

# SUGGESTED REVISION #1

*The following is a recommended new policy.*

0523

## Philosophy-Goals-General Objectives

### Diversity, inclusion, and equity

#### Purpose

The Woodbridge School District welcomes, respects, and values the diversity of its students, parents, staff, and the residents of Woodbridge and guests of the District. The District is committed to advancing participation in, contribution to, benefit from, and enjoyment of learning and work experiences by all students, parents, staff, residents of the Town and guests of the District. Every student deserves a respectful learning environment in which their diversity, including their racial, ethnic, and linguistic diversity, is valued and contributes to successful academic outcomes.

#### Definitions

For the purposes of this policy the following terms shall have these meanings:

- A. **“Diversity”** includes characteristics of persons including, but not limited to, race, country of origin, color, language, creed or religion, national origin, sex, gender, mental and physical ability, age, marital status, family structure, sexual orientation, sexual expression or identity, economic status, veteran status, and any other protected class in conformance with federal, state, and local laws.
- B. **“District staff”** includes all employees, consultants and contractors of the Woodbridge School District.
- C. **“Equity”** justice according to natural law or rights, specifically: freedom from bias or favoritism
- D. **“Educational equity”** means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students, without limiting the performance of the highest performing students and (2) eliminating the predictability and disproportionality that any student group may occupy including the highest and lowest achievement categories and including rates of graduation.
- E. **“Institutional racism”** is a concept that public or private organization implicitly, failed to provide an appropriate and professional service to people because of their race, color, country of origin, ethnic origin, or language and is detected by examining practices, processes, systems, attitudes, and behavior. It looks beyond individual acts of prejudice to the systemic biases that may be built into institutions. These systemic biases discriminate against and disadvantage diverse people through unwitting prejudice, ignorance, thoughtlessness, or racial stereotyping while maintaining the privilege for others.
- F. **“Racial or sex stereotyping”** means ascribing character traits, values, moral and ethical codes, privileges, status or beliefs to a race or sex, or an individual because of his or her race or sex; and
- G. **“Racial or sex scapegoating”** means assigning fault, blame or bias to a race or sex or to members of a race or sex because of their race or sex. It also includes any claim that

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**Moved down [1]:** The Woodbridge School District is committed to identifying and correcting practices and policies that perpetuate racial disparities and institutional racism in all forms in order to provide all of its students with the opportunity to succeed. Learning and work environments are enriched and improved by the contributions, perspectives, and very presence of diverse participants. The Woodbridge School District is committed to the success of every student in each of our schools and to our mission and vision statements.¶  
The Board of Education believes that the responsibility for student success is broadly shared by District staff, families, our community, and our students’ own efforts. Persistent achievement and opportunity gaps are unacceptable if we are to meet our mission and vision statements and our moral obligations to our students, their families, and our community as a whole. These gaps are contrary to our belief that all children can learn and succeed. Adult behaviors must not contribute to achievement gaps or create barriers to success. Adult behaviors must be concentrated on the

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consciously or unconsciously and by virtue of his or her race or sex, members of any race are inherently racist or are inherently inclined to oppress others, or that members of a sex are inherently sexist or inclined to oppress others.

- H. “**Divisive concepts**” means the concepts that: one race or sex is inherently superior to another race or sex, the United States is fundamentally racist or sexist, an individual, by virtue of his or her race or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously, an individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex, members of one race or sex cannot and should not attempt to treat others without respect to race or sex, an individual’s moral character is necessarily determined by his or her race or sex, an individual, by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex, any individual should feel discomfort, guilt, anguish or any other form of psychological distress on account of his or her race or sex, meritocracy or traits such as a hard work ethic are racist or sexist or were created by a particular race to oppress another race, or any other form of race or sex stereotyping or any other form of race or sex scapegoating;
- I. “**Equity impact assessment**” means the comparison of a proposed or revised policy to this policy for consistency by the Superintendent.

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## General Statement of Policy

A. The Woodbridge School District is committed to identifying and correcting practices and policies that perpetuate racial disparities and institutional racism in all forms in order to provide all of its students with the opportunity to succeed. Learning and work environments are enriched and improved by the contributions, perspectives, and very presence of diverse participants. The Woodbridge School District is committed to the success of every student in each of our schools and to our mission and vision statements.

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B. The Board of Education believes that **student success is the responsibility of the Board of Education. Success in achieving this** shared by District staff, families, our community, and our students’ own efforts. Persistent achievement and opportunity gaps are unacceptable if we are to meet our mission and vision statements and our moral obligations to our students, their families, and our community as a whole. These gaps are contrary to our belief that all children can learn and succeed to their ability. Adult behaviors must not contribute to achievement gaps or create barriers to success. Adult behaviors must be concentrated on the elimination of gaps not created by individual ability, particularly those that are predicated on a student’s race, ethnicity, home language, protected characteristics, and on assurance of educational equity between students. The Board, Superintendent, and staff commit to conducting an equity and diversity impact assessment on future policies that have a significant impact on student learning and resource allocation. This commitment also includes conducting assessments on policies that are periodically reviewed and updated through the policy development process that have a significant impact on student learning and resources allocation.

