

Scheduling RTI and Special Services in Elementary Schools: No More "When Can I Have Your Kids?"

SCHOOL
SCHEDULING
ASSOCIATES

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What are the Scheduling Needs for RTI?

- ❖ **A Master Schedule (Not just PE, art, music, lunch and recess schedules)!**
- ❖ **Encore Classes Scheduled to Preserve Large Blocks of Core Time and Common Planning Time**
- ❖ **A Period (or Periods) for Tier 2 Intervention and Enrichment (I/E)**
- ❖ **A Well-Thought-Out Plan for the Scheduling Special Service Providers**
- ❖ **Occasional Extended Planning Blocks for PLC Work**



MASTER SCHEDULE GOALS

- ❖ To provide consistency in the elementary instructional day and in the implementation of the district curriculum
- ❖ To protect instructional time for the optimal delivery of both core and encore curricula
- ❖ To provide time for special services (SPED, ESOL, etc.), intervention and enrichment programs within the school day that supports core instruction and accountability requirements
- ❖ To provide daily grade-level planning time for all teachers



MASTER SCHEDULING STEPS

1. Form a scheduling committee that includes grade level representatives, an encore representative, and special service providers. It helps if several committee members have the “scheduling gene.”
2. Determine time allocations for all subjects/grade levels including academic time, time for encore, the number and length of Intervention/Enrichment periods, and lunch/recess.
3. Determine the encore rotation. Consider personnel shared between/among buildings.
4. Consider your special service providers (special education, ESOL, Title 1, gifted, instrumental music, etc.) that are shared across multiple grade levels and devise a plan which specifies the amount of time they will spend in each aspect of their deployment. Place a line on the schedule for each provider.
5. Begin scheduling encore blocks.
6. Begin to schedule academic blocks for grade levels in tandem with scheduling their special service providers working from the most restrictive to the least restrictive scheduling requirements. Start with the most restrictive situation (i.e a departmentalized grade, a special program requirement, a special education teacher shared in two or more grades).
7. Schedule intervention/enrichment (I/E) blocks as part of Step 6.
8. Schedule lunch/recess as part of Step 6.
9. Steps 5-8 are completed with the “Goals” in mind, moving back and forth through the steps until the “best” schedule is created. (The order of steps 5-8 often must be changed; creating the schedule is less linear than one would think.



ELEMENTARY SCHEDULING TERMS

- ❖ Encore Teachers-”Specials” like art, music, physical education, etc.
- ❖ Special Service Providers-special education, Title 1 reading and math, ESOL, gifted, and instrumental music and other instructors who provide instruction to some students, but not all.
- ❖ I/E- Intervention/Enrichment Period
 - ❖ Intervention
 - ❖ Based upon identified (data-driven) skill needs
 - ❖ Focused on literacy and mathematics
 - ❖ Provided by a variety of personnel, including classroom teachers and special service providers.
 - ❖ Enrichment
 - ❖ Provided for students proficient in literacy and mathematics
 - ❖ Focused on moving proficient students to advanced proficiency
 - ❖ Organized around enrichment units in science, social studies, writing, etc.
 - ❖ Staffed by a variety of personnel, such as gifted/talented coordinator, other resource personnel, classroom teachers, and perhaps community members.

Elementary School Scheduling

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**Robert Lynn Canady
Michael D. Rettig**



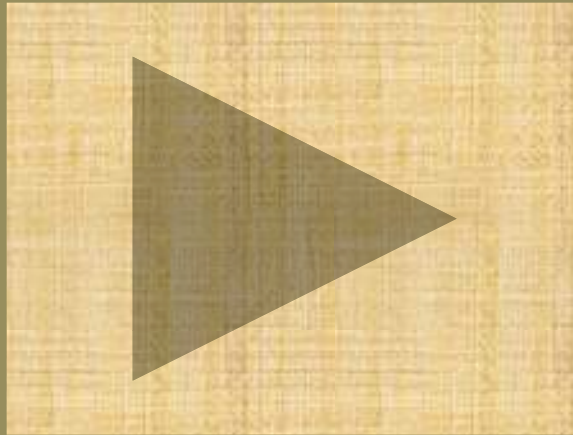
ENCORE CLASSES 3-DAY ROTATION

	Day 1	Day 2	Day 3
Teacher 3A	PE	Art	Music
Teacher 3B	Music	PE	Art
Teacher 3C	Art	Music	PE

