I. EQUITY AND INCLUSION
The Rush-Henrietta Central School District stands united against racism and discrimination. Recognizing the many kinds of diversity that exist within our school community, we are committed to strengthening the connection among culture, teaching, learning, achievement, and transformation. We must ensure that our programs, curriculum, and learning environments are culturally responsive and safeguard equity and inclusion.

II. MENTAL WELLNESS
Given growing societal concerns regarding student and staff mental wellness and the impact of mental wellness on daily functioning, we will continue to build upon our comprehensive mental wellness program to ensure consistent implementation, access to services, and program refinement. We must ensure that we are expanding our mental health supports and services to address existing and emerging needs of students and staff in the areas of mental wellness and social-emotional well-being.

III. INSTRUCTION
English Language Arts (ELA), Mathematics, and Special Education instruction must continue to be strengthened until Rush-Henrietta students achieve high levels of proficiency on state and local (district) assessments. In addition, Information and Communication Technology (ICT) instruction will be expanded to ensure that Rush-Henrietta students can effectively use technological tools within a variety of instructional models (traditional, hybrid, remote learning) - and understand the principles of their application - for creating, collaborating, communicating, and applying critical thinking skills.

IV. SPECIAL EDUCATION
Rush-Henrietta students with disabilities need to achieve high levels of proficiency in order to graduate within four years. To address educational inequities and disparities in student outcomes, practices and supports will be strengthened, and the continuum of special education services will be expanded and refined.

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