



Book: BYLAWS AND POLICIES

Section: 2000 PROGRAM

Title: NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

Code: 2260

Status: Active

Legal: I.C. 20-33-1-2 et seq.; Fourteenth Amendment, U.S. Constitution; 20 U.S.C. Section 1681, Title IX of Education Amendment Act; 20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974; 29 U.S.C. Section 794, Rehabilitation Act of 1973; 42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964; 42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990; 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, Department of Education, Office of Civil Rights, March 1979; Title III of the No Child Left Behind Act of 2001

Adopted: September 15, 2020

The Board does not discriminate on the basis of religion, race, color, national origin, gender, disability or age in its programs, activities or employment. Further, it is the policy of this School to provide an equal opportunity for all students, regardless of race, color, creed, disability, religion, gender, ancestry, age, sexual orientation, national origin, place of residence within the boundaries of the School, or social or economic background, to learn through the curriculum offered in this School. In order to achieve the aforesaid goal, the Board directs the Executive Director to:

- A. Curriculum Content  
review current and proposed courses of study and textbooks to detect any bias based upon race, gender, sexual orientation, color disability, religion, national origin, ancestry, or culture; 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 color/race, sexual orientation, gender, religious, national, cultural, or other bias 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 race, creed, gender, sexual orientation, color, disability, or national origin in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations;

D. School Support

ensure that like aspects of the School 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

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 race, color, creed, gender, or national origin.

F. Integration of Students and Staff in the Schools

The Board recognizes the educational benefits derived from the racial integration of the schools. It believes that exposure of students to the ethnic/cultural differences that exist among individuals and races is paramount in developing an understanding of and a mutual respect for these differences.

Therefore, it shall be the policy of the Board to maintain a unitary school system whereby no school within the system can be identified as being one for a specific race by the composition of its student body or its staff.

The Board shall maintain its policy of actively recruiting qualified minority applicants for all positions where minorities are under-represented. It shall also provide equal opportunity for upward mobility of qualified minority employees in all positions.

The Executive Director shall initiate appropriate directives to carry out this policy, monitor the implementation of it, and report to the Board annually on the status of the integration effort.

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The Executive Director shall appoint and publicize the name of the compliance officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any inquiries or complaints regarding discrimination or equal access are dealt with promptly in accordance with law. They 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, Section 504 of the Rehabilitation Act of 1973, and the Age Act is provided to students, their parents, staff members, and the general public.

The Executive Director shall attempt annually to identify children with disabilities, ages 3-22, who reside in the School but do not receive public education. In addition, they shall establish procedures to identify students who are Limited English Proficient (LEP), including immigrant children and youth, to assess their ability to participate in School programs, and 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 School will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis.

The Executive Director shall prepare administrative guidelines as needed in furtherance of the proper implementation of this policy.