



TYPE: POLICY
SECTION: FEDERAL PROGRAMS
TITLE: **TITLE 1 EQUITY STATEMENT**
BOT ORIGINAL: April 21, 2016
BOT REVISED: November 16, 2017
BOT REVIEWED: November 16, 2019

TITLE 1 EQUITY STATEMENT

The Gillingham Charter School will ensure that all students (Title I, low income, special and regular education) will have an even distribution among grade levels. The above students will also have an even distribution between beginning teachers (1st year) and Highly Qualified teachers and experienced teachers (4th year and above). Gillingham Charter School's (GCS) goal is equitable access for all students to the best instruction possible, provided by highly qualified teachers who are able to meet the diverse learning needs of all students. GCS is committed to the following:

1. Implement best practices in all classrooms to improve the achievement of all students.
2. Differentiate instruction to meet the needs of all students.
3. Recruit and retain highly qualified teachers and paraprofessionals in core academic areas.
4. Provide all students access to instruction by teachers who have equivalent teaching experience.
5. Maintain comparable class sizes, regardless of student demographics.
6. Provide instructional coaches to support teachers and improve student learning.

An annual review will take place between the Programs and Compliance Coordinator and Chief Executive Officer (CEO) to make sure that an equitable distribution of students will occur. If an exception to the above occurs, CEO will notify the Programs and Compliance Coordinator, in writing, the reason for such an occurrence so that documentation for Federal Program audits can be maintained.

GCS's equity plan focuses on the collaboration of all stakeholders including school administrators, teachers, paraprofessionals, parents and business partners. The needs assessment and planning process addresses equitable access of all students to highly qualified teachers and paraprofessionals, equity in teacher experience, equity in teacher training to meet the diverse needs of all learners, equity in class sizes, and recruiting and retaining highly qualified teachers which results in full equity for all students, regardless of the demographics of the students served.

The LEA addresses class-size equity in the annual needs assessment by analyzing the individual class sizes within the school, if needed, as there is currently one class per grade level. The CEO/Director of Education works closely with the Enrollment Officer to make sure that there is an equal distribution of students based on gender, Special Education and ESL services, and Title I status. If inequities are identified, the CEO, along with the Title I/Assessment Team and the Enrollment Officer, will determine if students need to be moved to another class within the school in order to make the class sizes equitable or if a teacher must be hired to correct the discrepancy within the school.

One of the most important factors in increasing student achievement is a highly qualified teacher. No Child Left Behind requires all teachers of core academic areas to be highly qualified. Gillingham actively recruits highly qualified teachers. Teachers are recruited by:

- Posting vacancies on-line with several different sources.
- Print advertising in our local newspapers.
- Posting vacancies on our website.
- Building relationships with local colleges and universities and posting vacancies on their job boards and portals for new graduates.
- Developing an incentive program with our current teachers for word-of-mouth recruitment.

When a teacher is hired, a plan is developed and closely monitored to ensure the teacher meets the plan's goal for obtaining a clear renewable certificate. Teachers are also notified they must immediately enroll in a program of study to maintain their highly qualified status.

All students deserve access to instruction by teachers who have equivalent experience. GCS strives to ensure continued equal access to experienced teachers for all students regardless of the demographics of the students served. New and inexperienced teachers are placed throughout the system to ensure that low income and minority students are not taught more frequently than other students by inexperienced teachers. The Title I comparability report is used, as well as data from teacher assignments, to help in analyzing and monitoring that minority and low income students are not taught at higher rates than other students by inexperienced and unqualified teachers.

In order to meet the diverse needs of our students, teachers are selected for employment based upon several factors including their ability to relate to the population of students we serve. GCS has a slowly growing Hispanic/ELL population, and a very large economically disadvantaged population. Teachers participate in professional learning activities designed to better equip them to teach the students they serve. If it is determined that a teacher is not using the differentiation strategies necessary to meet the needs of the students, the instructional coach will observe the teacher and give them strategies to implement. Instructional coaches will follow-up to make sure students are progressing in the acquisition of skills.

Retaining highly qualified teachers is a goal of Gillingham Charter School. Teachers are given increases partly based upon merit, and cost of living. Short-term disability and life insurance are available for purchase. An inexpensive medical, dental and vision plan is provided. Teachers may earn stipends by leading after-school clubs, coaching teams, teaching summer school, or homebound education.

Written Policies

Charter School's written policy on Title 1 Equity Statement is public record.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

Adopted this ____ day of _____, 2019

(BOT President)

(BOT Secretary)