school will continue to investigate the barriers to co-curricular participation among its Black and Hispanic students as no barrier presented itself through this investigation period.	

Co-Curricular Enrollment Trends					
	2019-20	2020-21	2021-22	2022-23	2023-24
TOTAL	71.1%	87.8%	76.7%	80%	82%
SWOD	73.3%	88.8%	78.9%	81%	83%
SWD	43%	75%	52%	67%	66%
MALE	72%	86%	75%	80%	81%
FEMALE	70%	81%	78%	80%	83%
WHITE	74%	93%	81%	85%	86%
BLACK	42%	67%	58%	63%	83%
HISPANIC	45%	68%	63%	64%	69%
ASIAN	62%	78%	78%	80%	92%
2 OR MORE RACES	64%	81%	88%	76%	89%

Athletic Programs Offered at Arrowhead High School

Male Athletics

Alpine Skiing*
Basketball
Cheer
Cross Country
Dance
Golf
Hockey
Lacrosse
Soccer
Swim/Dive
Tennis
Track & Field
Volleyball
Football
Baseball
Wrestling

Female Athletics

Alpine Skiing*
Basketball
Cheer
Cross Country
Dance
Golf
Hockey
Lacrosse
Soccer
Swim/Dive
Tennis
Track & Field
Volleyball
Field Hockey
Softball
Gymnastics
Wrestling

* Not official WIAA sports

The district offers the following Special Olympics opportunities:

- Special Olympics Volleyball
- Special Olympics Gymnastics
- Special Olympics Track
-

The district offers intramural opportunities, which vary annually based on interest. A typical list for any given year would include:

- Badminton
- Basketball
- Volleyball
- Bowling

Scholarship and Recognitions

PI	Benchmarks	Evaluations
9.06(1)(f)	All scholarships and other forms of recognition are awarded in a way that does not discriminate	Names and demographics of those applying for scholarships are redacted for reviewers
	Significant progress is made toward increasing distribution of scholarships and other awards to underrepresented groups	<p>Special education scholarships have been developed to promote both Tech School enrollment and Competitive Community Employment after high school</p> <p>After applications have been ranked by reviewers, counseling staff has an opportunity to rank based on family financial need</p>
	Information about award opportunities is accessible to all parents/guardians and students	Information is shared on the district website, within the "Counseling" webpage, as well as, shared at student and parent conferences. Information and examples are shared during classroom presentations. Posting of information occurs regularly in the counseling office and announcements are made periodically over the public address system.
	Application materials, eligibility criteria, and award information are free of bias, discrimination and stereotyping	Names and demographics of those applying for scholarships are redacted for reviewers
	Evaluation: No issues of bias can be found in the district's current scholarship and awards process.	

Efforts to Achieve Equality of Educational Opportunity and Non-Discrimination

PI	Benchmarks	Evaluations
9.06(1)(g)	Significant progress is made in closing academic achievement gaps	<p>Information gathered from Wisedash</p> <p><u>Disabilities</u></p> <p>In ELA on the Statewide ACT administration, Arrowheads gap hovered slightly larger than the State gap in years 2014-15 through 2019-20.</p> <p>In 2020-21 through 2022-2023 Arrowheads gap was less than the State Gap</p> <p>In Math on the Statewide ACT administration, Arrowheads gap is consistently larger than the state gap</p> <p><u>Socio-Economic Status</u></p> <p>In ELA on the Statewide ACT administration, Arrowheads gap is consistently below the state gap since the 2018-19 school year.</p> <p>In Math on the Statewide ACT administration, Arrowheads gap is consistently below the state gap since the 2018-19 school year</p> <p><u>Race</u></p> <p>Arrowhead consistently has sample sizes too small for comparisons. In the years that we have large enough sample sizes, Hispanic is the only category that qualifies and the gap is historically below the state average in ELA. However, the math gap is above the state average in about half the years</p>
	Every staff member demonstrates high expectations for all students	Arrowhead staff members work to calibrate the curriculum and expectations to the level of the students

		In the summer of 2023 the department leaders began auditing assessments for questions that were higher up on Bloom's Taxonomy and Webb's Depth of Knowledge
	An on-going effort is in place to ensure equality of educational opportunity and nondiscrimination	Arrowhead ensures equity of educational opportunity through a parent/student -informed choice approach for courses and learning. This is based on student readiness for rigorous coursework and reduces barriers. Continuous efforts are in place to build pathways based on student academic and career goals.
	The school environment is welcoming to all students and parents/guardians who visit the building	According to a November 2022 survey of students, 66% of student agree that Arrowhead is "welcoming", 28% felt neutral, and 6% disagreed that Arrowhead is "welcoming" Subgroups were not identified through the survey
	Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development	In the development of courses staff must address how the course will be accessible to those with disabilities. In the choosing of course materials, faculty consider how they will be representative and received by those of different backgrounds
	Evaluation: In ELA, the calibration of the general curriculum is underway to increase direct instruction of skills that data analysis suggests are undeveloped in our student population. In math the district is assessing its coursework that is lower than standard algebra as the track limits exposure to higher level concepts for those in the lower math track. The district is also assessing ways for students to be accelerated through the math course progression.	

