

Equity Considerations for Budgetary Decisions

School

Anishinabe

Based on budget reductions, what programs/ services/ positions will you reduce but not eliminate?

classroom AE- 40 hours- 35 hours in high 5 and health assistant reduced from 40-35 hours

Based on budget reductions, what programs/services/positions will you eliminate?

We will eliminate the SSPA position for Student Support/Behavior and replace with an AE position. This is due to budget constraints and the cost differential along with the priorities that have been identified with family, staff and community feedback.

We also eliminated 7 AE positions. This was in response to budget cuts in our regular budget but also our School Improvement Grant, which funded many of the AE classroom positions. We will still have 1 AE for every 2 classrooms and a full time AE in H5 and K classrooms.

What did you take into consideration when making these decisions?

- Family/ community feedback - 3 different opportunities and outreach times: Parent Teacher conference, Dance & Drum Night with a family feast and personal outreach from our Parent Liaison.
- Staff feedback - staff meetings and Instructional Leadership Team survey opportunities as well as online surveys.
- Student feedback - student surveys
- Research best-practice - Workshop models and appropriate coverage determined to facilitate this practice.
- Needs assessment - In depth work with our Instructional Leadership Team (reading, math and engagement) included ILT, whole staff, Site Council, and parent feedback input.
- AC2020 priorities - aligned in our School Improvement Plan, our School Improvement Grant and our Memorandum of Agreement for a Native American Best Practice Site goals.
- District equity plan and policy - in alignment with our equity goals.
- Student achievement - Assure that we still have support for our students during their Readers and Writers Workshop time as well as their Math Workshop time.
- Contract restraints
- None
- Other

Family/ community feedback;Staff feedback;Needs assessment;AC2020 priorities;Student achievement

What Acceleration 2020 goals did the programs/services/positions

that are being reduced or eliminated work towards?

1. Improved student outcomes
2. Equity
3. Student, family and community engagement
4. Effective teachers, school leaders and staff
5. Stewardship
6. Resources for students and schools
7. None

1. Improved student outcomes;2. Equity;3. Student, family and community engagement;4. Effective teachers, school leaders and staff;5. Stewardship;6. Resources for students and schools

Please list anticipated or possible harmful impacts of the reductions and/or eliminations you plan to make.

- There will be less time for 2 high five AEs to plan and write curriculum with the SSPA Dakota or Ojibwe Language teacher.
- We will have 7 less classroom AEs on staff. Many of these AEs were funded by the School Improvement Grant and then our regular school budget. We were impacted with a reduction in both the regular budget as well as our School Improvement Grant. We still have one classroom AE position for every two classrooms. Our priority is to support Reading and Math workshop.

Identify student groups that will be impacted.

- African
- African American
- American Indian
- Asian/Pacific Islander
- Hispanic
- White
- Students receiving special education services (SPED)
- Students receiving free or reduced price lunch (FRL)
- Students considered homeless or highly mobile (HHM)
- English Learners (EL)
- Advanced Learners (AL)
- Grade Level
- Males
- Females

American Indian;SPED;Grade Level

If students from a specific grade will be impacted, provide further detail.

High 5, potential for all K-5 but still well covered with AE support.

Describe your initial ideas, plans, and approaches for mitigating harmful impacts of this proposed action.

Shifting some work to other staff in preparing curriculum. Curriculum is further along in being built so need in high 5 for planning and writing curriculum for the Dakota and Ojibwe time is less. There is still a high need for staff members to be fluent in Dakota or Ojibwe in order to provide the conversational immersion setting.