

Services for Exceptional Children
JAN Allocations Projections- PHASE I

ENTIRE PROCESS

PHASE	DETAILS
Phase I (November) <ol style="list-style-type: none"> 1. Train Staff on JAN Allocation Projection Process 2. Make Student Projections 3. Complete School Projections Worksheet 4. Analyze Student Data 5. Set-up Schedule 6. Create SEC Schedule 	When: <ul style="list-style-type: none"> • November 6 - 11 Purpose: <ul style="list-style-type: none"> • Completion of the Projection Worksheet Actions: <ul style="list-style-type: none"> • Case Manager Projections Form • School Projection Worksheet • Special Ed Schedule
Phase II (December) <ol style="list-style-type: none"> 7. Complete Segment Sheets 8. Complete Big Picture 	When: <ul style="list-style-type: none"> • December 4 - 18 Purpose: <ul style="list-style-type: none"> • Creation of the segment sheets based on the projected schedule created from the projections worksheet Actions: <ul style="list-style-type: none"> • Segment Sheets • Big Picture
Phase III (January – May) <ol style="list-style-type: none"> 9. Set up recurring meetings with School leadership to review the SEC Schedule 10. Build out Master Schedule using the SEC Schedule as the foundation 	When: <ul style="list-style-type: none"> • January - May Purpose: <ul style="list-style-type: none"> • Influencing the school scheduling process Actions: <ul style="list-style-type: none"> • Special Education Schedule

PHASE I (November)

STEPS/TASKS

⇒ STEP 1: Train School Staff on JAN Allocations Projections Process

1. Review PowerPoint provided by SEC
2. Update PowerPoint provided by SEC
 - Slide 1: Enter your name
 - Slide 12: Enter the DUE date
 - Slide 13: Enter your contact info
3. Redeliver PowerPoint to school-based staff

⇒ STEP 2: Make Student Projections

1. Case Manager reviews Case Manager Guide
2. Case Manager then completes the Case Manager Projections Form (electronically)
3. Case Manager sends form to IST

⇒ STEP 3: Complete Projections Worksheet

1. Copy & Paste the student data into the **appropriate** School Projections Worksheets:
 - YOUR SCHOOL
 - Students with your school listed in Column A
 - Student moving to next grade within the SAME school
 - Student is being retained
 - Receiving School
 - Students with "MATRICULATING" listed in Column A
 - Student is matriculating to K (in another school), MS, or HS
2. Sort Column A alphabetically (A to Z)
3. Copy & paste your school into your School Projections Worksheet from each Case Manager's sheet
4. Determine where students who are listed as matriculating are going
5. Copy & paste matriculating students into their correct receiving school within the IST Portal
6. Update Column A with your school name (NOT THE RECEIVING)

⇒ STEP 4: Analyze student data

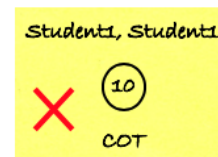
1. Review data components
 - The data boxes on the left of the sheet are for informational purposes
 - **Service & Grade Breakdown** - # of students/periods within each grade level needing a specific service type
 - **Subject & Service Breakdown** - # of students within each subject area needing a specific service type
 - **Disability & Grade Breakdown** - # of students within each disability category across each grade level
 - The colored data box on the bottom of the sheet cross references all the data
 - **Subject, Service, & Grade Breakdown** - # of students within each grade level, by subject area, needing a specific service type
 - The top right data box provides you will critical information for the scheduling process
 - **Breakdown of the # of classes needed** - # of classes/periods needed by grade level, content area, AND service type
 - **MOST IMPORTANTLY** – the TOTAL # of classes needed across the SEC Schedule

2. Enter the number of INSTRUCTIONAL periods for both teachers and paraprofessionals
 - This is the number of periods that the teacher/para instructs students (do not include: Planning, Lunch, PLC)
 - This will output the # of staff needed to cover the classes
 - **What if the number on the Projections Worksheet does not equal the current allocation at my school?**

< or >	TO DO
LESS than current allocation	<ul style="list-style-type: none"> ➤ Start building your schedule with the # of staff on the projections worksheet ➤ Then once you start placing students, only add staff after you have attempted to maximize teacher/student ratios <ul style="list-style-type: none"> ➤ DO NOT EXCEED CURRENT ALLOCATION (<u>the # of special ed teachers and paras your school currently has</u>)
MORE than current allocation	<ul style="list-style-type: none"> ➤ Start building your schedule with your current allocation # ➤ Then once you start placing students, only add staff after you have attempted to maximize teacher/student ratios (8 or MORE students) <ul style="list-style-type: none"> ➤ DO NOT EXCEED PROJECTION WORKSHEET

⇒ STEP 5: Set-up schedule

1. For each content (COLOR), determine how many stickies you will need
2. Create a stickie for each service that a student has within each content (COLOR):
 - a. Student's Name
 - b. Grade Level (CIRCLE)
 - c. Service Type: CON, SI, COL, COT, RES
3. On each stickie, place a colored mark (dot or X) to represent the color of the content area
 - a. Using the Stickie Boards (optional), group the stickies by grade level, content, and service type
4. Place 1-3 pieces of chart paper on the wall (Landscape) next to each other
5. Based on the # of staff needed from earlier, label the teachers AND paras horizontally across the top of the chart paper
6. Draw vertical lines between each teacher from top to bottom
7. Label the # of TOTAL periods vertically in the leftmost column
8. Draw horizontal lines between each period from left to right to create cells (CLASSES)
9. Shade the last row of ALL teachers, but NOT paras
 - a. The shaded row represents a planning (not the actually planning that will be scheduled)
 - b. This allows you to place students in Supportive Instruction across the full instructional day



➤ SEGMENT GUIDELINES

- # of segments (periods) per teacher
 - **6 period schedule:** 6 segments, a minimum of 5 instructional segments
 - **7 period schedule:** 7 segments, a minimum of 5 instructional segments
 - **Block/A-B schedule:** 8 segments across two days, 6 instructional segments
- # of students per segment across contents and grade levels
 - *Best practice states there should be no more than 2 preps per segment in an IRR resource/pull-out class*
 - **When possible, schedule a minimum of 8 students per segment**

