Special Education Staff Scheduling Analysis

Materials needed:

- Chart/butcher paper;
- Colored post-it notes;
- Schedules of service from student’s IEPs;
- Student class schedules; and
- Teachers’ and paraprofessionals’ daily schedules.

Elementary Campuses – Inclusion and Resource/Pull Out

Step 1:
Assign one color of post-it note to each subject/instructional support area in which special education services are provided (i.e., blue for math, green for behavior support, etc.) Either use a separate color to distinguish services provided in a special education setting from services provided in a general education setting or use a marker/highlighter to mark post-its to indicate services that are scheduled to be delivered in a special education setting.

1. From the IEP schedule of services, write one post-it per student per subject/support received to indicate each instructional service the student is scheduled to receive. For example, if Student 1 is scheduled to receive 30 minutes of support per week in math, use the math post-its, write the student name, the amount of service, and the service type (i.e., John Smith, math general education 30 minutes per week).

2. From student class schedule, indicate on the post-it note the student’s grade level and teacher of record for the class (i.e., 5th grade, Smith).

3. From special education teachers and/or paraprofessionals’ daily schedules, notate which special education provider is scheduled to provide the service.
   - Includes indirect service that has a scheduled frequency and duration, such as consultation with general education teachers.
   - Does not include general education courses/services in which no special education services are required by the IEP.

Step 2:
Once all post-its for the campus are created, use the chart paper/butcher paper to plot them out.

1. Per service provider (teacher/paraprofessional), “map” out their day by putting post-it notes on each time period to represent the students served during that time period.

2. Include notations of conference times and other planning/preparation times for teachers.
3. Include notations of lunch times for all personnel.
4. Include notations of other duties that are regularly scheduled (i.e., lunch supervision, etc.)

**Step 3:**
Assign Analyze the distribution of students and staff. Considerations include:

1. Do all classes have a teacher available to provide direct instruction?
2. Does current scheduling allow for all students to receive the required frequency and duration in their IEPs?
3. Are services being delivered that are not required by (or in excess of what is required by) the IEPs?
4. Do all teachers have a daily conference period?
5. Are workloads of all teachers and paraprofessionals balanced/equitable?
6. Are students scheduled in courses in ways that are logical (i.e. are students grouped to allow for delivery of services in an efficient manner)?
7. Are teachers assigned for support in ways that are logical (i.e. by content area, by grade level, etc.)?

**Secondary Campuses - Inclusion and Resource/Pull Out**

**Step 1:**
Assign one color of post-it note to each subject/instructional support area in which special education services are provided (i.e., blue for math, green for behavior support, etc.) Either use a separate color to distinguish services provided in a special education setting from services provided in a general education setting or use a marker/highlighter to mark post-its to indicate services that are scheduled to be delivered in a special education setting.

1. From the IEP schedule of services, write one post-it per student per subject/support received to indicate each instructional service the student is scheduled to receive. For example, if Student 1 is scheduled to receive 30 minutes of support per week in math, use the math post-its, write the student name, the amount of service, and the service type (i.e., John Smith, math general education 30 minutes per week).
2. From student class schedule, indicate on the post-it note the student’s grade level, teacher of record for the class, and period of the class (i.e., 5th grade, Smith, 7th period).
3. From special education teachers and/or paraprofessionals’ daily schedules, notate which special education provider is scheduled to provide the service.
   a. Includes indirect service that has a scheduled frequency and duration, such as consultation with general education teachers.
   b. Does not include general education courses/services in which no special education services are required by the IEP.
Step 2:
Assign. Once all post-its for the campus are created, use the chart paper/butcher paper to plot them out.

1. Per class period, “map” out the services provided for students by putting post-it notes on each class period to represent the students served during that time period.
2. Arrange post-its in rows by course/section in which students are served (i.e., First Period English I, Johnson; First Period, English I, Garcia, etc.)
3. If space allows, arrange in columns to represent the special educator providing the service (i.e., all services provided by Teacher A are in one column, all services provided by Teacher B are in the next column, etc.)

For example:

<table>
<thead>
<tr>
<th></th>
<th>SE Provider 1</th>
<th>SE Provider 2</th>
<th>SE Provider 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st period</td>
<td>(applicable post-its, arranged by section)</td>
<td>(applicable post-its, arranged by section)</td>
<td>(applicable post-its, arranged by section)</td>
</tr>
<tr>
<td>2nd period</td>
<td>(applicable post-its, arranged by section)</td>
<td>(applicable post-its, arranged by section)</td>
<td>(applicable post-its, arranged by section)</td>
</tr>
<tr>
<td>3rd period</td>
<td>(applicable post-its, arranged by section)</td>
<td>(applicable post-its, arranged by section)</td>
<td>(applicable post-its, arranged by section)</td>
</tr>
</tbody>
</table>

Step 3:
Assign. Analyze the distribution of students and staff. Considerations include:

1. Do all teachers have a daily conference period and other planning times (as applicable to the district/campus)?
2. Do all providers have a daily duty-free lunch?
3. Do all classes provided in a special education setting have a teacher available to provide direct instruction?
4. Does current scheduling allow for all students to receive the required frequency and duration in their IEPs?
5. Are services being delivered that are not required by (or in excess of what is required by) the IEPs?
6. Do all teachers have a daily conference period?
7. Are workloads of all teachers and paraprofessionals balanced/equitable?
8. Are students scheduled in courses in ways that are logical (i.e. are students grouped to allow for delivery of services in an efficient manner)?
9. Are teachers assigned for support in ways that are logical (i.e. by content area, by grade level, etc.)?
Self-Contained Classrooms (Life Skills, etc.)

Step 1:
Assign one color of post-it note to every class/subject in which the student is in the special education setting. Assign a separate color for any class/subject in which the student is in the general education setting.

1. From the IEP schedule of services, write one post-it per student per class/subject in which the student is located in the special education setting (i.e., John Smith, math Life Skills).
2. Indicate on separate post its any class/subject in which the student is in a general education setting (i.e., John Smith PE General Education).

Step 2:
Once all post-its for the campus are created, use the chart paper/butcher paper to plot them out.

1. Per classroom, “map” out the day by putting post-it notes on each time period to represent the students served during that time period.
2. Include notations of conference times and other planning/preparation times for teachers.
3. Include notations of lunch times for all personnel.
4. Include notations of other duties that are regularly scheduled (i.e., lunch supervision, etc.)

Step 3:
Analyze the distribution of students and staff. Considerations include:

1. Do all classes provided in a special education setting have a teacher available to provide direct instruction?
2. Does current scheduling allow for all students to receive the required frequency and duration in their IEPs?
3. Are services being delivered that are not required by (or in excess of what is required by) the IEPs?
4. Do all teachers have a daily conference period?
5. Are workloads of all teachers and paraprofessionals balanced/equitable?
6. Are students scheduled in courses in ways that are logical (i.e. are students grouped to allow for delivery of services in an efficient manner)?
7. Are teachers assigned for support in ways that are logical (i.e. by content area, by grade level, etc.)?