

Cost-Cutting Analysis: Searching for Opportunities

What are the teacher positions in your district that have the least impact on students? Can any of these be eliminated or the # reduced?

	Yes	No	If no, provide explanation or exceptions:	Opportunity for Cost Cutting? Provide specifics:
1. All special education teaching positions are assigned full-time to provide special education services? (i.e. coaches)				
2. All special education teachers are Highly Qualified in at least one content area in addition to their special education endorsement.				
3. The need for teachers in classrooms is determined solely on the basis of student need as specified with their IEPs.				
4. Schools assign teaching staff on a non-categorical versus categorical, or label driven basis.				
5. Instructional supports (accommodations, scaffolding, behavioral supports) are always considered before the need for special education personnel is considered.				
6. The district and each campus consider multiple service delivery options for students with disabilities and do not rely on a single service delivery model (ex. Inclusion only, resource, or co-teaching).				
7. The general education classroom is the reference point for planning for students with disabilities.				

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8. Content mastery as a service delivery option has either been eliminated or was never a consideration in our district.				
9. The district focuses on accessing the general curriculum and has not created special class periods designated for students with disabilities, such as a study skills class, etc.				
10. Class sizes, caseloads and workloads are monitored on a monthly basis to ensure equitable and appropriate numbers.				
11. Parental pressure or political pressure does not result in inequitable staffing allocations across campuses.				
12. Rtl services do not rely inappropriately on special education staff.				
13. Special education teachers allocate their time per IEP decisions.				
14. Special education teachers follow a schedule and can be located on the basis of that schedule throughout the day.				
15. Certified teachers do not fill roles that can be appropriately filled by trained paraeducators.				

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1. What is the proportion of 1:1 paraeducators to total number of paraeducators in the district? Is it limited to 5% or less?				
2. What is the proportion of paraeducators to teachers in the district? Is it less than 60%?				
3. Do you have a structured process for determining need for paraeducators?				
4. Are paraeducators spending at least 95%* of their time providing instructional supports?				
5. Do the paraeducator schedules match the needs of special education students?				
6. Does your district provide training and monitoring of positive behavioral supports to ensure that staff are not used to provide proximity control when behavioral strategies would be most appropriate?				

6100 COORDINATORS/SUPERVISORS

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	Yes	No	If no, provide explanation or exceptions:	Opportunity for Cost Cutting? Provide specifics:
1. Analyze caseload for each supervisor/coordinator and compare to state and comparable district averages.				
2. Monitor schedules to determine allocation of time across workload, i.e. amount of time devoted to campus support, IEP meetings, conferencing, meeting, professional development, responding to parents and crisis intervention.				
3. Review roles and responsibilities to determine any that can be eliminated or revised.				
4.				
5.				
6.				

6200 CONTRACTED SERVICES/CONSULTANTS/DIRECT SERVICE

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	Yes	No	If no, provide explanation or exceptions:	Opportunity for Cost Cutting? Provide specifics:
1. Identify contract position that provides either daily or weekly services to students, such as SLPs, OTs, PTs, etc; and replace with staff positions in 6100 if available.				
2. Review service delivery models used, such as individual student, small group, integrated support in the classroom to whole groups, and make adjustments, if possible, that meet student needs but reduce total number of hours for contracted personnel.				
3. Review potential to increase capacity building, such as moving to consultative services versus direct services when appropriate.				
4. Identify sources for student teachers, LSSP interns, and individuals working on diagnostician certification or on interpreter certification and create partnership with universities and other organizations that serve as sources for interns.				
5. Identify needs that consulting firms are currently addressing. Do you have in-house staff that can provide these same services at a lower rate?				
6. Identify any consulting needs that cannot be met by in-house staff and determine the extent to which these services are needed to meet your priorities and to build in-house capacity.				
7. Offer consultants immediate reimbursement for services in return for a lower daily rate.				
8. Seek perpetual licenses for some products to cap long-term costs.				

6400 PUPIL TRANSPORTATION AND OTHER COSTS

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	Yes	No	If no, provide explanation or exceptions:	Opportunity for Cost Cutting? Provide specifics:
1. Survey the number of students riding special transportation to determine if any of them can be moved to general transportation.				
2. Review any centralized units to determine if it is more appropriate and advantageous to move students to their neighborhood schools.				
3. Replace some or all on-site field trips with virtual field trips via two-way interactive video.				
4. Eliminate community-based instruction (CBI) trips at the elementary level.				
5. Reduce professional development travel.				
6. Rotate staff to attend necessary professional development sessions. Require staff to return with printed summary notes for dissemination to others on staff.				
7. Geographically assign itinerant staff to minimize distance and costs.				
8. Monitor staff travel patterns to identify trends that suggest additional cost savings.				