ENCORE CLASSES 6-DAY ROTATION

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Teacher 3A	PE	Art	PE	Music	PE	Library
Teacher 3B	Library	PE	Art	PE	Music	PE
Teacher 3C	Art	PE	PE	Library	PE	Music

INTERVENTION/ENRICHMENT SCHEDULING

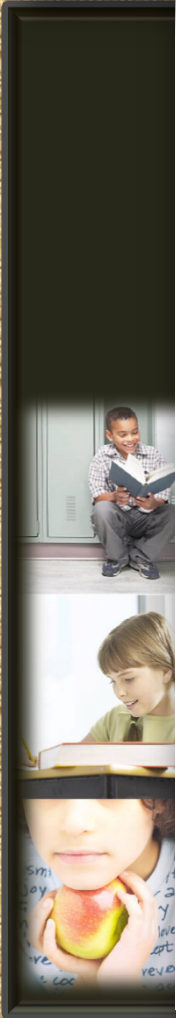


ENCORE CLASSES 4-DAY ROTATION

	Day 1	Day 2	Day 3	Day 4
Teacher 3A	PE	Art	PE	Music
Teacher 3B	Music	PE	Art	PE
Teacher 3C	PE	Music	PE	Art
Teacher 3D	Art	PE	Music	PE

FACTORS TO CONSIDER WHEN DETERMINING AN ENCORE ROTATION

- ❖ What program should students receive (how much PE, art, music, etc.)?
- ❖ What encore staff do you have and how are they assigned to the building?
- ❖ How many sections do you have at each grade level?
- ❖ What length and frequency should the meeting periods have?



Master Block Schedule

(Full-Day Kindergarten)

[illegible]

Master Block Schedule

(Full-Day Kindergarten)

[illegible]

Encore Teachers' Master Schedule

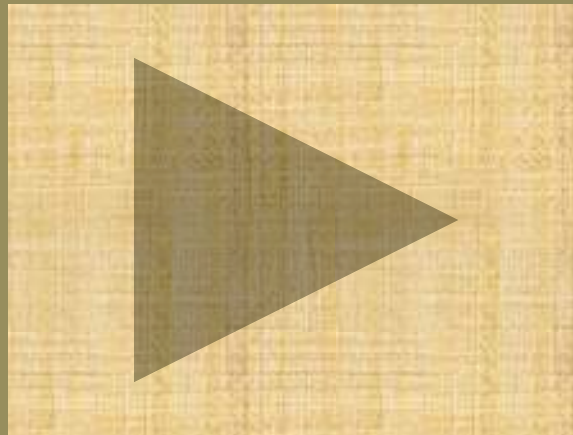
45 min. Blocks	8:30- 9:15	9:15- 10:00	10:00- 10:45	10:45- 11:30	11:30- 12:15	12:15- 1:00	1:00- 1:45	1:45- 2:30
PE D1	Plan	5A	4A	3A	L/D	KA	1A	2A
PE D2	Plan	5B	4B	3B	L/D	KB	1B	2B
PE D3	Plan	5C	4C	3C	L/D	KC	1C	2C
Art D1	Plan	5C	4C	3C	L/D	KC	1C	2C
Art D2	Plan	5A	4A	3A	L/D	KA	1A	2A
Art D3	Plan	5B	4B	3B	L/D	KB	1B	2B
M D1	Plan	5B	4B	3B	L/D	KB	1B	2B
M D2	Plan	5C	4C	3C	L/D	KC	1C	2C
M D3	Plan	5A	4A	3A	L/D	KA	1A	2A

HAVE AN “EXTRA” CLASS?

