

Equity Policy R & P Draft
Equitable Distribution of Resources

- A. All schools will receive a base level of resources determined by the state funding model and additional resources as needed determined by the K-12 allotment formulas. The allotment formulas shall be placed on the WCPSS internet site on the allotment page.
- B. WCPSS will publish the resource and allotment description pages and formulas on the internet to explain the allocation of federal, state and local resources to schools.
- C. The allotment of resources shall be made based on student needs, which may include demographics, academic indicators, identified risk factors and additional private resources.
- D. WCPSS will recruit and retain a diverse and highly qualified workforce.
- E. WCPSS will provide equitable access to core course offerings.

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Accountability and Monitoring

- A. Instructional opportunities will be selected to address academic needs of students based on objective data that reflects content mastery and be aligned with the Standard Course of Study/Common Core Objectives.
- B. All instructional opportunities that are designed to address a specific academic need will serve students based on academic indicators associated with content mastery in the subject area. Placement decisions will not be based on demographic data
- C. WCPSS will maintain standardized records of each instructional opportunity that contains at least the student's name and ID.
- D. Each instructional opportunity will have a designated person responsible for program implementation and adherence to this policy and R & P.
- E. WCPSS will make information about instructional opportunities and eligibility readily available and accessible.
- F. Communities must know what opportunities are available for students and which students are getting the resources. Create a system/structure for what is available and who is accessing them. (Note: The intent is to have Community and Family Engagement facilitate communication and bridge communication gaps.)
- G. WCPSS student reports will be disaggregated by demographic subgroups and analyzed for systematic trends. When the data show possible bias in policy implementation an internal review will be conducted. (Note: The intent here is to convey that the data and review are made public, transparent, and readily available.)

- H. A summative equity review will be conducted on an annual basis.

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Supporting Student Performance to Meet Their Highest Potential

- A. The process for identifying student performance levels must include data from multiple sources such as: formative assessment, summative assessment, prevention and intervention strategies, enrichment or relearning opportunities, and other related protocols.
- B. Principals or designees will notify the parent(s) and student of the identified need and available supports. Notification will be made in writing as well as through other methods reasonably designed to achieve actual notice.
- C. WCPSS will provide a current, readily available and publicly accessible database or list of:
- Proven, effective intervention and enrichment strategies and resources.
 - Community resources to support student success.

(Note: The intent is not to name specific programs but to provide a list of effective intervention and enrichment strategies and resources.)

- D. WCPSS will provide services for students who are suspended so that they continue to progress toward content mastery and graduation.
- E. WCPSS will provide continuous professional development with respect to this policy.
- F. When the data indicates need, School Improvement Plans will address equity in curriculum, instruction and use of resources. *

*Ensure that F aligns with policy around School Improvement Planning and uses similar language

Note: The group recommends that there must be something promulgated here to ensure that the students with the largest gaps, are taught by the most highly effective teachers . Principals must use appropriate data sources to make this determination. The intent is not to address only with low-performing students. The equitable distribution of high performing teachers should exist among low and high performing teachers. See – WCPSS EVAAS research re: Algebra I and teacher effectiveness.