

| Potential Cut | Impact on Student Learning |
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| <p>Math Coaches</p> <p>Job Description: https://docs.google.com/a/sudbury.k12.ma.us/document/d/1BNJKQURrVZw0UubGeZrICk_mUSNet1rQzsG6eRF2kRk/edit?usp=sharing</p> <p>Professional Reference on the role of Coaches:</p> <ul style="list-style-type: none"> • http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx | <p>Math Coaches:</p> <ul style="list-style-type: none"> • Support and coach teachers in the area of Tier 1 instruction with a focus on supporting differentiation. This includes both intervention and extension. • Are curators of resources - reviewing, vetting, and sharing high quality materials with teachers • Conduct benchmark testing for students in grade k-1 • Screen students referred to the Instructional Support Team and make recommendations to address student learning needs • Deliver professional development to general and special educators • Coordinate family outreach, including website maintenance and Family Math Night • Lead building based PLCs (Professional Learning Communities) • Lead data meetings • Collaborate with individual educators to plan for instruction, implement new curriculum, and model evidence-based instructional strategies <p>If eliminated or reduced: Decrease in ability to provide research-based resources for instruction, particularly intervention and extension in general education. Decrease in professional development. Decrease in support for teachers to meet student needs. Decrease of in-class support for students and teachers. Decrease in ability to conduct and analyze benchmark testing. Decrease in resources available to families.</p> |
| <p>Assistant Principals</p> <p>Job Description: https://docs.google.com/a/sudbury.k12.ma.us/document/d/1vFQSetTzYUOMTzHzDuqTKYza5gVU2xUAKASZJQkskUI/edit?usp=sharing</p> | <p>Assistant Principals:</p> <ul style="list-style-type: none"> • Provide for safety and supervision of students • Engage with students in school-wide activities • Participate as supervisors and evaluators of teachers and support staff • Provide learning opportunities for students at times when teachers collaborate (ie: class meetings, etc.) <p>If eliminated or reduced: Decrease in student supervision. Less opportunity for alternate learning experiences. Less opportunity for teacher collaboration time. Decreases our capacity to offer co-curricular activities. Increase in number of evaluations for existing administrators, decreasing their time for other student-centered activities. Increase in response time to student, staff, and parent complaints.</p> |
| <p>Building Assistants</p> <p>Job Description:</p> | <p>Building Assistants</p> <ul style="list-style-type: none"> • Provide classroom coverage for IST (Instructional Support Meetings), IEP (Individual Education Plan) and 504 Plan |

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| <p>https://docs.google.com/a/sudbury.k12.ma.us/document/d/1LVJQmz0wzgssqURd0UdJrUnARSGiT_GdGn7QpRNB-SA/edit?usp=sharing</p> | <p>meetings</p> <ul style="list-style-type: none"> • Serve as substitute teachers when substitute teachers are not secured • Support individual students, academically, behaviorally, emotionally • Provide supervision during less structured periods, e.g. lunch, recess, dismissal, arrival, school meetings • Cover front office staff duties, as necessary <p>If eliminated or reduced: Decrease in time for teachers to collaborate. Increase in need for substitute teachers. Less flexibility in scheduling parent meetings if lack of coverage for classroom teachers.</p> |
| <p>Central Admin Assistants</p> <p>SS Admin Assistant Job Description:</p> <p>https://docs.google.com/a/sudbury.k12.ma.us/document/d/1rne7MuyRD2pp6CPYKolacNcb9AKR_Zy5geVJZzVQZI/edit?usp=sharing</p> | <p>Central Administrative Assistant for Teaching & Learning::</p> <ul style="list-style-type: none"> • Manages professional development system • Coordinates logistics of professional development • Manages and processes tuition reimbursement • Processes all purchase orders for all curriculum areas and technology • Serves as liaison to SERF, Historical Society, Senior Center • Welcomes public to Central Offices • Supports Assistant Superintendent, METCO Director, and all Curriculum Coordinators and Specialists <p>Central Administrative Assistant for Student Services:</p> <ul style="list-style-type: none"> • Administrative support to Student Services office including answering phone, emails, order office supplies • Manage student registration