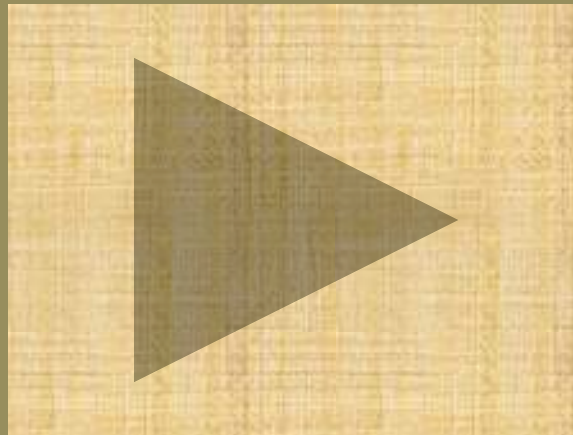
- ❖ Divide the “extra” class among others at the grade level.
- ❖ Add something to the rotation for that grade level.
- ❖ Place the “extra” class in an open slot at another grade level on a rotating basis.
- ❖ Remunerate the encore teachers for instructing an “extra” class during their planning time.
- ❖ Add a “piece” of an itinerant teacher to cover the “extra” class.



TWO I/E PERIODS PER GRADE LEVEL, SPLIT
GRADE LEVEL, DJ MONTAGUE ES



TWO I/E PERIODS PER GRADE LEVEL, WHOLE
GRADE LEVEL, VIOLA ES

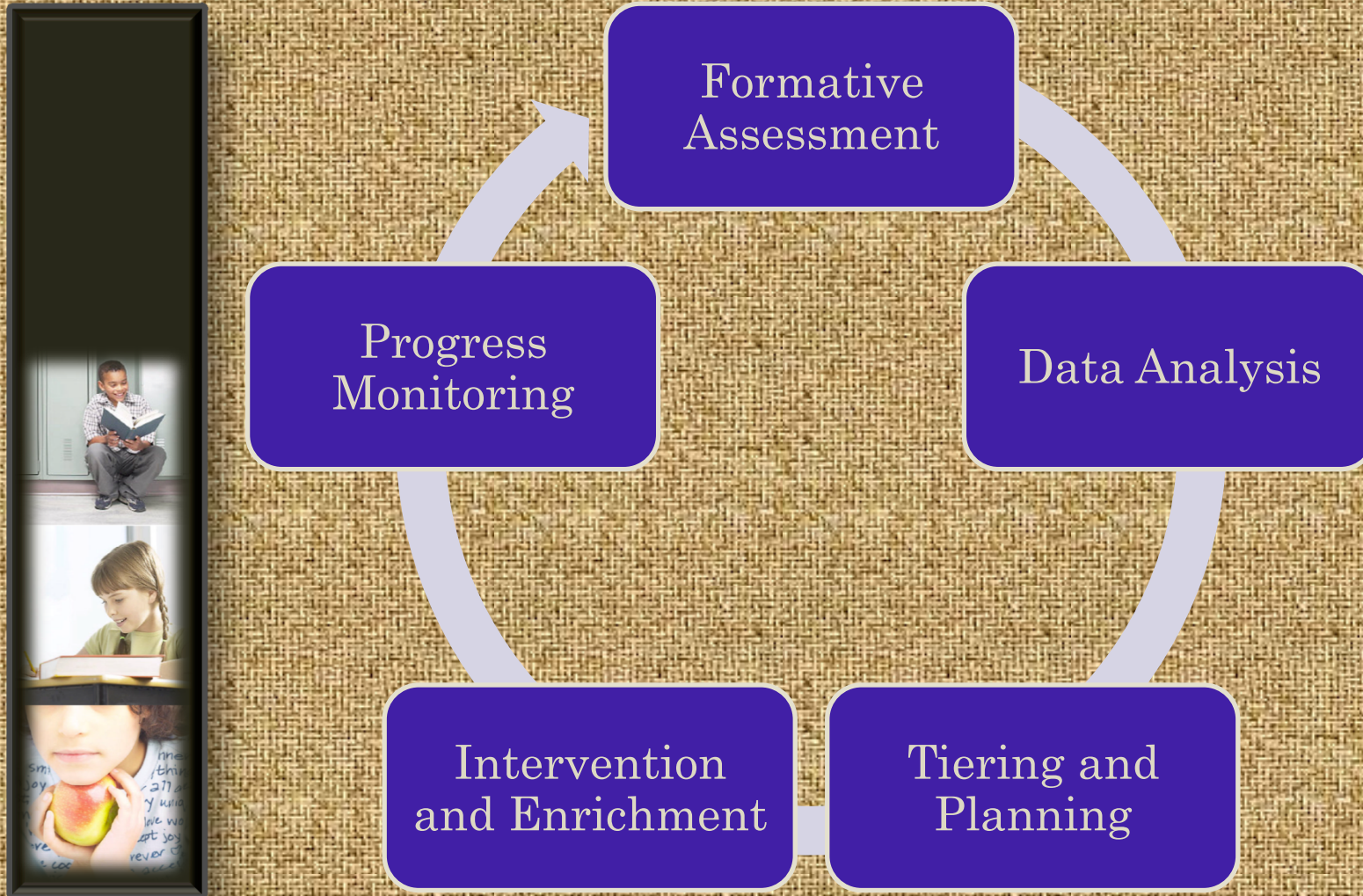


Caveat emptor!

Scheduling the Intervention/
Enrichment period is relatively easy.

Changing the culture of a school to one in which teachers and administrators collaborate on data analysis, progress monitoring, and the organizational tasks necessary to make the I/E period truly responsive to students' learning needs is very difficult!

INTERVENTION/ENRICHMENT PROCESSES



RTI STUDENT TIERS

- ❖ Tier 1: About 80% of students learn basic curriculum through typical instruction w/ differentiation.
- ❖ Tier 2: About 15-20% of students need regular intervention; generally this is provided by special service providers or classroom teachers during the I/E period.
- ❖ Tier 3: About 2-5% of students need long-term and intensive intervention; faithful implementation of RTI requires that this intervention be in addition to the Tier 2 intervention, though in some schools it replaces the Tier 2 intervention.



TWO BASIC APPROACHES TO I/E PERIOD ORGANIZATION

The Centers Approach

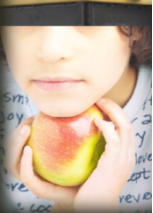
- ❖ Individual classroom teachers organize enrichment centers for Tier 1 students.
- ❖ Classroom teachers pull small groups from centers to provide some Tier 2 (moderate, short-term) interventions.
