

## **2260 - ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY**

Equal educational opportunities shall be available to all students, without regard to the Protected Classes of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), religion, height, weight, marital or family status, ancestry, place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District. Educational programs shall be designed to meet the varying needs of all students.

In order to achieve the aforesaid goal, the Superintendent shall take at least the following steps:

- A. Curriculum Content: Review current and proposed courses of study and textbooks to detect any bias based upon Protected Classes ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both genders, various races, ethnic groups, etc. toward the development of human society;
- B. Staff Training: Develop an ongoing program of in-service training for school personnel designed to identify and solve problems of bias based upon Protected Classes in all aspects of the program;
- C. Student Access: Review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of the Protected Classes in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations. This language does not prohibit the District from establishing and maintaining a single-gender school, class, or program within a school if a comparable school, class, or program is made available to students of each gender.
- D. District Support: Verify that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;
- E. Student Evaluation: Verify that tests, procedures, or guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of Protected Classes.

The District will accommodate the use of certified service animals when there is an established need for such supportive aid in the school environment. Certain restrictions may be applied when necessary due to allergies, health, safety, disability or other issues of those in the classroom or school environment. This policy does not permit the use at school of emotional support, therapy, comfort, or companion animals.

## Policy 2260 - Access to Equal Educational Opportunity

The Superintendent shall designate compliance officer(s) who is/are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding denial of equal access.

The Superintendent shall attempt annually to identify children with disabilities, ages 0-25, who reside in the District but do not receive public education.

The Superintendent shall establish procedures to identify students who are Limited English Proficient (LEP), including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students.

The District will endeavor to assist the student and/or his/her parents in their access to District programs by providing notices to the parents and students in a language and format that they are likely to understand.

The Superintendent shall establish guidelines that ensure compliance with this policy.