Services for Exceptional Children
Scheduling

Guidelines

- Put students with disabilities in the master schedule first
- Try to schedule a minimum of 8 students with disabilities per period (WHEN POSSIBLE)
- Recognize that general education teachers should only have one co-teaching partner
- Recognize that special education teachers can only have 2-3 partners for co-teaching
- Ensure that those who schedule also know the guidelines and will continue to follow them throughout the year
- Avoid over-scheduling special educators to the point they cannot be effective. Schedule by subject matter, by grade, by professional learning community (PLC), or by caseload
- Consider the physical placement of co-teachers and their respective classrooms
- Group students with disabilities into one section but choose a high achieving instead of a low achieving section
- Schedule students with disabilities individually
- Try for coinciding planning time when possible (grade level, title teacher, special education)
- Schedule classes with a balance of ability levels (don't group all nonreaders into one class)
- Enable students who might fall through the cracks to get special education support in inclusive classes
- Use paraprofessionals to assist in covering general education settings

(Murawski and Dieker, 2013) (Dieker, 2007)

Best Practices

1. Identify scheduling team
2. Determine level of support needed, analyze student needs
3. Determine the number of classes based on levels of support needed
4. Select general and special education teachers
5. Designate common planning times for teachers
6. Enter classes and common planning times into the master schedule
7. Add other classes in which students with disabilities will be enrolled
8. Schedule students with disabilities first

Adapted from (Stetson & Associates, 2012), (Friend, 2008)

STEPS/TASKS

⇒ STEP 1: Enter student data

1. Complete the SEC Projections Worksheet (tab 1)
   - Enter the school name (drag & drop)
   - Enter the last & first name of the student
   - Enter the 19-20 grade level and primary disability of the student
   - Enter the services for each content area as listed in the student's IEP

Abbr.	Instructional Style	Definition
CON	Consultative	Student is instructed in the General Education with a GE Teacher and support from a SE Teacher less than 50% of the time
SI	Supportive Instruction	Student is instructed in the General Education classroom with a GE Teacher for 100% of the time AND a Para for 100% of the time
COL	Collaborative 1 – 1SET, 1GET	Student is instructed in the General Education classroom with a GE Teacher 100% of the time AND a SE Teacher for 50% of the time
COT	Co-Teaching	Student is instructed in the General Education classroom with a GE Teacher for 100% of the time AND SE Teacher 100% of the time
RES	Resource	Student is instructed in the Special Education classroom with a SE Teacher for 100% of the time

   - Enter the Y/N for Speech and Related Services as listed in the IEP

⇒ STEP 2: Analyze student data

2. Analyze the data on tab 2
   - 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
   - Program Classes
     - We are working on this formula…COMING SOON!!!
   - Related Services
     - P# of students with Speech and/or related services (AT, OT, PT)
   - 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
3. 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

⇒ STEP 3: Set-up schedule

4. For each content (COLOR), determine how many stickies you will need
5. Create a stickie for each service that a student has within each content (COLOR):
6. On each stickie, place a mark (dot or X) to represent the color of the content area
7. While creating stickies, remember to group them by grade level, content, and service type
8. Place 1-2 pieces of chart paper on the wall (Landscape) next to each other
9. Based on the # of staff needed from earlier, label the teachers horizontally across the top of the chart paper
10. Draw vertical lines between each teacher from top to bottom
11. Label the # of instructional periods vertically in the leftmost column
12. Draw horizontal lines between each period from left to right to create cells (CLASSES)

⇒ STEP 4: Create SEC schedule

13. Place the stickie notes on the chart paper according to grade level, content area, AND service type
    CONSIDER:
    ➢ You may choose to keep teachers within a content area across multiple grade levels or put teachers by teams across content with no more than 2 content areas.
        ➢ Our recommendation is that ELA/SS are paired and Math/Science are paired.
    ➢ Once you have a **minimum of 8 students per class period**, you may add additional instructional periods until all services have been placed on the chart.

12. STEP 5: Collaboration

14. Take this to your master scheduling team in order to build out the master schedule **based on the schedule driven by services for SWD**

    NOTE: *If you have ESOL in your building, your ESOL teacher should be doing this for his/her students as well*