- ❖ Clinical specialists pull-out (or push-in) for other Tier 2 interventions.
- ❖ Tier 3 (intense, longer-term) interventions are provided as pull-outs or push-ins either in place of Tier 2 during I/E or in addition to Tier 2 as a second intervention.

The Re-grouping Approach

- ❖ Classes are re-grouped across a team or grade level to form tiered groups.
- ❖ Tier 1 students are provide enrichment by one more classroom teachers or other personnel (Gifted, encore, etc.).
- ❖ Tier 2 students are provide interventions by other classroom teachers or special service providers.
- ❖ Tier 3 students are provided interventions by clinical specialists either in place of Tier 2 during I/E or in addition to Tier 2 as a second pull-out.

KEY FACTORS: I/E

- ❖ Scheduling the Intervention/Enrichment period is easy compared to organizing and preparing for instruction within it.
- ❖ Time must be allocated for planning for groupings and instructional activities.
- ❖ It may be wise to select specific programs for enrichment and/or intervention activities rather than having teachers design their own.
- ❖ It may be wise to start out providing interventions in one subject only, most likely language arts.
- ❖ A standard assessment tool should be used to determine groupings (Dibles, PALS, etc.).
- ❖ An Response to Intervention (RTI) type tier structure based upon this assessment is necessary to allocate students to enrichment, moderate intervention and intensive intervention groups.
- ❖ A decision must be made as to whether or not special services (i.e. special education or ESOL) will be “the” intervention for some qualifying students during the I/E time or will they be served at a different time by those professionals.



