EQTXA Racial Equity Analysis For Budget Proposals

Date:	2/27/24
School Name:	J. Graham Brown School
Filtered by: (list the people involved)	SBDM Council - Dr. Angela Parsons, Mrs. Mayra Williamson, Ms. Jennifer Funk, Mr. Drew Paige, Dr. Kathleen Mattingly, Mrs. Ashley Cox-Smith, Mrs. Heather Anderson

Alignment to Racial Equity Tenet (indicate one or more):
- **Curriculum, Instruction, and Assessment**
- **Staffing and classroom diversity**
- **School Culture and Climate**
- **Programmatic Access**
- **Other (describe):**

REAP Questions	Responses
1. What is the **funding source** of this *budget proposal*?	Racial Equity Funds (and/or other funds?). Equity Funds - $223,900
2. What is the overarching **purpose** of the *budget proposal*?	**Describe how** you plan to use funds to address racial equity. To address RE, we are utilizing the funds for the following: ● Technology Resource Teacher - $81,900 ● Middle School Assistant Principal - $113,800 ● In-School Security Monitor (.794) - $28,200 Here's how each of the proposed positions can contribute to promoting racial equity: Technology Resource Teacher: Purpose: This role focuses on integrating technology into the curriculum to enhance learning experiences for all students, including those from diverse racial backgrounds. How it addresses racial equity: Access to technology is often unevenly distributed, with marginalized communities facing greater barriers. By employing a Technology Resource Teacher, the school can ensure that all students, regardless of their background, have equal access to technology resources and opportunities. This can

	help bridge the digital divide and provide equitable learning experiences.
	Research: According to a study published in the Journal of Research on Technology in Education, titled "Digital Equity and Educational Opportunity: A Critical Resource for Urban Schools," equitable access to technology can significantly impact academic achievement and improve opportunities for students from underserved communities.
	Middle School Assistant Principal:
	Purpose: This position is crucial for providing leadership and support to ensure the implementation of policies and practices that promote inclusivity and equity within the middle school.
	How it addresses racial equity: Assistant principals play a key role in shaping the school culture and enforcing policies that foster equity and inclusion. They can work closely with teachers, students, and families to address issues of bias, discrimination, and inequality. By having a dedicated assistant principal, the school can focus on implementing strategies specifically aimed at addressing racial disparities in academic achievement, discipline, and opportunities.
	Research: A report by the Learning Policy Institute titled "Understanding and Addressing Racial Disparities in Education" emphasizes the importance of school leadership in addressing racial disparities and fostering a positive school climate where all students feel valued and supported.
	In-School Security Monitor (.794 FTE):
	Purpose: This role involves maintaining a safe and supportive school environment by monitoring student behavior and addressing any safety concerns.
	How it addresses racial equity: Research shows that students of color, particularly Black and Latino students, are disproportionately subjected to harsh disciplinary measures, such as suspensions and expulsions, which can contribute to the school-to-prison pipeline and exacerbate racial inequalities. By having an In-School Security Monitor, the school can implement restorative justice practices and alternative disciplinary approaches that prioritize support and rehabilitation over punitive measures. This can help reduce racial disparities in discipline and create a more equitable and inclusive learning environment.
	Research: The American Psychological Association published a report titled "School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System," which highlights the importance of adopting evidence-based disciplinary practices that promote equity and fairness for all students.

