NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

A. The following regulations will assist staff in implementing the Board’s intention for equal access and nondiscrimination. Appropriate staff members shall be responsible for ensuring that these regulations are followed in their areas of responsibilities.

1. Curriculum Content

   Review current and proposed courses of study and textbooks to detect any bias based on any legally protected interest; ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of various genders, races, ethnic groups, etc. toward the development of human society.

2. Staff Training

   Develop an ongoing program of in-service training for school personnel designed to identify and solve problems of any legally protected interest or other bias in all aspects of the program.

3. 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 any legally protected interest 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.

4. District Support

   Ensure 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.
5. Student Evaluation

Ensure 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 any legally protected interest.

B. 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. The goal shall be to provide all students with the same access and participation opportunities provided to other students in school. Confirmation of disability, need for a service animal to access the school programming, and current certification/training of the service animal may be required.

C. The Superintendent shall appoint and publicize the compliance officer whose responsibility it is to ensure compliance with federal and state regulations and that any inquiries or complaints regarding discrimination or equal access are dealt with promptly in accordance with law. S/He shall also ensure that proper notice of nondiscrimination for Title II, Title VI, and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, and Section 504 of the Rehabilitation Act of 1973 is provided to students, their parents, staff members, and the general public.

D. The Superintendent shall attempt annually to identify children with disabilities, ages 0-25, who reside in the District but do not receive public education. In addition, s/he 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 shall develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading, and writing, on an annual basis.

E. 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.
F. Materials approved by the State Department of Education describing the benefits of instruction in Braille reading and writing shall be provided to each blind student’s individualized planning committee. The District shall not deny a student the opportunity for instruction in Braille reading, and Braille writing solely because the student has some remaining vision.

LEGAL CITATION:
M.C.L.A. 380.1146, 380.1704, 37.1101 et seq., 37.2402, 37.1402, 37.2101-37.2804
Fourteenth Amendment, U.S. Constitution
20 U.S.C. Section 1681, Title IX of The Education Amendments of 1972
20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974
29 U.S.C. Section 794, Rehabilitation Act of 1973
29 C.F.R. Part 1635
42 U.S.C. Section 2000d et seq., Civil Rights Act of 1964
42 U.S.C. 6101 et seq.
34 CFR Part 110 (7/27/93)
Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap, Department of Education, Office of Civil Rights, March 1979

ADMINISTRATIVE REGULATION

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