

Student

**SUBJECT: EDUCATIONAL EQUITY AND EXCELLENCE POLICY****Policy Statement**

The Pittsford Central School District (PCSD) will apply the principle of equity to all policies, programs, systems, operations, and practices to ensure that all students have a high quality education within a safe and supportive environment, where inclusivity is valued and contributes to successful school outcomes. Equity means that the learning needs of every student are supported in an environment where all students are valued and respected; and where student success will not be predicated on differences in age, race, ethnicity, color, religion, national origin, immigration status, language, family composition or economic status, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, or physical or cognitive ability.

This commitment will result in a welcoming environment, where multiple pathways to success support the academic and social growth of every child. For the PCSD learning community, equity and excellence in education goes beyond equality where all students are treated the same. Educational equity, diversity and inclusivity fosters excellence in schools where all students have the opportunity to benefit equitably based on their individual needs. It is when everyone has access to the opportunities necessary to satisfy their essential needs, advance their well-being, and reach their full potential. We will achieve the goal of equity and inclusive education when there is sufficient evidence that each child has high quality educational experiences in which the factors that predict success, outcomes or opportunity are no longer correlated or associated with any social identity group.

**Beliefs**

The following beliefs drive the policy and practices of the District:

**Students:**

1. Every student has the right to an equitable educational experience in the Pittsford Central School District.
2. All students have the potential for successful academic and social emotional development and growth, regardless of circumstances.
3. Student engagement and voice are critical components of decision-making processes.

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Student

**SUBJECT: EDUCATIONAL EQUITY AND EXCELLENCE POLICY (Cont'd.)****Schools, Family and Community:**

1. All students, staff, parents/guardians, and community members must work together to assess, correct and/or improve systems and dismantle barriers to success.
2. Family and community member engagement with staff and students creates effective partnerships between home and school.
3. The responsibility to address disparities in opportunities and achievement among student groups rests with adults, not with the students. Student voice will be present when determining goals.
4. The responsibility for student success is broadly shared by the District staff and administrators, families, students and the community.

**Systems:**

1. Our school climate must encourage each student's sense of belonging to promote emotional and physical well-being and academic success.
2. Educational equity and excellence for all students includes greater appreciation of and respect for differences, and holding high expectations for all students.
3. Providing students with equitable access to a high-quality curriculum, effective teachers, support staff and principals, and sufficient support services through equitable resource allocation maximizes academic achievement for every student.

**Equity Action Plan**

PCSD will establish a District wide Equity Action Plan within the District's Strategic Plan, anchored to the following areas:

1. Equity Analysis:  
Review existing and new policies, programs, procedures and practices to ensure equity and remedy disparities that result in over-representation of student groups in areas such as special education or discipline, or under-representation in areas such as Advanced Placements, honors or other district sponsored curricular and non-curricular areas. Identify and mitigate biased instructional materials, assessments and pedagogies. Decisions will be driven by data including qualitative, quantitative and disaggregated data.

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**SUBJECT: EDUCATIONAL EQUITY AND EXCELLENCE POLICY (Cont'd.)**

2. Equitable Access:  
Provide every student with equitable access to rigorous, culturally and linguistically relevant curriculum and instruction, support, and facilities to promote success. This includes differentiating resources within budgetary limitations, to ensure elimination or significant reduction of systemic inequities affecting achievement.
3. Welcoming School Environments:  
Create and nurture environments that reflect and support the diversity of the student and community populations, engaging all families. Foster welcoming and inclusive environments that contribute to academic growth and strong feelings of belonging, as well as social and emotional well-being.
4. Recognizing Diversity:  
Utilize materials that promote the understanding and appreciation of individual and group cultures, circumstances, needs, successes and challenges, and the intersectionality that contributes to the uniqueness of each member.
5. Teaching and Learning: Promote genuine relationships between adults and students in classrooms and throughout the school that foster student agency through engagement, empowerment and shared collaboration. This will prepare students for future success in a global society.
6. Workforce Equity: Intentionally recruit a diverse candidate pool. Employ, retain and continually develop administrative, instructional and support personnel who are culturally and socially responsive. This will provide diverse representation and perspectives creating authentic change which increases the quality of teaching and learning for all.
7. Professional Learning:  
Provide professional learning that strengthens staff knowledge and skills to engage in culturally, linguistically, and socially responsive practices, and to reduce opportunity gaps and disparities in achievement. This includes supporting staff to address the presence and role of biases, prejudices and all forms of racism, and to eliminate practices that prohibit any student group, compared to peers from achieving success.

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Student

**SUBJECT: EDUCATIONAL EQUITY AND EXCELLENCE POLICY (Cont'd.)**8. Student, Family and Community Engagement:

Establish systems to incorporate diverse voices in decision-making, fostering purposeful collaboration between home and school. This involves inviting students, staff, families and community partners to bring their cultural, linguistic and social perspectives to schools and the District. Collaboration between students, staff, teachers, administrators and community partners will contribute to the success and achievement of all students.

**Implementation, Monitoring and Reporting**

The Board of Education recognizes that developing an Equity Action Plan is a long-term commitment requiring significant work and resources to implement across the District. The Equity Action Plan should include clear accountability methods outlining responsibilities and timelines. Metrics will be linked to each anchoring component, measuring indicators of successful systemic change and improved student outcomes. Periodic reports, at least twice annually, will be provided to the Board of Education and the community, based upon an identified schedule of student data reviews, staffing status updates and various established District reports included in the Equity Action Plan. Questions or concerns relative to the Equity Action Plan progress or outcomes should be directed first to the building principal and then to the Superintendent of Schools as appropriate.