

Brookline Equity Policy

The Public Schools of Brookline (PSB) are committed to creating and sustaining learning and working environments enriched and improved by the contributions, perspectives, and presence of a diverse staff and student body. The district endeavors to ensure that student and staff experiences are equitable economically, racially, and socially across all demographic groupings, including age, ethnicity, gender, gender identity and expression, sexual orientation, socioeconomic status, religion, national origin, linguistic ability, physical ability, and learning differences. The district is committed to rectifying to the greatest extent possible any systems, policies, procedures, and biases at all levels, whether conscious or unconscious, that contribute to the perpetuation of achievement gaps, opportunity gaps, and disproportionality. Intense focus shall be paid to any disparities correlated with demographic traits.

Students: As the district considers it the right of all students to receive a welcoming, high-quality, equitable education, the Public Schools of Brookline (PSB) shall identify and address disparities in educational experiences and outcomes in order to improve academic opportunities and performance, as well as social experiences.

Staff: As the district values a diverse, inclusive, and culturally responsive workforce, the Public Schools of Brookline (PSB) shall examine practices and patterns in recruitment, hiring, retention, and employment experiences to ensure that they comport with the district's commitment to equity.

The Superintendent, or designee(s), shall promulgate protocols in furtherance of the district's objective to attain equity. These protocols shall be regularly reviewed and revised, as necessary, to reflect district needs and best practices.

At least once per academic year, the Superintendent, or designee(s), shall present an update to the School Committee on the district's progress with equity initiatives.