	In summary, these three positions—Technology Resource Teacher, Middle School Assistant Principal, and In-School Security Monitor—can collectively contribute to advancing racial equity within the school by addressing disparities in access to technology, fostering an inclusive school culture, and implementing fair and supportive disciplinary practices.
3. What **unintended consequences** (racial inequities or others) could result from this *budget proposal*?	Unintended consequences are hard to determine because they are unintended. However, think critically/skeptically to **find two or three possible negative consequences** that could arise from these actions being taken. Certainly, critically analyzing the proposed budget request can reveal potential unintended negative consequences: Increased Stigmatization and Surveillance: While the intention behind hiring an In-School Security Monitor is to ensure safety, there's a risk of disproportionately targeting students of color for disciplinary actions. This may inadvertently exacerbate feelings of stigmatization and surveillance among marginalized students, leading to a hostile school environment. Instead of fostering trust and support, heightened security measures could contribute to the alienation of certain student groups. Technology Disparities Exacerbated: While the addition of a Technology Resource Teacher aims to bridge the digital divide, there's a risk that it may inadvertently widen disparities. For instance, if the school lacks a comprehensive plan to provide access to devices and internet connectivity for all students, those from lower-income families or marginalized communities might still face barriers to utilizing the technology effectively. Without addressing underlying infrastructure and access issues, the presence of a Technology Resource Teacher could accentuate rather than mitigate technology disparities. Leadership Misallocation: Adding a Middle School Assistant Principal may inadvertently shift the focus away from other critical areas of racial equity, such as curriculum development, teacher training, or community engagement. While school leadership is essential, overemphasizing administrative roles without addressing systemic issues may lead to a misallocation of resources. Additionally, if the assistant principal's role isn't clearly defined or integrated into broader equity initiatives, there's a risk of limited impact or duplication of efforts.

	Addressing these potential negative consequences requires a holistic approach that considers not only the intended outcomes but also the broader systemic factors influencing racial equity within the school. It's crucial to continuously assess and adapt strategies to minimize unintended harm and ensure that all actions contribute positively to creating an inclusive and supportive learning environment for every student.
4. Considering these unintended consequences, **which** racial or ethnic group will have the most concerns with this proposal or initiative? **How** will this racial group be inequitably affected by this *budget proposal*?	Sometimes even good intentions can cause unintended consequences. **Who** could be affected by these unintended consequences and **how will you take action** to minimize or eliminate these concerns? These groups could be impacted: Students, Teachers & Staff, Parents & Guardians To minimize or eliminate these concerns, proactive measures can be taken: Training and Professional Development: Provide comprehensive training and professional development opportunities for teachers, staff, and administrators on topics such as cultural competency, restorative justice practices, and inclusive technology integration. This will ensure that all stakeholders are equipped with the knowledge and skills necessary to support equity-focused initiatives effectively. Community Engagement and Transparency: Foster open communication and collaboration with parents, guardians, and the broader community to solicit feedback, address concerns, and co-create solutions. Transparency about the rationale behind budget decisions, as well as ongoing progress monitoring and evaluation, can help build trust and accountability. Continuous Monitoring and Evaluation: Implement mechanisms for continuous monitoring and evaluation of equity initiatives to assess their effectiveness and identify any unintended consequences. Regularly solicit feedback from stakeholders and be prepared to make adjustments as needed to minimize harm and maximize positive impact.
5. How have **stakeholders**, particularly those most impacted by this decision, been **meaningfully involved and informed** in the discussion of this *budget proposal*? How did the	**Discuss** the collaborative decision making and stakeholder involvement. **How** was feedback received and what stakeholder input influenced this budget proposal? During the Needs Assessment process with teachers and staff, it was apparent that these roles were needed. Our leadership team

process go? What was the feedback?	and PTSA had already presented district leadership with a proposal for a middle school assistant principal.

The budget committee, made up of teachers, the principal, and parents, developed the budget for RE funds that included the staffing listed above. The draft budget was shared with families in our weekly newsletter and at a PTSA meeting. For staff, the budget was shared in the staff newsletter.

The feedback received was positive for the proposal. The only negative feedback was from PTSA parents who felt that the Middle School Assistant Principal should have been funded by the district. They wanted the position. |
| 6. What **root causes** may be producing and perpetuating racial inequities associated with this *budget proposal*? How does this *budget proposal* address these inequities? | **Describe causes and/or identify data** to establish why this racial equity need exists. How does this budget proposal address these?

