

Equity Considerations for Budgetary Decisions

School

Green Central

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

Coaching program was reduced from 6 TOSAs to 5 TOSAs. Nurse was reduced from full-time to .5 (district-provided allocation). High Five AEs - classroom support were reduced from 4 AEs at 32.5 hours to 2 AEs at 30 hours.

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

2 Behavior Dean positions were eliminated (32.5 hours).

What did you take into consideration when making these decisions?

- Family/ community feedback
- Staff feedback
- Student feedback
- Research best-practice
- Needs assessment
- AC2020 priorities
- District equity plan and policy
- Student achievement
- Contract restraints
- None
- Other

Family/ community feedback;Staff feedback;Research best-practice;Needs assessment;AC2020 priorities;District equity plan and policy;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 4. Effective teachers, school leaders and staff; 6. Resources for students and schools

Please list anticipated or possible harmful impacts of the reductions

and/or eliminations you plan to make.

Anticipate harmful impact by having less teacher support. Moving from 6 coaches to 5 coaches means that teacher leaders will need to take on more grade level leadership responsibilities. We are brainstorming a new system to support our most struggling behavior students by utilizing our School Social Workers, School Counselor, and Grade Level Teams since we will be eliminating the behavior deans. Less nurse time could mean reduced services for our DCD students who have significant health needs.

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

African;African American;American Indian;Asian/ Pacific Islander;Hispanic;White;SPED;FRL;HHM;EL;Grade Level

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

All grades will be impacted by having less school level support. High Five has significant reduction in their classroom support.

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

We are in the midst of collecting input from families, students, and staff in order to create a comprehensive PSWE plan that involves social workers, school counselor, and the grade level team to meet the behavioral needs of students in the absence of behavior deans. School-level coach responsibilities will be split amongst 5 TOSAs instead of 6. Coaches will continue to focus on building the grade level team and individual teachers, to increase their ability to meet student needs within the classroom.