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VIEW SAMPLE SCHEDULES

VIEW EXCEL TIPS

School Scheduling Associates, LLC is dedicated to the proposition that time is a valuable resource and that school scheduling - elementary school, middle and high school scheduling - is far more important than the simple mechanical assignment of students to teachers, spaces, and time periods. We aim to harness the power of the school schedule to address problems and facilitate the successful implementation of effective instructional practices.

CONNECT WITH OTHER EDUCATORS:

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Read Dr. Rettig's Blog

Time to Learn

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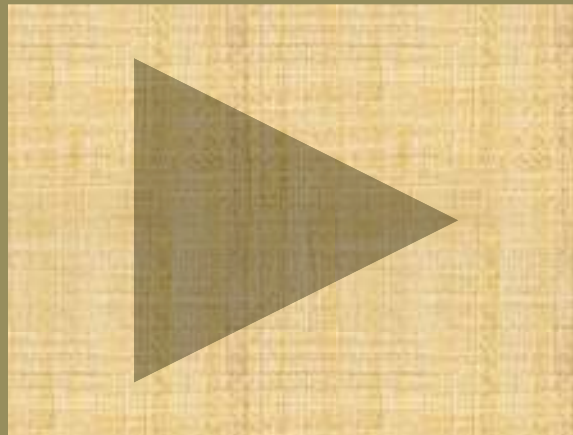
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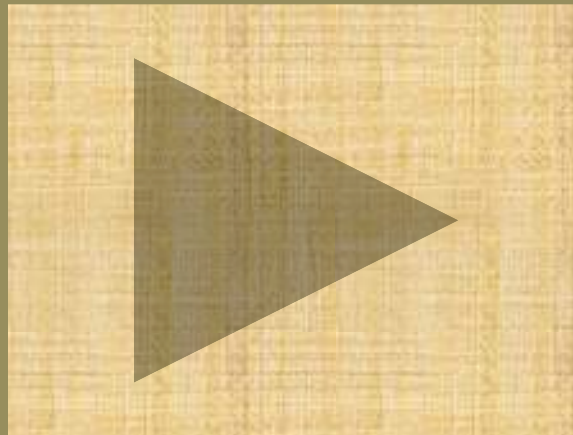


