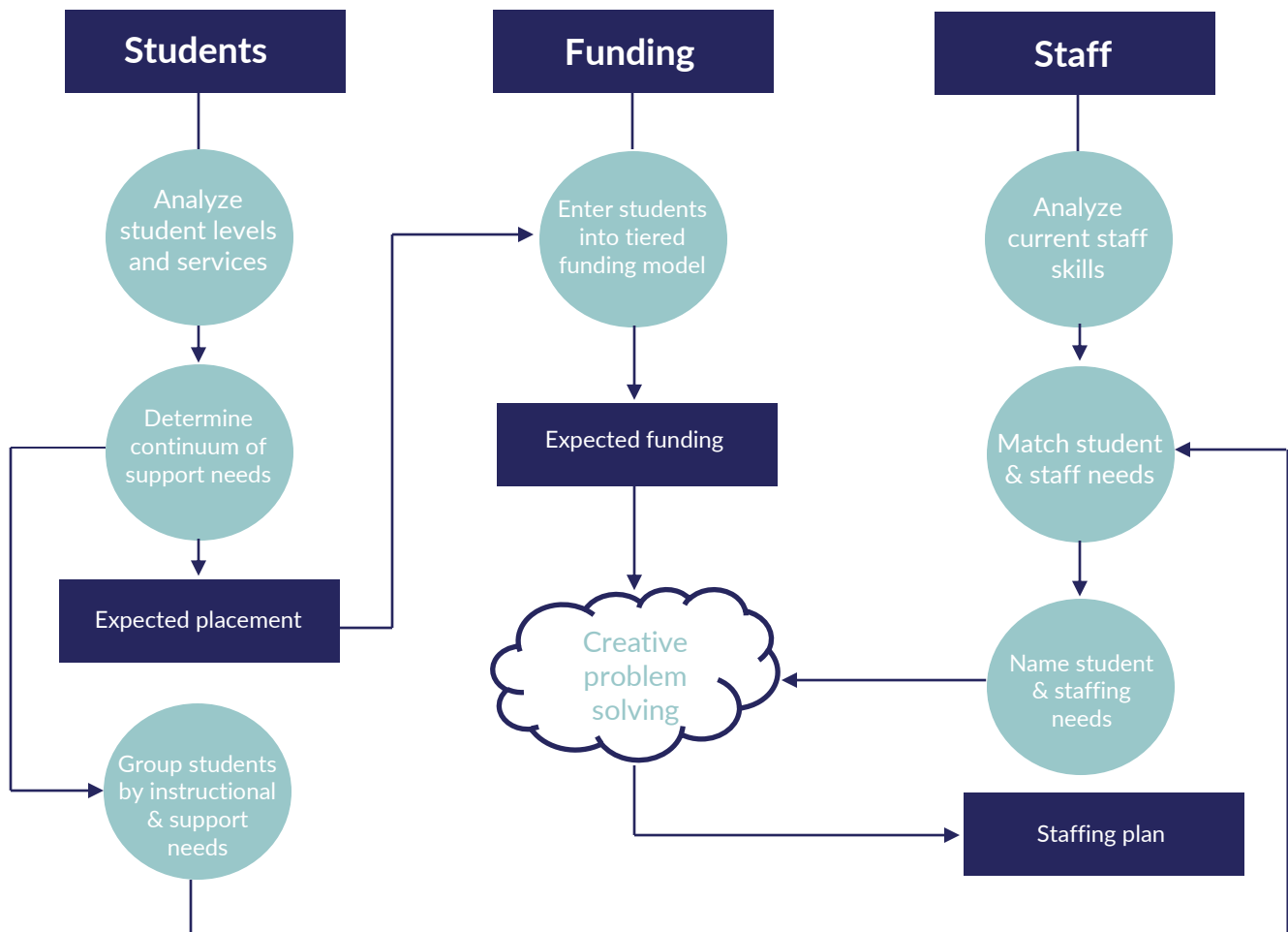


STUDENT-CENTERED STAFFING

THE CONCEPT

Student-centered staffing is a process of creating staffing plans and schedules that begins with individual student needs. We consider what the student body requires and allocate the resources we have based on those needs. Rather than create inflexible structures and attempt to fit students into those boxes, student-centered staffing allows schools to be flexible and responsive to changing needs and funding realities.