process at central office level • Support special education process by receiving and processing submissions from team chairs and managing approval of forms • Manage all student services files including preparing record requests and organization • Prepare reports and data collections for DESE reporting • Maintains the following - IEP compliance tracking, Critical Case Spreadsheet, Out of District Case Spreadsheet and School-Based Student Input and Outcome Data Tables <p>If eliminated or reduced: Decrease in response time to staff and families. Compliance responsibilities would take precedence and need to be added to existing staff responsibilities, necessitating a decrease in other important services. Decrease in timeliness of processing of reports, orders, and reimbursements. Decrease in ability to partner with community organizations to support learning. Decrease in ability to provide professional development. May need to engage additional support during particularly busy times due to timelines/deadlines for compliance. Will need to consider hiring staff to manage School Committee agenda, notifications, and minutes if decreasing Central Office administrative assistant positions.</p> |
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| <p>House Administrators</p> <p>Job Description:</p> <p>https://docs.google.com/a/sudbury.k12.ma.us/document/d/1-Sn7J15IY6u2HoWza7cxXfN2uIZo8xfpHeQHxUeG6Y/edit?usp=sharing</p> | <p>House Administrators:</p> <ul style="list-style-type: none"> ● Provide for safety and supervision of students ● Engage with students in school-wide activities ● Participate as supervisors and evaluators of teachers and support staff ● Provide learning opportunities for students at times when teachers collaborate (ie: class meetings, pod talks, etc.) <p>If eliminated or reduced: Decrease in student supervision. Less opportunity for alternate learning experiences. Fewer adults to form connections with and support students. Decreases our capacity to offer co-curricular activities. Increase in number of evaluations for existing administrators, decreasing their time for other student-centered activities. Increase in response time to student, staff, and parent complaints.</p> |
| <p>Asst Business Manager</p> <p>Job Description:</p> <p>https://docs.google.com/a/sudbury.k12.ma.us/document/d/1bZ7Kytss-qA6eTwR1jmEH_1jSCEOZIGayi6mdpXouq8/edit?usp=sharing</p> | <p>The Assistant Business Manager:</p> <ul style="list-style-type: none"> ● Assists with payroll, entering all comp request forms, reviewing rates and appropriate accounts ● Manages state and federal reporting ● Manages accounts receivable ● Processes invoicing for building use ● Collects and processes user fees ● Collects and processes financial aid requests ● Assists in maintaining the Business and Finance page of the website ● Assists in Budget to Actual reviews and reconciliations ● Assists in Budget preparation ● Assists in writing Invitation for Bids (IFB), collects model IFB's, and ensures we follows all procurement regulations <p>If eliminated or reduced: Accounts receivable and invoicing will be done less frequently possible creating a cash flow issue in some accounts. Financial aid request will be processed less frequently resulting in parent frustration over reduced communication. Payroll comp sheets will have to be done by another position. State and Federal reporting will take priority over budget to actual reviews.</p> |
| <p>Early Childhood Administrator</p> <p>Job Description:</p> <p>https://docs.google.com/a/sudbury.k12.ma.us/document/d/1Aqt2WIPTL2rmCX0z26AUL6LPwxJo2r3EN3LLJk0vaW/edit?usp=sharing</p> | <p>The Early Childhood Administrator:</p> <ul style="list-style-type: none"> ● Partners with EI (Early Intervention) to ensure transition for servicing is in place; conducts regular transition meetings for referrals at age 2.5. ● Plans for scheduling of students, staffing, and resources for PK programs ● Connects with incoming and current families with questions/concerns ● Supervises staff: 10 Teachers, 12 ESPAS ● Runs professional Development for Early Childhood staff ● Writes and receives grants |