Technology

9.06(1)(h)	School district technology and electronic communication is accessible by parents and students	<p>Arrowhead ensures that all students have access to appropriate technology. Those on Free and Reduced Lunch have access to free laptops and those with Disabilities are outfitted with the appropriate technology to allow them to access their education.</p> <p>Arrowhead relies on mail, email, and phone messaging. According to the annual Speak Up survey 1% of Arrowhead students do not have internet access or computing devices to use at home.</p>
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Participation in Non-Discrimination Report

9.06(1)(g)	Student, teachers, administrators, parents, and community members actively participated in the self-evaluation process	The Speak Up survey is given yearly to students, staff, and families
	Evaluation: No bias could be found in the school's technology plan, as SES has been accounted for in the plan to ensure technology access to all students.	

Transparency

9.06(3)(g)	The report is complete and available to all residents	Report has been posted on school website as of 11/13/2023 for public viewing and comment
	The district has submitted the PI-1198 assurance and the report to the department by December 31st 2023	The district will submit the report to the Department of Public Instruction following the board vote on 12/13/2023

Statement of Equal Opportunity

SCHOOL BOARD POLICY: 511. NONDISCRIMINATION**

The following non-discrimination statement applies to all aspects of policy, administration and any and all other activities engaged in by or associated with the Arrowhead Union High School District:

No person may be denied admission to this District or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational, or other program or activity because of the person's sex, race, religion, national origin (including Limited English Proficiency), ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap as required by state statute. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin), Section 504 of the Rehabilitation Act of 1973 (handicap), and Americans With Disabilities Act effective July 26, 1992.

The Arrowhead Union High School District shall not discriminate in admission to any school, class, program, or activity, school-sponsored food service programs, standards and rules of behavior, including pupil harassment, disciplinary actions, including suspensions and expulsions, acceptance and administration of gifts, bequests, scholarships and other aids, benefits and services to pupils from private agencies, organizations, or persons, or facilities usage on the basis of sex, race, religion, national origin (including Limited English Proficiency), ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

PROCEDURE: 511. NONDISCRIMINATION

The Arrowhead Union High School District shall not discriminate in admission to any school, class, program, or activity, school-sponsored food service programs, standards and rules of behavior, including pupil harassment, disciplinary actions, including suspensions and expulsions, acceptance and administration of gifts, bequests, scholarships and other aids, benefits and services to pupils from private agencies, organizations, or persons, or facilities usage on the basis of sex, race, religion, national origin (including Limited English Proficiency), ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

All staffing, hiring, promotion, and discipline of Arrowhead Union High School District employees, including professional staff, support staff, and administrative staff, shall be done in compliance with the nondiscriminatory objectives and purposes as set forth in this section, subject to reasonable nondiscriminatory rules and restrictions as may be determined by the Arrowhead Administration and/or approved or directed by the Arrowhead Board of Education.

All use of school facilities by community groups shall be done in compliance with the non-discriminatory objectives and purposes as set forth in this section, subject to reasonable non-discriminatory rules and restrictions as may be determined by the Arrowhead Administration and/or approved or directed by the Arrowhead Board of Education.

The Arrowhead Union High School District shall not discriminate in the methods, practices, and materials used for testing, evaluating, and counseling students on the basis of sex, race, religion, national origin (including Limited English Proficiency), ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

Summary of Evaluation and Recommendations

- Policies are available and accessible to the public. Policies should be updated with specific investigation procedures that reflect the Title IX process. Additionally, policies regarding anti-discrimination and harassment should be placed in full, in student and athletic handbooks.
- A more accessible freshman tech ed class would likely increase participation among the total number of students, as well as, the SWD and SES DIS groups.
- Overall enrollment in Health Sciences courses is down, which affects sub groups. Increasing the promotion of the Health Sciences classes within Academic and Career Planning lessons will likely help to grow the numbers.
- All AP enrollment numbers could be increased by the reduction of prerequisite classes and achievement in those prerequisite classes that reduce access to AP classes
- The only bias found in counseling materials is in the amount of prerequisites for enrollment in AP classes.
- Harassment is not defined in the policies nor are examples provided outside of sexual harassment. Consequences for harassment are vague.
- Co-curricular enrollment trends find a discrepancy between SWOD and SWD, as well as, between White and Black or Hispanic students. May SWD work after school in lieu of co-curriculars, however, clubs and Special Olympics should be advertised more heavily towards these populations. The school will continue to investigate the barriers to co-curricular participation among its Black and Hispanic students as no barrier presented itself through this investigation period.
- No issues of bias can be found in the district's current scholarship and awards process.
- In ELA, the calibration of the general curriculum is underway to increase direct instruction of skills that data analysis suggests are undeveloped in our student population. In math the district is assessing its coursework that is lower than standard algebra as the track limits exposure to higher level concepts for those in the lower math track. The district is also assessing ways for students to be accelerated through the math course progression.
- No bias could be found in the school's technology plan, as SES has been accounted for in the plan to ensure technology access to all students.

If you would like to comment on this report, please reach out to Adam Boldt at boldt@arrowheadschoools.org