

## Mission-Goals-Objectives

### Equity and Diversity

Every student deserves a respectful learning environment in which their cultural, racial, and ethnic diversity is valued and contributes to successful academic outcomes. Learning and work environments are enriched and improved by the contributions, perspectives, and presence of diverse participants. As The Academy is committed to the success of every student and to our mission and vision statements, we believe equity and diversity are implied values of those statements.

The Board of Trustees (Board) believes that the responsibility for student success is broadly shared by Academy staff, families, our community, and our student's own efforts. Community efforts must center on reducing barriers to student success, particularly those barriers that are predicated on a student's race, ethnicity, home language, personal characteristics, or culture and on assurance of educational equity between students.

The diversity of our student body, our community and our staff are a significant strength of The Academy that should be fostered. Educational equity benefits all students and our entire community. The Academy's goal is to establish a framework for the elimination of bias, particularly racism and cultural bias, as factors affecting student achievement and learning experiences, and to promote learning and work environments that welcome, respect and value diversity.

#### General Statement of Policy

The Academy welcomes, respects and values the diversity of its students, families, staff, and the broader community.

As all students are equally, while differently gifted they deserve fair and equal treatment, opportunities, and education.

Inclusion of all students and families supports The Academy's goals to increase student engagement and academic performance. Through embracing our diversity and creating an inclusive learning community we create an environment that leverages that diversity and creates learning environments where students, families, community members, and employees feel welcomed, valued, supported, and where students and staff can perform to their personal best.

The Academy is committed to promoting and providing equitable distribution of resources, opportunities, facilities and supports, even when this means differentiating resource allocations based on student needs. Resource allocation shall support the definition of educational equity adopted in this policy while complying with state and federal funding mandates.

The Academy shall employ staffing processes that support and engender racial, gender, and language diversity in its staff through recruitment, employment, training and retention of employees. The recruitment of diverse teachers and staff provides all students with a better chance of seeing themselves as part of the education system. Diversity in education provides all children with the opportunity to learn from others with dissimilar backgrounds and recognizes the value of diversity in all learning environments. The Academy is committed to fostering a learning environment where diversity is encouraged and to recruiting and retaining a workforce that reflects the diversity of our students and community. The Board is committed to hiring the best employees of all racial and ethnic backgrounds who will bring their unique talents and skills into the school system.

The Academy shall offer opportunities for all staff to improve its cultural competencies in serving a diverse student body and community. The Academy community shall work together to increase their individual and collective capacity to effectively teach a culturally, racially and ethnically diverse student population and serve culturally, racially and ethnically diverse families and communities. The Academy shall offer opportunities for all staff to improve culturally responsive instructional practices, curriculum, and assessments in serving our diverse student body and community to increase individual and collective capacity to effectively teach our diverse student population and serve diverse families.

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.

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)

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

Gebbs 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, 38 U.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)

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