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C. The diversity of our student body, our community, and our staff is a strength of this District that should be fostered. Educational equity benefits all students and our entire community.

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D. The purpose of this policy is to establish a framework for educational equity for all students to ensure the elimination of bias, particularly institutional racism, as factors affecting student achievement and learning experiences, and to promote teaching and learning and work environments that welcome, respect, and value strength in diversity. Further, the purpose is to establish particular actions that the District shall take to address disparities in educational opportunity and achievement.

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

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F. The District shall employ a staffing processes that support racial, gender, and language diversity in its staff through recruitment, employment, training, and retention of employees. It is important that children the many backgrounds inside and outside their community represented as role models in the school. 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 District is committed to increasing the recruitment and retention of highly qualified diverse staff. The District 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.

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G. The District shall offer opportunities for all staff to improve its competencies in serving a diverse student body and community. The District staff shall work together to increase their individual and collective capacity to effectively teach a racially and ethnically diverse student population and serve racially and ethnically diverse families and communities. The District shall offer opportunities for all staff to improve responsive instructional practices, curriculum, and assessments competencies in serving our diverse student body and community and to increase individual and collective capacity to effectively teach our diverse student population and serve diverse families. Prohibits the district from requiring a teacher, administrator or other employee to engage in training, orientation or therapy that presents any form of blame or judgement on the basis of race, ethnicity or sex, not precluding sexual harassment training. Practices, procedures, and programs that result in over- or under- representation of any group of students compared to peers shall be subject to close review by the Superintendent to assure that such results are due to meeting student legitimate educational, social, or emotional needs. Practices that do not meet this close review shall be modified or eliminated. Teachers, administrators, and district staff shall collaborate to establish and implement research-based responsive instructional practices, curriculum and assessments.

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H. Prohibits a the District from requiring a teacher, employee or a visitor to discuss devise concepts. Requires a teacher to present controversial issues from diverse and contending

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perspectives without giving deference to any one perspective, if the teacher chooses to discuss controversial issues.

- I. The District shall promote the diversification of its vendor and supplier corps in accordance with law and District policy.
- J. The District shall provide professional development to staff specifically designed to strengthen employees' knowledge and skills for eliminating opportunity and achievement gaps between groups of students.
- K. Woodbridge Public School Districts Staff shall be prohibited from teaching, instructing or training any student to believe any of the divisive concepts set forth above. Subject to the provisions of the Connecticut State Law and Policies of the WSD, a teacher may be dismissed or not reemployed; for teaching, instructing or training any student to believe any of the concepts (F), (G), or (H) set forth above in the definitions of this policy.

## Responsibility

- A. As with all policy the Board shall consider the values stated in this policy in conducting its business and in exercising its responsibilities to the people of this community.
- B. As with all policy the Superintendent shall establish in accordance with this policy such plans and procedures as may be necessary and appropriate to accomplish its purpose and intent. Plans and procedures established shall include clear accountability for actions and oversight.
- C. The Board and Superintendent may establish specific goals to implement this policy as permitted by law and deemed necessary.
- D. The Superintendent shall annually report to the Board and the community regarding District performance goals on academic achievement and progress toward meeting these goals and closing the achievement gap. The report will also highlight discrepancies between the targets set and actual performance when applicable. This annual public report shall include an equity and diversity impact statement that policies with the least disparate impact have been adopted by the District.
- E. District staff shall within the parameters of their various duties and responsibilities comply with and execute such plans as are designed to address the values and directions included in this policy. District staff is further responsible to make such suggestions to the appropriate authority to improve the ability of the District to reduce the achievement and opportunity gaps that exist.
- F. Families are partners with the District in its effort to address achievement and opportunity gaps.
- G. Students are partners in their academic achievement. School attendance and engagement are essential to reduce achievement and opportunity gaps that exist.
- H. The Board, Superintendent, and employees will work with students and families to identify barriers to achievement and opportunities for academic success.

**Deleted:** The District shall seek partnerships with outside agencies, organizations, and persons who have demonstrated culturally specific expertise to assist the District in meeting its equitable education and business goals, including, but not limited to: (1) government agencies, (2) non-profit organizations, (3) businesses, and (4) other community groups that support educational equity and cultural competencies.