THE PROCESS



GUIDING QUESTIONS BY STEP

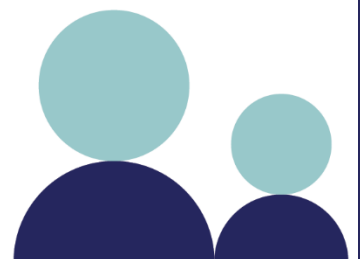
STUDENTS: What services are most likely to support our students' best possible outcomes in the next year?

CLASSIC STUDENT-CENTERED STAFFING

- Consider students individually: What does the data say about their progress and the appropriateness of current services?
- Where data indicates a need for change, consider what should be recommended to the IEP team for discussion: What services are most likely to support a student's best possible outcome?
- Look for patterns of support need across the school: Where can students be appropriately grouped for effective and efficient instruction?

STUDENT-CENTERED STAFFING FOR DISTANCE LEARNING

- Consider the impact of changes in the environment: How will the distance-learning plan interact with student's identified strengths and support areas?
- Consider previous experiences with distance learning and online platforms: What was most successful with this student? What skills were difficult to support in this context?
- Consider the skills and support needs of families as well: What level of support will the student's family need from school staff?
- Look for patterns of support need: What students or families can be grouped together by similar need?



GUIDING QUESTIONS BY STEP CONT.

FUNDING: What resources do we have to meet student need?

CLASSIC STUDENT-CENTERED STAFFING

- How do student's expected placement impact the school's differential funding formula? Consider eligibility for High Cost Funding.

STUDENT-CENTERED STAFFING FOR DISTANCE LEARNING

- What additional resources or grant funding are available? How can the school seek out additional funding to support distance learning support needs?



STAFF: How can we schedule, train and hire for the best possible array of services for all students?

CLASSIC STUDENT-CENTERED STAFFING

- Name who is on your student support team. Be sure to include support staff, leaders and service providers as well as teachers.
- What skills and knowledge exist on your current team?
- What specific student needs align with the strengths of your current team? How can current staff strengths be leveraged to have the greatest impact on student outcomes?
- What new positions or training would you need to invest in to serve the current student population?

STUDENT-CENTERED STAFFING FOR DISTANCE LEARNING

- Expand the definition of your team. Are there support staff whose regular work will be disrupted who can be incorporated into student support? What skills or knowledge do families possess?
- When considering staff skills and knowledge, identify staff with strong family relationships, comfort with technology and online platforms as well as special instructional knowledge.
- Consider both the match between strengths and needs and current relationships when matching staff and students.

GUIDING QUESTIONS BY STEP CONT.

CREATIVE PROBLEM SOLVING: Involve stakeholders in the development of solutions.

CLASSIC STUDENT-CENTERED STAFFING

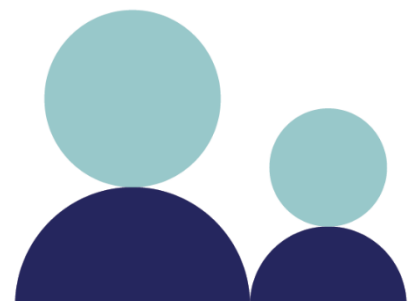
- Identify stakeholders: who will be directly or indirectly impacted by staffing changes?
- What gaps have we identified?
- What are the possible solutions?
- How are proposed solutions aligned with our school-wide priorities?

STUDENT-CENTERED STAFFING FOR DISTANCE LEARNING

- Include families in your conversation. Ensure they are comfortable and confident in the role assigned them.
- Commit to re-visiting and adjusting plans as new needs or issues arise.
- Identify back-up plans for each responsibility to ensure support continues if someone becomes ill.