8:56 AM

SPECIAL SERVICE SCHEDULING



MASTER SCHEDULE DEVELOPMENT



Sample 405 Minute Master Schedule																																																																																			
		8:00 AM	8:05 AM	8:10 AM	8:15 AM	8:20 AM	8:25 AM	8:30 AM	8:35 AM	8:40 AM	8:45 AM	8:50 AM	8:55 AM	9:00 AM	9:05 AM	9:10 AM	9:15 AM	9:20 AM	9:25 AM	9:30 AM	9:35 AM	9:40 AM	9:45 AM	9:50 AM	9:55 AM	10:00 AM	10:05 AM	10:10 AM	10:15 AM	10:20 AM	10:25 AM	10:30 AM	10:35 AM	10:40 AM	10:45 AM	10:50 AM	10:55 AM	11:00 AM	11:05 AM	11:10 AM	11:15 AM	11:20 AM	11:25 AM	11:30 AM	11:35 AM	11:40 AM	11:45 AM	11:50 AM	11:55 AM	12:00 PM	12:05 PM	12:10 PM	12:15 PM	12:20 PM	12:25 PM	12:30 PM	12:35 PM	12:40 PM	12:45 PM	12:50 PM	12:55 PM	1:00 PM	1:05 PM	1:10 PM	1:15 PM	1:20 PM	1:25 PM	1:30 PM	1:35 PM	1:40 PM	1:45 PM	1:50 PM	1:55 PM	2:00 PM	2:05 PM	2:10 PM	2:15 PM	2:20 PM	2:25 PM	2:30 PM	2:35 PM	2:40 PM	2:45 PM
Kindergarten	HR 20	MM 15	LA 45		I/E 45		LA 90				R 15	Lunch 30		Encore 45		Math 45		LA 15 SS/SC 45		H R																																																															
SPED A (K-1)	HR 20	LA 1 60		I/E K 45		LA K 60		Lunch 30		Math 1 45		I/E 1 45		Math K 45		Plan 45		H R																																																																	
Grade 1	HR 20	LA 135				R 15	Lunch 30		Math 60		I/E 45		Encore 45		LA 15 SS/SC 45		H R																																																																		
Grade 2	HR 20	LA 120				I/E 45		LA 15	R 15	Lunch 30		Math 60		SS/SC 45		Encore 45		H R																																																																	
SPED B (2-3)	HR 20	LA 3 60		LA 2 60		I/E 2 45		I/E 3 45		Lunch 30		Math 2 45		Math 3 45		Plan 45		H R																																																																	
Grade 3	HR 20	LA 75		Encore 45		LA 45		I/E 45		R 15	Lunch 30		LA 15	Math 60		SS/SC 45		H R																																																																	
Grade 4	HR 20	Core 1 LA/SS or M/SC 120				Encore 45		R 15	Lunch 30		Core 2a LA/SS or M/SC 75		I/E 45		Core 2b 45		H R																																																																		
SPED C (4-5)	HR 20	Read 4th 60		Math 5 45		Read 5th 60		Lunch/Plan 75		Math 4		I/E 4th		I/E 5th		H R																																																																			
Grade 5	HR 20	Encore 45		Core 1 (LA,Math,SS/SC) 60		Read 5th 60		Core 2 (LA,Math,SS/SC) 60		R 15	Lunch 30		Core 3 (LA,Math,SS/SC) 60		I/E 45		H R																																																																		
Encore	HR 20	5th		TBA 30		3rd		4th		Lunch/Plan 75		K		1st		2nd		H R																																																																	
I/E (Title 1 & Gifted)	HR 20	Plan/TBA 60		I/E K 45				I/E 2 45		I/E 3 45		Lunch 30		I/E 1st 45		I/E 4th		I/E 5th		H R																																																															



ADDING AN ADDITIONAL PROFESSIONAL DEVELOPMENT PERIOD TO THE SCHEDULE:

TWO IDEAS

Master Block Schedule

(#1 Exchange I/E for Professional Development Period)

45 min. Blocks		9:15- 10:00	10:00- 10:45	10:45- 11:30	11:30- 12:15	12:15- 1:00	1:00- 1:45	1:45- 2:30	2:30- 3:15
Kind.		Core	Core	I/E	L/R	Core	Encore/ Plan	Core	Core
Gr. 1		Core	Core	Core	R/L	Core	Core	Encore/ Plan	I/E
Gr. 2		Core	Core	Core	Core	Core	R/L	I/E	Encore/ Plan
Gr. 3		Core	Core	Core	I/E	Encore/ Plan	L/R	Core	Core
Gr. 4		Core	I/E	Encore/ Plan	Core	L/R	Core	Core	Core
Gr. 5		I/E	Encore/ Plan	Core	Core	R/L	Core	Core	Core
Encore		Plan	Gr. 5	Gr. 4	L/R	Gr. 3	K	Gr. 1	Gr. 2
I/E		Gr. 5	Gr. 4	K	Gr. 3	Lunch	Plan	Gr. 2	Gr. 1

Master Block Schedule

(#1 Exchange I/E for Professional Development Period)

45 min. Blocks		9:15- 10:00	10:00- 10:45	10:45- 11:30	11:30- 12:15	12:15- 1:00	1:00- 1:45	1:45- 2:30	2:30- 3:15
Kind.		Core	Core	Encore 2	L/R	Core	Encore/ Plan	Core	Core
Gr. 1		Core	Core	Core	R/L	Core	Core	Encore/ Plan	Encore 2
Gr. 2		Core	Core	Core	Core	Core	R/L	Encore 2	Encore/ Plan
Gr. 3		Core	Core	Core	Encore 2	Encore/ Plan	L/R	Core	Core
Gr. 4		Core	Encore 2	Encore/ Plan	Core	L/R	Core	Core	Core
Gr. 5		Encore 2	Encore/ Plan	Core	Core	R/L	Core	Core	Core
Encore		Plan	Gr. 5	Gr. 4	L/R	Gr. 3	K	Gr. 1	Gr. 2
Encore 2		Gr. 5	Gr. 4	K	Gr. 3	Lunch	Plan	Gr. 2	Gr. 1