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## ***SUGGESTED REVISION #1***

*The following is a recommended new policy.*

- I. The District shall not direct or otherwise compel students or district staff personally affirm, adopt, or adhere to any of the following tenets: That any sex, race, ethnicity, religion, or national origin is inherently superior. That individuals should be adversely treated on the basis of their sex, race, ethnicity, religion, or national origin; or That individuals, by virtue of sex, race, ethnicity, religion, or national origin, are inherently responsible for actions committed in the past by other members of the same sex, race, ethnicity, religion, or national origin. No distinction or classification of students shall be made on account of race or color.
- J. No course of instruction or unit of study directing or otherwise compelling students to personally affirm, adopt, or adhere to any of the tenets identified in paragraph (I) of this subsection shall be used or introduced the district.
- K. Nothing in this policy should be construed to prohibit the required collection or reporting of demographic data by District.

Legal References: 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)

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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)

## ***SUGGESTED REVISION #1***

***The following is a recommended new policy.***

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

**Policy adopted:**

# SUGGESTED REVISION #2

*The following is a recommended new policy.*

0523

## Philosophy-Goals-General Objectives

### Equity ~~and~~ Diversity and Inclusion

#### Purpose

The Woodbridge School District welcomes, respects, and values the diversity of its students, parents, staff, and the broader community. The District is committed to advancing optimum participation in, contribution to, benefit from, and enjoyment of learning and work experiences by diverse students, parents, staff, and community.

Every student **and staff member** deserves a respectful learning **and working** environment in which their diversity, including, **but not limited to**, their cultural, racial, ethnic, and linguistic diversity, is valued and contributes to successful academic outcomes **and social-emotional wellbeing**. The Woodbridge School District is committed to identifying and correcting practices and policies that perpetuate racial disparities and institutional racism in all forms in order to provide all of its students with the opportunity to succeed. Learning and work environments are enriched and improved by the contributions, perspectives, and very presence of diverse participants. The Woodbridge School District is committed to the success of every student in each of our schools and to our mission and vision statements.

The Board of Education believes that the responsibility for student success is broadly shared by District staff, families, our community, and our students' own efforts. Persistent achievement and opportunity gaps are unacceptable if we are to meet our mission and vision statements and our moral obligations to our students, their families, and our community as a whole. These gaps are contrary to our belief that all children can learn and succeed. Adult behaviors must not contribute to achievement gaps or create barriers to success. Adult behaviors must be concentrated on the elimination of gaps, particularly those that are predicated on a student's race, ethnicity, home language, personal characteristics, or culture, and on assurance of educational equity between students. The Board, Superintendent, and staff commit to conducting an equity, ~~and~~ diversity, **and inclusion** impact assessment on all future policies that have a significant impact on student learning and resource allocation. This commitment also includes conducting assessments on policies that are periodically reviewed and updated through the policy development process that have a significant impact on student learning and resources allocation.

The diversity of our student body, our community, and our staff is a strength of this District that should be fostered **and celebrated**. Educational equity benefits all students and our entire community.

The purpose of this policy is to establish a framework for educational equity **and inclusion** for all students to ensure the elimination of bias, particularly institutional racism and cultural bias, as factors affecting student achievement, ~~and~~ learning experiences, **and social-emotional wellbeing**, and to promote teaching and learning and work environments that welcome, respect, and value strength in diversity. Further, the purpose is to establish particular actions that the District shall take to address disparities in educational opportunity, ~~and~~ achievement, **and social-emotional wellbeing**.

#### Definitions

**Commented [GM1]:** OR, "Every student deserves a respectful learning environment, **and every staff member deserves a respectful working environment**, which their diversity..."

**Commented [GM2]:** Consider broadening to include other characteristics that students: diversity of **gender, socio-economic status, academic ability and learning capability**.

This paragraph focuses on the traits already listed so if we broaden, the paragraph may need to be modified.

**Commented [GM3]:** Include a statement on why Inclusion is important and how it affects students social emotional wellbeing?

## SUGGESTED REVISION #2

### *The following is a recommended new policy.*

For the purposes of this policy the following terms shall have these meanings:

- A. **“Diversity”** Understanding that each individual is unique and recognizing our individual differences. These can include characteristics of persons including, but not limited to, race, culture, color, language, creed or religion, national origin, gender, mental and physical ability, age, marital status, family structure, citizenship status, sexual orientation, sexual expression or identity, economic status, veteran status, and any other protected class in conformance with federal, state, and local laws.
- B. **“District staff”** includes all employees, consultants and contractors of the Woodbridge School District.
- C. **“Educational equity”** means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students, and (2) eliminating the racial or cultural predictability and disproportionality of which student groups occupy the highest and lowest achievement categories including rates of graduation.
- D. **“Inclusion”** is sense of belonging; Feeling respected, valued, and seen for who we are as individuals; A level of supportive energy and commitment from leaders, teachers, colleagues and others so that we-individually and collectively-can do our best work. Inclusion also refers to the practice or policy of providing equal access opportunities and resources for students who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups.
- E. **“Institutional racism”** means the collective failure of a public or private organization, implicitly or explicitly, to provide an appropriate and professional service to people because of their race, color, culture, ethnic origin, or language which can be seen or detected in practices, processes, systems, attitudes, and behavior. It looks beyond individual acts of prejudice to the systemic biases that may be built into institutions. These systemic biases discriminate against and disadvantage people of color through unwitting prejudice, ignorance, thoughtlessness, or racial stereotyping while maintaining the privilege of others.

