

Mission – Goals – Objectives

Equity and Diversity

The Board of Education (Board) is committed to the success of every student in each of our schools and to achieving the mission of ensuring that all students graduate ready for college, career and life. The Board believes that the responsibility for student success is broadly shared by District staff, administrators, teachers, community and families. The Board is focused on closing the opportunity gap and creating learning communities that provide support and programs for all students.

Equity means that all students and staff are provided appropriate access and support for opportunity regardless of race, class, or other personal characteristics such as creed, color, religion, ancestry, national origin, age, economic status, gender, sexual orientation including gender expression or identity, pregnancy status, marital status, physical appearance, or the presence of any sensory, mental or physical disability, in order to benefit equitably.

District schools will work to improve its practices in order to achieve and maintain racial equity in education. The district will work to raise the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

With these commitments in mind, the Brookfield Public Schools aims to:

- Provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.
- Create multiple pathways to success in order to meet the needs of its diverse students, and shall actively encourage, support and expect high academic achievement from all racial groups.
- Recruit and retain highly qualified faculty and staff regardless of their race, class, or other personal characteristics such as creed, color, religion, ancestry, national origin, age, economic status, gender, sexual orientation including gender expression or identity, pregnancy status, marital status, physical appearance, or the presence of any physical disability.
- Provide professional development to strengthen employees' knowledge and skills for eliminating cultural, racial and ethnic disparities in achievement.
- Ensure that each school creates a welcoming culture and inclusive environment that reflects and supports the diversity of the District's student population, their families and communities.

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Equity and Diversity (continued)

- Review all practices that may result in the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as Advanced Placement courses.
- Review existing policies, programs, professional development and procedures to ensure the promotion of racial equality, and all applicable new policies, programs and procedures will be developed with a racial equity approach.
- Include other partners, on approval, who have demonstrated culturally specific expertise, including families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, businesses, and the community in general, in meeting the District’s goals for educational outcomes.
- Provide, consistent with state regulations and District policy and within budgetary considerations, materials that reflect the diversity of students and staff, and which are geared towards the understanding and appreciation of culture, class, language, ethnicity and other differences that contribute to the uniqueness of each student and staff member.

The Board recognizes that these are long-term goals that require significant work and resources to implement in all schools. All District employees are responsible for the success and achievement of all students. The Superintendent is authorized to develop procedures to implement this policy. Annually, the Superintendent shall report to the Board on the progress towards achieving the goals outlined in this policy.

(cf. 0521 – Nondiscrimination)

(cf. 0524 – Hate Crimes and Bias Incidents in Schools)

(cf. 0525.1 – Anti-Racism/Confronting Racism in Schools)

(cf. 1110.1 – Parental Involvement)

(cf. 1110.3 – School Governance Council)

(cf. 1210 – Community Associations)

(cf. 1212 – Volunteers)

(cf. 1330 or 3515 – Use of School Facilities)

(cf. 1205 – Participation by the Public)

(cf. 4111 – Recruitment and Selection)

(cf. 4111.1/4211.1 – Affirmative Action)

(cf. 4118.11 – Nondiscrimination)

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Equity and Diversity (continued)

- (cf. 4118.113/4218.113 – Harassment)
- (cf. 4118.3 – District Minority Recruitment Plan)
- (cf. 4131 – Staff Development)
- (cf. 5118.1 – Homeless Students)
- (cf. 5131.911 – Bullying/Safe School Climate Plans)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 5145.52 – Harassment)
- (cf. 5145.53 – Transgender and Non-Conforming Youth)
- (cf. 5145.6 – Student Grievance Procedure)
- (cf. 6115 – Ceremonies and Observances)
- (cf. 6121 – Nondiscrimination)
- (cf. 6121.1 – Equal Educational Opportunity)
- (cf. 6141.21 – Religions in the Public Schools)
- (cf. 6141.22 – Religious Accommodations)
- (cf. 6141.311 – Programs for limited English Proficient Students)
- (cf. 6171 – Special Education)
- (cf. 9133 – Board of Education Advisory Committees)

Legal Reference: Connecticut General Statutes

46a-60 Discriminatory employment practices prohibited.

10-15c Discrimination in public schools prohibited. School attendance by five-year olds.
(Amended by P.A. 97-247 to include “sexual orientation” and P.A. 11-55 to include “gender identity or expression”)

10-153 Discrimination on account of marital status.

17a-101 Protection of children from abuse.

Connecticut State Board of Education, “Position Statement on Culturally Responsive Education,” adopted May 4, 2011

Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.

29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.

Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.

34 CFR Section 106.8(b), OCR Guidelines for Title IX.

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Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (a) 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001) Section 8525, ESEA as amended by the Every Student Succeeds Act

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)

Legal Reference: Connecticut General Statutes (continued)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)

Gebser v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998)

Davis v. Monroe County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

The Vietnam Era Veterans' Readjustment Act of 1974, as amended, 38U.S.C. §4212
Title II of the Genetic Information Nondiscrimination Act of 2008

The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008
Public Law 111-256

Meacham v. Knolls Atomic Power Laboratory 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)

Federal Express Corporation v. Holowecki 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)

Kentucky Retirement Systems v. EEOC 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)

Sprint/United Management Co. v. Mendelsohn 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)