

INCLUSIVITY, EQUITY, DIVERSITY, AND EQUAL EDUCATIONAL OPPORTUNITIES

All students of the district will have equal educational opportunities. The Board will not discriminate on the basis of race, color, creed, religion, sex, **handicap disability**, gender identity, economic status, national origin, or ancestry in its policies or programs.

The concept of educational equity goes beyond formal equality where all **students learners** are treated the same. Educational equity fosters a barrier-free environment in which all **students learners**, regardless of race, class, or other personal characteristics such as creed, color, religion, ancestry, national origin, age, economic status, sex, sexual orientation, including but not limited to gender expression or identity, pregnancy status, marital status, physical appearance, **political belief**, the presence of any sensory, mental or physical disability, or the use of a service animal by a person with a disability, have the opportunity to benefit equally.

To accomplish this policy on nondiscrimination, inclusivity, equity, and diversity, the Board will make every effort to provide all **students learners** equal access with respect to admission or membership in school-sponsored organizations, clubs, or activities; access to facilities; distribution of funds; academic evaluations; or any other aspect of school-sponsored programs or activities.

The Board recognizes, however, that in implementing this policy children vary widely in capabilities, interests, and social and economic background, and that no two children can be treated exactly alike if the fullest development of each is to be achieved.

The Brookings School District is dedicated to closing the opportunity gap and creating learning communities that provide support and academic enrichment programs for all learners. Additionally, the district believes that it is the right of every **student learner** to have an equitable educational experience within the Brookings School District. Equity may require differentiating resource allocation, within budgetary limitations, to meet the needs of **students learners** who need additional support and opportunities to succeed academically. The Brookings School District will work toward:

1. Raising the achievement of all **students learners** while narrowing the gap between the lowest and highest performing **students learners**;
2. Supporting **students learners** to graduate from the Brookings School District ready to succeed in a **racially and culturally** diverse local, national, and global community; and
3. Strengthening employee knowledge, skills, and awareness regarding opportunity gaps and disparities in student achievement through Professional Development.
4. Understanding the obligation to embrace diversity within the district. In doing so, provide each **student learner** a legitimate expectation to have a barrier-free learning environment free of bias, prejudice, and discrimination. Accordingly, the District is committed to actively eliminating practices that perpetuate disparities among **students learners** so all **students learners** have the opportunity to benefit equally in the experiences, opportunities, and ceremonial events provided by the Brookings School District.

Legal References:

[SDCL 13-28-5 \(Public school privileges free to children of legal age\)](#)
[Public Law 92-318 \(Title IX Education Amendments of 1972\)](#)
[Public Law 94-142 \(Education of All Handicapped Children Act\)](#)
[The American Disabilities Act, July 26, 1990](#)
[SDCL 13-28-6 \(Continuation of privileges to pupil becoming twenty-one during school year\)](#)
[SDCL 13-28-14 \(School privileges of persons honorably discharged from military services\)](#)
[SDCL 13-1-66 \(Wearing of traditional tribal regalia or objects of cultural significance at school honoring or graduation ceremony to be permitted\)](#)

1st Reading:	08/12/2013
2nd Reading:	09/16/2013
Final/Adopted:	10/15/2013
Notification:	08/12/2019
1st Reading:	09/09/2019
2nd Reading/Adoption:	10/15/2019
Notification:	05/10/2021
1st Reading:	06/14/2021
2nd Reading/Adoption:	07/19/2021