THE RESULT: A STAFFING PLAN THAT STRATEGICALLY DISTRIBUTES RESOURCES AND LEVERAGES STAFF IN ORDER TO ENSURE ALL STUDENTS ARE ABLE TO ACCESS GRADE LEVEL CONTENT AND ACHIEVE THEIR BEST POSSIBLE OUTCOME.



RESOURCES DETERMINING LRE



STUDENT PLANNING MATRIX



CLASSROOM ACTIVITY ANALYSIS

STAFFING WORKBOOK SAMPLES

Student Analysis

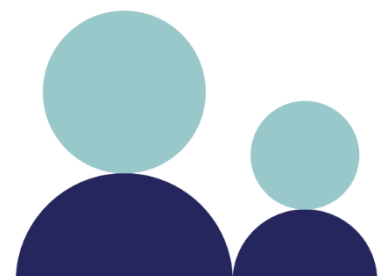
1. Student Information			2. Present Levels and Services								
Grade	First Name	Last Name	ELA Present Level and Most Recent Progress	Math Present Level and Most Recent Progress	Minutes received in ELA (specify setting)	Minutes received in Math (specify setting)	Does the student receive SLP services?	Number of counseling minutes received?	Other special service minutes	Total SPED minutes (including all related services)	Based on data, are needs being met with current minutes?

Strategic Grouping

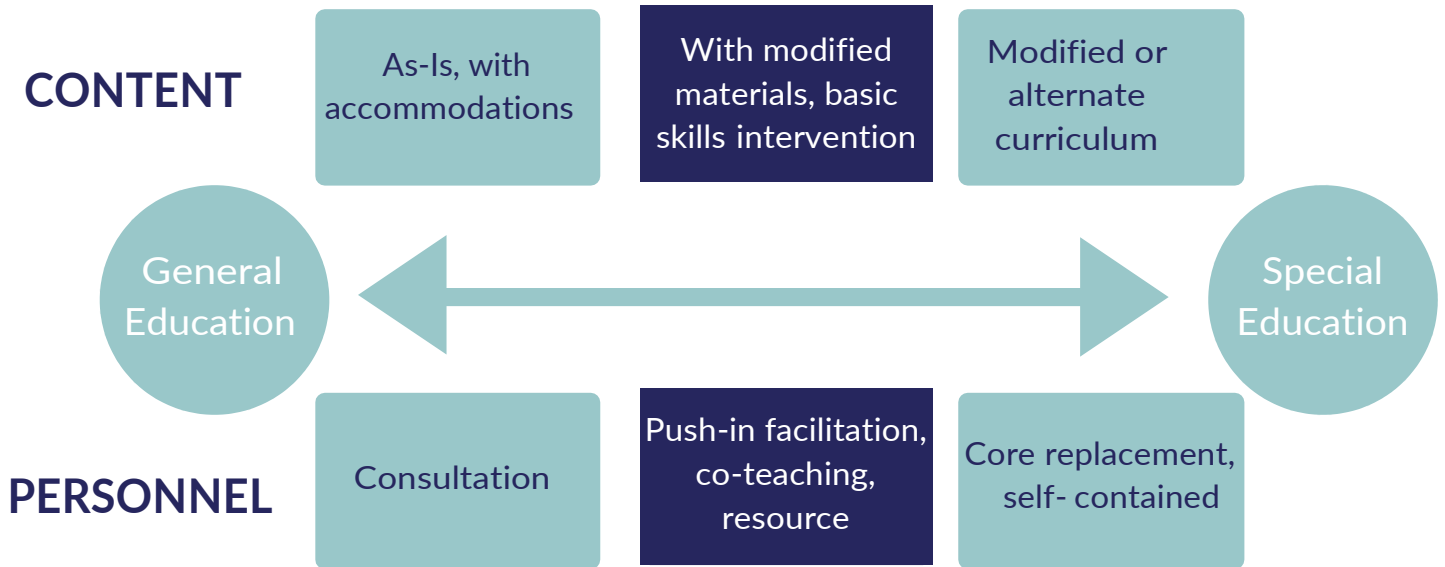
	Include SLI (Language processing)	ELA Consult	ELA Push-In (specify ST or PE)	ELA Co-Teach	ELA Resource / Intervention	ELA Core Replacement	ELA Alt Standards
K							
1	4		TM, AR, PH		TM, AR		SR
2	5	NA, ON			GB		BY, NH
3	9	ZD, QT		JL, TR, SK	TR, SK	PP, DR	OT, PE
4	9	VV			HR, KK	FF, WT, NM, TY, ET	TT

