

Equal Educational Opportunities

Every student of this school district will have equal educational opportunities through programs offered in the school district regardless of disability race, creed sex, sexual orientation, gender identity, gender expression, national origin, religion, ancestry, or need for special education classes.

State law defines “sexual orientation ”For purposes of this policy, these terms have the following meanings: • “Race” includes hair texture, hair type, or a protective hairstyle that is commonly or historically associated with race. C.R.S. 22-32-110 (1)(k). • “Protective Hairstyle” includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps. Id. • “Sexual Orientation” means a person’s orientation toward heterosexuality, homosexuality, bisexuality, or transgender status or another person’s perception thereof. C.R.S. 2-4-401 (13.5).

This concept of equal educational opportunity will guide the Board and staff in making decisions related to school district facilities, selection of educational materials, equipment, curriculum and regulations affecting students. Students with identified physical and mental impairments that constitute disabilities will be provided with a free appropriate public education, consistent with the requirements of federal and state laws and regulations.

In order to ensure that district programs are in compliance with applicable laws and regulations, the Board directs the superintendent or designee(s) to periodically monitor the following areas:

1. Curriculum and materials – review curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training – provide training for students and staff to identify and alleviate problems of discrimination.
3. Student access – review programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
4. District support – ensure that district resources are equitably distributed among school programs including but not limited to staffing and compensation, facilities, equipment and related matters.
5. Student evaluation instruments – review tests, procedures and guidance and counseling materials for stereotyping and discrimination.
6. Discipline – review discipline records to ensure the equitable implementation and application of Board policies.

Adopted: January 8, 1991
Revised: November 27, 2007
Revised: August 28, 2012
Revised: September 14, 2020
Revised: November 10, 2021

LEGAL REFS.: 20 U.S.C. §1681 (*Title IX of the Education Amendments of 1972*)
20 U.S.C. §1701-1758 (*Equal Educational Opportunities Act of 1974*)
29 U.S.C. §701 *et seq.* (*Section 504 of the Rehabilitation Act of 1973*)
C.R.S. 2-4-401 (3.4) (*definition of gender expression*)
C.R.S. 2-4-401 (3.5) (*definition of gender identity*)

C.R.S. 2-4-401 (13.5) (*definition of sexual orientation*)
C.R.S. 22-32-109 (1)(II) (*Board duty to adopt written policies prohibiting discrimination*)
C.R.S. 22-32-109.1 (2) (*safe school plan to be revised as necessary in response to relevant data collected by the school district*)
C.R.S. 22-32-110 (1)(k) (*definition of racial or ethnic background includes hair texture, definition of protective hairstyle*)
C.R.S. 24-34-601 (*unlawful discrimination in places of public accommodation*)
C.R.S. 24-34-602 (*penalty and civil liability for unlawful discrimination*)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity
JBB*, Sexual Harassment

Garfield School District No. Re-2, Rifle, Colorado