

Doing More with Less 2

The Climb is Steeper and the Stakes are Higher

As the Great Education Depression continues and school budgets get even tighter, the need for continued focus on 'Doing More With Less' is even more important. Stetson & Associates, Inc. is responding to requests for a very personalized examination of your staffing and other resource allocations, specific strategies for reducing costs and increasing effectiveness of services and supports for students.



- Want an objective review of your current budget allocations that is guided by effective practices and 'what works' in the real world?
- Need to identify specific cost-savings to implement on an immediate and long-term basis?
- Want a simple action plan with pros and cons listed for each recommendation to increase the accuracy of your decisions and the 'fit' for your district?
- Would you benefit from an external consulting group's presentation to principals and other key stakeholders regarding their role in improving efficiency, quality and impact of special education services?

Silver Level

Structured Observations of District/Classroom Practice

Budget Review & Comparison

Recommendations Summary

Estimated Cost:
\$3,000 - \$10,000

Gold Level

Everything in the Silver Package, PLUS:

Targeted Planning and Consultation

Training for Principals & Central Office Staff

CD of Resources to Support Action Steps

Estimated Cost:
\$7,500 - \$20,500

Platinum Level

Everything in the Silver & Gold Packages, PLUS:

Detailed Staffing Study

Technical Assistance to Implement Recommendations

Training for Department Staff and Coaches

End-Of-Year Review

Estimated Cost:
\$26,500 - \$68,500

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STETSON
& ASSOCIATES, INC.

www.stetsonassociates.com

Shortcuts to Effectiveness & Efficiency

Web-Based Professional Development or Blended Learning

Desired Practice	Connection to Cost	Benefits to Students	In Place in Your District? √	Stetson Online Course
1. Increase appropriate use of instructional accommodations.	Schools are still automatically assigning staff to provide support and continue to minimize or ignore needed accommodations that can be prepared in advance of instruction.	Increased academic and behavioral success; Less intrusive supports; Increased levels of student self-responsibility		<ul style="list-style-type: none"> Instructional Accommodations and Curricular Modifications: Bringing Learning Within the Reach of Every Student
2. Increase availability and effectiveness of collaborative planning time.	Without sufficient planning time, collaborative teaching models are significantly less effective. A valuable resource (certified teachers) is used poorly.	Instructional quality is increased; services are coordinated and linked to minimize wasted instructional time.		<ul style="list-style-type: none"> Collaborative Teaching Courses 1 and 2
3. Increase quality and impact of in-class supports provided by certified special education teachers.	Inclusive practices require that adult supports follow the students whenever appropriate. Certified special education teachers assigned to the general education classroom often as significantly under-utilized or inappropriately used.	The quality of personal supports in the general education classroom is significantly increased and academic supports are aligned with the general education curriculum. Students with disabilities are more successful in inclusive settings.		<ul style="list-style-type: none"> Collaborative Teaching Courses 1 and 2 New Models of Support Instructional Accommodations and Curricular Modifications Differentiated Instruction Courses 1 and 2
4. Increase quality and impact of paraeducator services through professional development and better supervision and monitoring.	Paraeducators represent a significantly under-utilized resource in schools. They are frequently exempted from professional development sessions and not monitored appropriately by a supervising teacher.	Paraeducators who are not properly trained and supervised do not provide appropriate assistance. Use of these paraeducators limit academic progress and interactions with typical peers.		<ul style="list-style-type: none"> Paraeducator Courses 1 and 2 Instructional Accommodations and Curricular Modifications
5. Discontinue or severely limit assignment of one-on-one paraeducators.	Although adult support may be needed for a very small number of students throughout the school day, the cost when not appropriate is prohibitive.	Use of 1:1 paraeducators can reduce time with a certified teacher, limit access to typical peers, and narrow the student's world.		<ul style="list-style-type: none"> Paraeducator Courses 1 and 2 New Models of Support: The Changing Role of Special Education Personnel

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6. Use an objective, student needs-based process for determining staffing and scheduling of personnel.	Without a 'student-needs based' approach, costly personnel decisions are typically inflated and determined through place or label-based decisions. This results in over-support or under-support; supports provided when not required, and a system that is impacted by principal pressure or political pressure.	Staffing decisions are made to benefit individual student needs. Academic and/or behavioral success increases. Services are equitably distributed on the basis of student need and students cannot be disadvantaged on the basis of the school they attend.		<ul style="list-style-type: none"> Responsible Scheduling Achieving Adequate Yearly Progress (AYP)
7. Expand options for staffing and avoid use of a single model of support.	Limited options result in over or under supporting students – costs can vary widely.	Services and supports provided to students flex on the basis of need – not predetermined model.		<ul style="list-style-type: none"> Responsible Scheduling Achieving Adequate Yearly Progress (AYP) New Models of Support
8. Ensure that all educators in the system are culturally competent.	Educators who are not culturally proficient over-refer culturally or linguistically diverse students for specialized programs and services, such as special education.	Use of culturally responsive teaching methodologies result in more successful students, more satisfied community and better futures.		<ul style="list-style-type: none"> Creating a Culturally Responsive Classroom: Cultural Competence, Authentic Relationships, and Effective Teaching Strategies
9. Ensure that all educators are skilled in differentiating instruction for today's diverse learners.	When teachers are not skilled in instructional strategies for diverse learners, including students with disabilities, the need for additional staff to support student needs is exaggerated.	Differentiated instruction offers increased options for accessing the general curriculum and for success in school.		<ul style="list-style-type: none"> Differentiated Instruction Courses 1 and 2 Multi-Level Instruction Instructional Accommodations and Curricular Modifications
10. Increase use of academic learning time (ALT).	If teachers waste valuable classroom time for non-instructional tasks or through poor classroom management skills, the perceived need for more staff increases.	Student achievement is positively linked to high proportions of academic learning time.		<ul style="list-style-type: none"> Achieving Adequate Yearly Progress (AYP): Unlocking the Secret of Student Achievement

