

JUNE 2019

NO. 102.5-AR-1 of 1
SCHOOL DISTRICT
OF PITTSBURGH

ADMINISTRATIVE
REGULATION

Equity and Excellence in Education Procedures

Purpose

The Board of Education of the School District of Pittsburgh is committed to the success of every student in each of our schools and to achieving our mission of ensuring that all students graduate ready for college, career and life.

The concept of educational equity goes beyond formal equality—where all students are treated the same—to fostering a barrier-free environment—where all students have the opportunity to benefit equally.

The Office of Equity adopts the following procedures to implement the guidelines of Policy 102.5 Equity and Excellence in Education.

Procedures

Office of School Performance shall:

1. In collaboration with the Executive Director of Equity, assess the quality, quantity, and availability of critical educational resources, as defined by federal or state standards, to determine whether there are disparities among schools and within schools; collaborate with the academic and operations divisions to equitably distribute curriculum, support, facilities and other educational resources across schools; progress monitor annually.
2. In collaboration with the Executive Director of Equity, visit schools intermittently, to review data, policies and practices through an equity frame.
3. In collaboration with Human Resources, ensure that, whenever possible, no school staff or organizational unit should be overwhelmingly from a single racial or ethnic group.

Department of Curriculum & Instruction shall:

1. Provide teachers with adequate support, training, and resources for monitoring difficulties with students' experience(s), providing classroom modifications or other strategies, and assessing the effectiveness of strategic approaches using a continuous improvement model to ensure student growth.
2. Where necessary, initiate and support implementation of flexible groups in classrooms to address the various educational needs of students and eliminate permanent "tracking" of students.
3. In collaboration with the Executive Director of Equity, sponsor professional learning courses that build a foundational understanding of a) the impact of racism/implicit bias on education and outcomes for students, (e.g., Beyond Diversity) expected for all school-based and central office staff and b) content and pedagogy on implementing culturally responsive practices.
4. Include the Executive Director of Equity or designee from within the Office of Equity in reviews and updates to the selection and distribution of academic resources and support services to maintain high academic expectations and achievement for all students.
5. In collaboration with the Executive Director of Equity, conduct intermittent audits of curriculum and instructional materials to ensure they reflect balanced representation and include realistic and respectful portrayals of the members of various racial, ethnic, and cultural groups; review course offerings and the implementation of Culturally Responsive Instructional Practices across all grade configurations.
6. In collaboration with the Executive Director of Equity and Assistant Superintendent of Student Support Services, intermittently review applicable policies, procedures, and placement and performance data disaggregated by race and gender for magnet schools, gifted education, Advanced Placement, International Baccalaureate, and Out of School Time; ensure equitable access and removal of barriers identified in audition, screening, recommendation and selection processes with the goal of significantly reducing racial disparities.

Office of Student Support Services shall:

1. Facilitate equitable access to co-curricular and extra-curricular activities, social services, tutoring, and enrichment opportunities.
2. Actively encourage support service initiatives to ensure multiple pathways to success equitably meet the needs of the diverse student body.
3. In collaboration with the Executive Director of Equity, work to improve the disciplinary climate of schools by developing guidelines for examining patterns of disparate discipline, implementing culturally responsive disciplinary practices, and providing specialized training to address systemic factors (i.e., implicit bias) for disproportionate discipline.

4. In collaboration with the Executive Director of Equity and Chief Academic Officer, intermittently review applicable policies, procedures, and placement and performance data disaggregated by race and gender for magnet schools, gifted education, Advanced Placement, International Baccalaureate, and Out of School Time; ensure equitable access and removal of barriers identified in audition, screening, recommendation and selection processes with the goal of significantly reducing racial disparities.

Office of Human Resources shall:

1. In collaboration with the Executive Director of Equity or designee from within the Office of Equity, a) plan a formal recruitment and retention strategy that specifically targets African Americans and attracts culturally competent candidates; b) annually monitor the progress of diversity across district-level and school-based employee groups.

Office of Professional Learning shall:

1. In collaboration with the Department of Curriculum and Instruction select professional development activities that will equip educators with the knowledge and skills to meet the diverse learning needs of all students and to create the conditions necessary for closing the achievement gap and improving the achievement of all students.
2. In collaboration with the Department of Curriculum and Instruction and the Office of Equity evaluate—and appropriately continue, modify or discontinue—existing professional development programs in alignment with equal educational opportunity and educational equity.
3. In collaboration with the Department of Curriculum and Instruction ensure all professional development provided to adults emulates the type of pedagogy expected from teachers in classrooms.
4. In collaboration with the Department of Curriculum and Instruction, reinforce system-wide professional learning standards that advance quality assurance within an equity frame.

Data, Research, Evaluation & Assessment shall:

1. Routinely compile school- and district-level data reports disaggregated by race, gender, and socio-economic status on state assessment performance, suspensions, enrollment in special programs (AP, IB, gifted, special education, magnet), and performance on special program assessments; review and analyze with the Executive Director of Equity.
2. Identify culturally appropriate assessment and evaluation instruments.

The Program for Students with Exceptionalities shall:

1. In collaboration with the Department of Curriculum and Instruction ensure that all special education instructional and support services staff have sufficient resources, skills, and professional development opportunities to understand and respond to the needs of students with exceptionalities.
2. In collaboration with the Department of Curriculum and Instruction monitor disparities by race along with disability category, in both identification and restrictiveness of placement and document the measures taken to decrease statistically significant over-identification and levels of restrictiveness.

Department of Finance shall:

1. In collaboration with the Executive Director of Equity, implement an equitable funding structure which may require more or less funding depending upon the needs at a particular school.

Department of Operations shall:

1. In collaboration with the Executive Director of Equity and Office of School Performance, equitably distribute services for transportation, food, school safety, and facilities across schools; progress monitor annually.

Department of Information and Instructional Technology shall:

1. In collaboration with the Executive Director of Equity and Office of School Performance, equitably distribute services and materials and provide access to modern technologies, collaboration capabilities and high quality learning environments across schools; progress monitor annually.

Office of Communications shall:

1. In collaboration with the Executive Director of Equity, foster and support system-wide communication processes that fully commit to engaging the District's underrepresented and underserved communities.

Family, Youth & Community Engagement shall:

1. Evaluate and, based on its evaluation, appropriately continue or modify its efforts to involve parents through a dedicated family and community engagement resource at every school, with particular attention to schools facing the most significant challenges in academic achievement and student growth.

Student Voice shall:

1. Provide for and expand opportunities to elicit active and authentic student input.

The Executive Director of Equity shall:

1. Recommend for elimination or appropriate modification of District equity programs and initiatives that are found to be ineffective and replicate or expand effective equity programs and initiatives.
2. Foster and support system-wide communication processes and operational practices that fully commit to engaging and embracing the social and cultural capital and expertise of the District's underrepresented and underserved communities.
3. In collaboration with the Department of Data, Research, Evaluation and Assessment, routinely assess student needs based on data disaggregated by race, gender, and socio-economic status to enable equity-focused policy and planning decisions.
4. In collaboration with the superintendent, identify an equitable decision-making protocol for vetting district-wide policies and initiatives in order to participate in the work of the Policy Committee (Pre-Policy Committee and Policy Workshop).
5. Collaborate with central office department leads to support implementation of the District's equity plan and the administrative regulations contained within.