

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6464 – EDUCATIONAL EQUITY AND EXCELLENCE

Policy Statement

The Monroe 2-Orleans BOCES (BOCES) will apply the principle of equity to all policies, programs, systems, operations, and practices to ensure that all students have a quality education within a safe and supportive environment, where inclusivity is valued and contributes to successful academic outcomes.

Equity is defined herein as, 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. Student differences will be nourished, celebrated and welcomed because they are what makes students unique.

This principle will result in a welcoming environment, where multiple pathways to success support the academic and social growth of every child. Educational equity, diversity and inclusivity in all programs, provides students the opportunity to benefit equitably based on their individual needs and is when everyone has access to the opportunities necessary to satisfy their essential needs, advance their well-being, and reach their full potential.

Beliefs

The following beliefs drive this policy:

Students:

1. Every student has the right to an equitable educational experience in the BOCES.
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.

Family and Community:

1. All 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 BOCES staff and administrators, families, students and the community.

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Systems:

1. BOCES climate must encourage each student’s sense of belonging to promote emotional and physical well-being and academic success.
2. Educational equity 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 quality curriculum, effective teachers, support staff and principals, and support services through equitable resource allocation maximizes academic achievement for every student.

Implementation, Monitoring and Reporting

BOCES recognizes that developing an Equity Action Plan is a long-term commitment requiring significant work and resources to implement across the Programs. The Equity Action Plan should include clear accountability methods outlining responsibilities and timelines. Periodic reports, at least twice annually, will be provided to the Board and the community, based upon an identified schedule of student data reviews, staffing status updates and various established 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 program administrator and then to the Assistant Superintendents as appropriate.

Adopted: 07/12/2023