Student-Centered Staffing

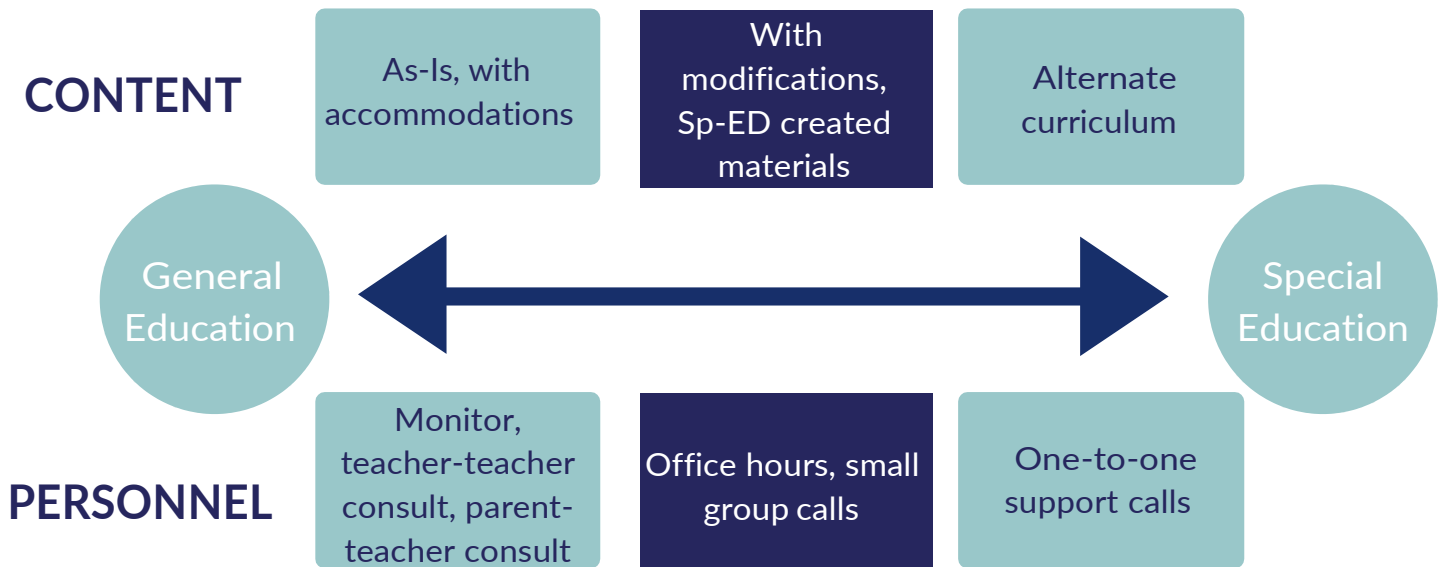
A 2020 SELF OPEN-SOURCE TOOLKIT



IN-PERSON CONTINUUM OF SUPPORT NEEDS



DISTANCE CONTINUUM OF SUPPORT NEEDS



Student-Centered Staffing

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ADDITIONAL WEB RESOURCES



STAFFING GUIDANCE DOCUMENT

From the Louisiana Department of Education



EFFECTIVE SPECIALLY DESIGNED INSTRUCTION (SDI) WITHIN THE DISTANCE LEARNING ENVIRONMENT: WHAT IN THE WORLD DOES THAT LOOK LIKE?

From the TIES Center



DISTRICT RE-ENTRY STRATEGIES:KEY TRADE OFFS CALCULATOR

From ERS Strategies



COVID COMEBACK SCHOOL MODEL

From ERS Strategies

Student-Centered Staffing

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