

## Equity Considerations for Budgetary Decisions

### School

Wellstone International High School

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

Each year, Wellstone allocates 5% of the total allocation to non-salary.

**2016-2017** 3,490,941 allocation 127,000.00 non-salary set-aside

**2017-2018** 3,568,343 allocation 75,000.00 non-salary set-aside

- Building 2.5% decrease was absorbed in the following 2 ways:
  - 1.5% (52,000) absorbed through non-salary allocation
  - 1% (35,683) absorbed through decrease in salary position, specifically, decreasing 1.0 to .4 World Language
- The decrease of non-salary by 1.5% or 52,000 will decrease the amount of non-licensed staff can utilize. This is particular to ***non-professional development***.
  - Non-Licensed Extended Time
    - Working one-on-one with students
      - Extended Learning after school, Saturday morning programming, and Winter/Spring Break
      - Tutoring
      - Mentoring students specifically newcomer students and graduates with college and scholarship applications
      - Supervising afterschool activities such as intramural soccer (male and female) and youth services.
      - Committing to Circles and Restorative practice. All ESPs are 40 hours per week to cover student contact hours and a little time before and/or after school. When they are asked to stay past contract hours, their pay becomes overtime. There is no way to decrease their positions to prevent overtime as students require staff support from 7:30am to 5:30pm each day.
    - Meeting with families who enter school before or after school hours. Often support staff must stay to meet with the parents about specific issues as all families require interpreters
    - Translating services. One parent teacher conference costs (external translators) 4000 per conference or 8000 Fall and Spring Conference. Added cost of paying extended/overtime for our own

staff lifts the cost to approx 9000 per parent teacher conference. This will have to be absorbed through non-salary for 2018 school year. See February Invoice below for our Spring Parent Teacher conferences

| <b>ARCH Language Network</b><br>1885 University Ave West<br>Suite 75<br>St. Paul, MN 55104<br>PH 651-789-7897 FAX 651-789-7898<br>TAX ID 88-0520269 |                    | <table border="1"> <tr> <th>Date</th> <th>Invoice</th> </tr> <tr> <td>02/28/2017</td> <td>59157</td> </tr> <tr> <td colspan="2">Terms - Net 45 Days</td> </tr> <tr> <td><b>Total Due</b></td> <td><b>\$ 3,954.00</b></td> </tr> </table> | Date | Invoice | 02/28/2017 | 59157 | Terms - Net 45 Days |  | <b>Total Due</b> | <b>\$ 3,954.00</b> |
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| Date                                                                                                                                                | Invoice            |                                                                                                                                                                                                                                          |      |         |            |       |                     |  |                  |                    |
| 02/28/2017                                                                                                                                          | 59157              |                                                                                                                                                                                                                                          |      |         |            |       |                     |  |                  |                    |
| Terms - Net 45 Days                                                                                                                                 |                    |                                                                                                                                                                                                                                          |      |         |            |       |                     |  |                  |                    |
| <b>Total Due</b>                                                                                                                                    | <b>\$ 3,954.00</b> |                                                                                                                                                                                                                                          |      |         |            |       |                     |  |                  |                    |

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

- Position cost increased across licensed and non-licensed positions
  - This extra cost was absorbed through the excessing of 1.0 literacy specialist (96, 485)
- Eliminate Winter Break and Spring Break Extended Learning as this is about 8000 in cost.
- Eliminate overtime for ESPs which will decrease the services that they provide listed above. This will impact the amount of translators available for students and families within the school, before and after school as well as during conferences. Typically, we have less than 20 minute wait for translators during conferences but this wait will be extended as we will not be able to afford outside translators for conferences and school events. This will save us about 8000 in cost.

**What did you take into consideration when making these decisions?**

Family/ community feedback; Staff feedback; Student feedback; Multilingual Framework

**What Acceleration 2020 goals did the programs/services/positions that are being reduced or eliminated work towards?**

1. Student, family and community engagement
2. Effective teachers, school leaders and staff
3. Resources for students and schools

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

100% of students who attend Wellstone are English Learners. Most are refugees or immigrants students. We have the highest number of unaccompanied minors within MPS high schools. The specific needs of our students require more than tangible resources and include time and human capital. By reducing the opportunity for staff to be able to be with students, to support their learning, and to provide basic social services, we are not meeting the first level of Maslow's hierarchy of needs. We understand that if we cannot meet their needs, we cannot expect them to perform in

school, academically or socially. Specific ways human capital affect the growth of our students:

1. One-on-one time to ask questions and to find out more information about the student. This includes former education background, specific physical and emotional past trauma, developing a plan or next step
2. Family/Parent mentoring time. Support staff often utilize their bicultural experiences to help newly-arrived parents or immigrant parents adjust to the United States. Parenting is different in the United States and it takes time to form a relationship with the family to the point that we can provide resources and advice to better support their student in school.
3. Time and human capital to find outside resources such as housing and government assistance so that students can stay in school consistently. This often includes helping the family find immediate housing, attending court with the parent, meeting with legal counsel with the family etc. This often will take many hours of which then causes a ripple effect in the workload of others. Eliminating overtime and decreasing extended time will reduce the amount of availability we will have for parents/families.

**Identify student groups that will be impacted.**

- African;
- Hispanic;
- SPED;
- FRL;
- HHM;
- EL

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

- Our staff will know that utilizing resources such as Donors Choose, Kids in Need store, grants and other community options will help mitigate our non-salary costs.
- We will be asking for funding from our partners instead of human capital.
- We will request families bring a translator (family member) if possible so we do not need to keep a support staff after hours.
- We will request Davis Center bilingual staff to come to Wellstone to help at conferences.
- We will be more communicative with our parents and stakeholders as to the impact of budget reductions and ask them to support our school through

various ways such as volunteering in the school.

At Wellstone, we insist on decreasing the opportunity gap as that will have an effect on decreasing the academic gap. In order to offer opportunities, specific to newly arrived refugee and immigrant students, there is cost in staff time and resources. We do not have a PTA or a foundation that can help with cost. Fundraising with a 97% FRL demographic does not work. We suspect the conversation will become larger and more intense once we start cutting opportunities for next year.