To establish the need for racial equity initiatives within the school and identify underlying causes, several sources of data and research can be considered:

Student Demographics and Achievement Data: We have gaps between our Black and brown students vs. our White students in enrollment and in achievement.

Discipline and Behavior Data: Black and brown students in our elementary and middle schools are disciplined at a higher rate than White students.

Access to Resources and Opportunities: Disparities in access to these technology resources can exacerbate achievement gaps and limit opportunities for students from historically marginalized racial and ethnic backgrounds.

School Climate and Culture Surveys: Our CSS shows gaps between our Black vs. White females (middle school) in sense of belonging.

The budget proposal addresses these racial equity needs by allocating resources to specific positions and initiatives aimed at addressing systemic barriers and promoting inclusivity:

Technology Resource Teacher: This position directly addresses disparities in access to technology by focusing on integrating technology into the curriculum and ensuring equitable access for all students. By providing support and |

	resources to enhance digital literacy and proficiency, the school can mitigate barriers to learning and empower students from underserved communities. Middle School Assistant Principal: The addition of an assistant principal with a focus on racial equity underscores the school's commitment to fostering an inclusive and supportive learning environment. This position can lead efforts to address disciplinary disparities, implement culturally responsive practices, and promote equity in school policies and decision-making processes. In-School Security Monitor: While traditionally associated with physical safety, the role of the security monitor in this proposal extends to promoting restorative justice practices and alternative disciplinary approaches that prioritize support and rehabilitation over punitive measures. By addressing disparities in disciplinary actions, the school can create a more equitable and inclusive school climate. Overall, the budget proposal aligns with the data and research findings by targeting resources and initiatives toward addressing systemic barriers, promoting inclusivity, and fostering racial equity within the school community.
7. **Who** (e.g., individual, department, team) is the main driver for improving racial equity for this *budget proposal*?	**Name** the people involved who are responsible for the success of investing these funds in the strategies identified in this budget proposal. Our SBDM Council: Admins - Dr. Angela Parsons, Mrs. Amy Thornton Parents - Mrs. Ashley Chesman, Dr. Raymond Green, Mrs. Ashley Cox-Smith, Mr. Shawndre Hamilton Teachers - Mrs. Samantha Priest, Mr. Drew Paige, Ms. Jennifer Funk, Mrs. Mayra Williamson, Dr. Kathleen Mattingly, Mrs. Heather Anderson Students - Ms. Peyton Jones, Mr. Hirsch Vagish

RACIAL EQUITY TENANTS

8. Which of the following Racial Equity Tenants is this budget proposal impacting?
Choose the ONE best metric that applies, if any. (optional)

Curriculum, Instruction, and Assessment
- Students enrolled in courses specifically designed to consider other cultures' contributions and perspectives
- Number of courses offered that consider cultural contribution and perspectives
- Students of color who are transition ready
- Students of color who are proficient or distinguished on KPREP in Reading & Math

Culture and Climate
- Number of staff participating in culturally responsive/equity professional development
- Suspensions for students of color
- Restraints for students of color
- Sense of belonging for students of color
- Students of color who are chronically absent
- Trust/Relationship with the families of students of color

Staff and Classroom Diversity
- Contracts with Minority/Women-owned businesses
- Number/percent teachers of color
- Number/percent administrators of color
- Retention of teachers of color

Programmatic Access
- Students of color identified as Gifted & Talented
- Students of color applying to magnet program(s)
- Students of color enrolled in magnet program(s)
- Students of color who completed higher level courses (AP, IB, Cambridge, dual credit)
- Students of color with qualifying score/grade (AP, IB, Cambridge, dual credit)
- Students of color participating in career pathways
- Students of color participating in summer/extended learning programs
- Number of college applications for students of color

Central Office Commitment
- Increase in funding to support students of color

To what degree will this policy or practice impact the metric identified above? (optional)	- **Little** - **Moderately** - **High**