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| | <ul style="list-style-type: none"> ● Manages IEP grids/reviews IEPs & upholds standards for least restrictive mandate ● Manages tuition slots for PK program ● Gives tours & advertises community registrations ● Coordinates Child Find(mandated) activities, e.g. EI Open House, Preschool Outreaches, Community screenings, and district Kindergarten events: Kickoff to K ● Manages all Kindergarten registration ● Arranges all Early Childhood Transportation ● Playground planning ● Manages home Based Services <p>If eliminated or reduced: Need to distribute responsibilities among other administrators although site administration may also be reduced. Increase in number of evaluations for existing administrators. Decrease in ability to provide professional development. Decrease in responsiveness to the newest families to SPS.</p> |
| <p>Library/Media Paraprofessionals</p> <p>Job Description: https://docs.google.com/a/sudbury.k12.ma.us/document/d/16MwChkD52Ae4rp5th999X2TUkd7EzErFU4kLNHYq9p0/edit?usp=sharing</p> | <p>Library/Media Paraprofessionals:</p> <ul style="list-style-type: none"> ● Increase access to the library and circulation services by extending library hours outside of class periods ● Shelve books. The number of books students would be able to check-out would be reduced to compensate for reduced shelving time. ● Train and supervise parent and senior volunteers ● Coordinate the Massachusetts Children’s Book Award program, a program that stimulates students’ engagement with reading ● Coordinate the Birthday Book Program, a program which provides SPS with approximately \$2K of free resources a year. ● Generate overdue notices ● “Weed” the collections thereby keeping collections current ● Coordinate with the Goodnow Library and library associations ● Provide support to educators with resource identification, skill development and unit instruction ● Collaborate and co-teach units of study with classroom teachers ● Assist teachers in finding books related to content and at differentiated reading levels ● Serve as a liaison with public library to access resources <p>If eliminated or reduced: Decrease in student/teacher access to the library. Decrease in ability to participate in particular programs that yield additional library resources. Decrease in response time to teacher requests.</p> |
| <p>Reduction of FTE for Special Education/Student Services</p> | <p>This reduction will result in larger case loads for existing special education staff. If co-teaching is limited, benefits to all students are impacted as both general ed and special ed students benefit when they attend a co-taught class (general ed and special ed teacher plan for</p> |

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| | <p>and teach a class together, interacting with all students in the classroom). A reduction in student services such as counseling or other social-emotional supports will result in higher caseloads and may lead to diminished services offered to students.</p> |
| <p>Reduction of FTE for Reading Tutors (Elementary) and Intervention Coaches (Middle School)</p> | <p>This reduction will result in larger case loads for existing staff and may result in diminished services available for students who require literacy support.</p> |
| <p>Custodians</p> <p>Job Description:</p> <p>https://docs.google.com/a/sudbury.k12.ma.us/document/d/13ZjH8oXu0QZWP7kuPxBsL4W9iWyPzgVC6FNC4eBSXl/edit?usp=sharing</p> | <p>Custodians are:</p> <ul style="list-style-type: none"> ● Responsible for total cleanliness of the school building, including waste material/recycling removal, snow shoveling, sanding of walkways, security of all doors and windows ● Respond to requests and needs of staff <p>If eliminated or reduced: Decrease in cleanliness of buildings and preparation of safe environment during weather or other conditions that require attention. Decrease in ability to conduct evening school-based activities without additional costs.</p> |
| <p>Elementary Science Coach (proposed new position)</p> | <p>An Elementary Science Coach would be charged with:</p> <ul style="list-style-type: none"> ● Support educators in adoption of new MA (Science, Technology, Engineering) STE standards. ● Supporting the professional learning of elementary educators as the new standards will require educators to master new science content knowledge ● Co-teach during elementary science labs, as the new standards place a premium on practice standards and lab-based learning. ● Collaborate with the Science Curriculum Specialist to develop a substantial engineering component, as required by the new standards. ● Support educators with materials management and ordering <p>If not implemented: Support for classroom teachers in implementing new standards will be diminished. In class modeling and professional development will be limited. Our ability to enhance the engineering component of the new standards will be limited.</p> |