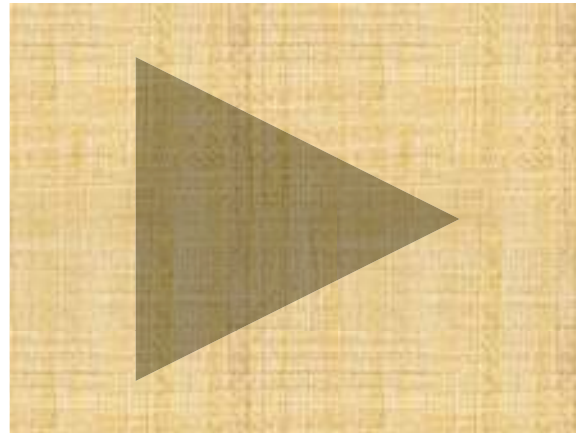
ENCORE CLASSES 3-DAY ROTATION

11:20-12:10	Day 1	Day 2	Day 3
Teacher 3A	PE	Art	Music
Teacher 3B	Music	PE	Art
Teacher 3C	Art	Music	PE

ENCORE 2 CLASSES 3-DAY ROTATION

11:30- 12:15	PD Day 1	PD Day 2	PD Day 3
Teacher 3A	Library	Computer	Guidance
Teacher 3B	Guidance	Library	Computer
Teacher 3C	Computer	Guidance	Library

HANOVER, VA



Master Block Schedule

(#2 Add 9th Period to Create a Block for Professional Development)

45 min. Blocks	8:15- 9:00	9:00- 9:45	9:45- 10:30	10:30- 11:15	11:15- 12:00	12:00- 12:45	12:45 1:30	1:30 2:15	2:15- 3:00
Kind.	LA 1	LA 2	LA 3	L/R	I/E	Plan Cycle	M 1	M 2	M 3
Gr. 1	LA 1	LA 2	LA 3	R/L	I/E	M 1	M 2	Plan Cycle	M 3
Gr. 2	LA 1	LA 2	LA 3	I/E	R/L	M 1	M 2	M 3	Plan Cycle
Gr. 3	LA 1	LA 2	LA 3	I/E	L/R	M 1	Plan Cycle	M 2	M 3
Gr. 4	LA 1	LA 2	LA 3	Plan Cycle	M 1	L/R	M 2	M 3	I/E
Gr. 5	LA 1	LA 2	Plan Cycle	LA 3	M 1	R/L	M 2	M 3	I/E
Encore	Professional Development		Gr. 5	Gr. 4	L/R	Kind.	Gr. 3	Gr. 1	Gr. 2

SCHEDULING SUPPORTS FOR ELEMENTARY PLCs



- ❖ Common Planning Time
- ❖ Common Teaching Time
- ❖ Common Time for Intervention and Enrichment
- ❖ Support Schedules Coordinated with the General Education Program (Inclusion, Intervention, & Planning)
- ❖ Occasional Extended PLC professional development time during the school day.

ORGANIZATION AND USES OF COMMON PLANNING TIME

- ❖ **Common Meeting Time vs. Individual Planning Time???**
 - ❖ **Clearly delineated agendas and meeting protocols**
 - ❖ **Curriculum management**
 - ❖ **Formative/summative data analysis and formation of Intervention and Enrichment groups**
 - ❖ **Design/selection of Intervention and Enrichment Activities**
 - ❖ **Student guidance issues including parent conferences**
 - ❖ **Instructional improvement (professional development)**
 - ❖ **Rotating faculty meeting for decision-making discussions**
 - ❖ **Minutes/Follow-up**

