

EQUAL OPPORTUNITY PLAN - STUDENTS

- I. The District ensures that all students regardless of actual or perceived race, color, religion, gender, sexual orientation¹, gender identity², gender expression³, national origin, marital status, age, disability, linguistic background, culture or geographic location, have the right to fair, equal and impartial education and the right to equal access to course offerings and opportunities in all aspects of the school curriculum and activities.
 - A. District staff shall review and, as necessary, modify instructional and guidance materials, especially those prepared by the District, in order to eliminate stereotypes based on the protected classes listed above.
 1. Each textbook review committee will be responsible for identifying stereotypes in textbooks which are being reviewed.
 2. The presence or absence of stereotypes will be one of the criteria by which proposed textbooks are being reviewed.
 3. In all curricula the District encourages the use of instructional materials which deal positively with differences among cultures, religions, families, races, gender, sexes, native and ethnic groups and physical and mental abilities.
 - B. The District shall review and modify, as necessary, course catalogs and policies to assure equal access to courses for all students.
 - C. The District shall provide appropriate instruction to a student for whom English is a second language, at least until he/she is able to use English proficiently in regular classroom instruction.
 - D. The District shall ensure that as far as is consistent within the school setting each student receives an education without curtailing the expression of his/her cultural, ethnic, racial and religious background.

¹ “Sexual orientation” means an individual’s heterosexuality, homosexuality, or bisexuality.

² “Gender identity” refers to a person’s innate, personal (psychological) sense of being male or female, which may or may not correspond to the person’s body or gender designated at birth.

³ “Gender expression” refers to a person’s external manifestation of gender identity and how it is presented to others, such as dress, grooming, mannerisms, behavior, voice, and social interactions.

II. The District maintains the following complaint procedure:

A student or his/her parent or guardian who believes that he/she is the recipient of discrimination from another student may report the incident to the staff member on duty at that time or to the student's teacher or to the administrator. If the staff member is a teacher or administrator, he/she will investigate the complaint. Other staff members will report the incident to the classroom teacher or administrator, who will take appropriate action, outlined below.

A student and his/her parent or guardian is encouraged to attempt to resolve concerns informally. However, if the student, parent or guardian is unable to do so and believes the student is the recipient of discrimination from a District staff member or the District generally or one of its volunteers, he/she is encouraged to follow the District's discrimination complaint procedure outlined below.

- Step 1. When a formal complaint is filed, a conference will be held with the complainant within five school days. A written response will be given to the complainant within 10 school days following the conference.
- Step 2. If the complainant is not satisfied with the decision of the building principal he/she may submit a written appeal to the designated school's level administrator. That person shall meet with all parties involved to discuss the complaint and will respond, in writing, to the complainant within 10 school days.
- Step 3. If the complainant is not satisfied with the decision of the level administrator, he/she may submit a written appeal to the deputy superintendent. That person shall meet with all parties involved to discuss the complaint and will respond, in writing, to the complainant within 10 school days.
- Step 4. If the complainant is not satisfied with the decision of the deputy superintendent, he/she may submit a written appeal to the Board. This appeal should be filed with five school days of receipt of the deputy superintendent's decision.
- Step 5. The Board shall consider the appeal at its next regularly scheduled Board meeting. The Board will reply to the complaint, in writing, within 10 school days.
- Step 6. If the complaint is not satisfactorily settled, an appeal may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Changes to the above procedure may be made if an administrator is named in the complaint.

Confidentiality will be maintained and no reprisals or retaliation will be allowed to occur because of the good faith reporting of charges of discrimination.

III. To achieve sensitivity to bias and stereotyping on the basis of actual or perceived race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, disability, linguistic background, culture or geographic location and to avoid degrading

and discriminating practices, the District shall:

- A. Evaluate course offerings to ensure students have access regardless of their protected class status.
 - B. Ensure that appropriate staff are knowledgeable about the cultural, ethnic and racial backgrounds of students.
 - 1. Require all new employees to attend in-service training on cultural competency and bias awareness.
- IV. The District shall ensure school-sponsored activity programs provide equal opportunities for all students regardless of actual or perceived race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, disability, linguistic background, culture or geographic location.
- V. The District ensures equal access to equipment and facilities to meet the needs of educational program and activities for all students.