### **General Statement of Policy**

- A. The District is committed to promoting and providing equitable distribution of resources, opportunities, facilities, and supports, even when this means differentiating resource allocations on the basis of student needs. Resource allocation shall support the definition of educational equity adopted in this policy while complying with state and federal funding mandates.
- B. The District shall employ staffing processes that support and engender racial, gender, and language diversity in its staff through recruitment, employment, training, and retention of employees. It is important that children of all races, cultures, and backgrounds are provided with familiar role models in schools. 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 District is committed to increasing the recruitment and retention of highly qualified diverse staff. The District is committed to fostering a learning environment where diversity is

**Commented [GM4]:** I'm not sure it should be limited to protected classes.

What about **political beliefs** or **other ideologies**? Perhaps fits under creed?

**Commented [GM5]:** This first half was primarily taken (I modified slightly) from a document titled: 12 inclusive behaviors, by the Kaleej Jamison Consulting Group. This is just one part of the document, but it does have copyright - if we like it and want to include, do we need to contact them and ask for permission to include? And/or do we need to cite them?

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**Commented [GM6]:** This is imperfect and needs reworking (include the second half?), but I wanted to be sure something was included .

## ***SUGGESTED REVISION #2***

### ***The following is a recommended new policy.***

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.

- C. The District shall offer opportunities for all staff to improve its cultural competencies in serving a diverse student body and community. The District staff 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 District shall offer opportunities for all staff to improve culturally responsive instructional practices, curriculum, and assessments competencies in serving our diverse student body and community and to increase individual and collective capacity to effectively teach our diverse student population and serve diverse families. Practices, procedures, and programs that result in over- or under- representation of any group of students compared to peers shall be subject to close review to assure that such results are due to meeting student legitimate educational, social, or emotional needs. Practices that do not meet this close review shall be modified or eliminated. Teachers, administrators, and district staff shall collaborate to establish and implement research-based culturally responsive instructional practices, curriculum and assessments.
- D. The District shall promote the diversification of its vendor and supplier corps in accordance with law and District policy.
- E. The District shall provide professional development to staff specifically designed to strengthen employees' knowledge and skills for eliminating opportunity, ~~and~~ achievement, and social-emotional gaps between groups of students.
- F. The District shall seek partnerships with outside agencies, organizations, and persons who have demonstrated culturally specific expertise to assist the District in meeting its equitable and inclusive education and business goals, including, but not limited to: (1) government agencies, (2) non-profit organizations, (3) businesses, and (4) other community groups that support educational equity, inclusion practices, and cultural competencies.

### **Responsibility**

- A. The Board shall consider the values stated in this policy in conducting its business and in exercising its responsibilities to the people of this community.
- B. The Superintendent shall establish in accordance with this policy such plans and procedures as may be necessary and appropriate to accomplish its purpose and intent. Plans and procedures established shall include clear accountability for actions and oversight.
- C. The Superintendent may promulgate regulations for the implementation of this policy as deemed necessary.
- D. The Board and Superintendent may establish specific goals to implement this policy as permitted by law and deemed necessary.
- E. The Superintendent shall annually report to the Board and the community regarding District performance goals on academic achievement, and social-emotional wellbeing and progress toward meeting these goals and closing the achievement, and social-emotional gap. The

## *SUGGESTED REVISION #2*

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report will also highlight discrepancies between the targets set and actual performance when applicable. This annual public report shall include an equity ~~and~~ diversity, **and inclusion** impact assessment that demonstrates policies with the least disparate impact have been adopted by the District.

- F. District staff shall within the parameters of their various duties and responsibilities comply with and execute such plans as are designed to address the values and directions included in this policy. District staff is further responsible to make such suggestions to the appropriate authority to improve the ability of the District to reduce the achievement, ~~and~~ opportunity, **and social-emotional** gaps that exist.
- G. Families are partners with the District in its effort to address achievement, ~~and~~ opportunity, **and social-emotional** gaps.
- H. Students are partners in their academic achievement **and social-emotional wellbeing**. School attendance and engagement are essential to reduce achievement, ~~and~~ opportunity **and social-emotional** gaps that exist.
- I. The Board, Superintendent, and employees will work with students and families to identify barriers to achievement, ~~and~~ opportunities for academic success, **and social-emotional wellbeing**.

Legal References: Connecticut General Statutes

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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)

**Policy adopted:**