



## Special Education Staffing and Scheduling Process

# Personnel Verification System for Special Education Staffing & Scheduling

## Review Factors that Impact Personnel Assignment

1. Staffing Models
2. Use of Peer Tutors
3. Scheduling Strategies
4. Use of Paraprofessionals
5. Instructional Strategies
6. Instructional Settings

## Identify Appropriate Levels of Support for Each Student

1. Pull eNCORE rosters to verify all students will be reviewed
2. Review Models of Support for Special Needs Students  
Complete Form 1:  
A Format to Guide Instructional Planning
3. Complete Form 2:  
Classroom Activity Analysis Worksheet
4. Complete Form 3:  
Staffing and Scheduling Information Form

## Campus Schedule of Staff to Finalize Master Schedule

1. From rosters, verify all students have been included in analysis
2. Review Classroom Activity Analysis Worksheet
3. Review Campus Master Schedule
4. Determine Planning Times
5. Determine Lunch Schedules
6. Determine Number of CT/SF/SS sections required
7. Identify by teacher name and section for CT/SF/SS classes
8. Finalize student schedules
9. Finalize special education teachers and add to Master Schedule
10. Turn in Special Education Schedule for Staff Allocation Adjustments

*1 + 2 + 3 = Appropriate Allocation of Staff*

*Compliant & Effective Services to Students*

## *For Campus Administrators*

# **Personnel Verification System for Special Education Staffing and Scheduling**

This is the process for scheduling special education students in order to allocate staff to serve the needs of all students. The campus has a three-step process which will lead to compliant and effective services to students. This will allow the Special Education Department to determine allocations based on individual student and campus need as outlined in Dallas ISD's Inclusive Service Delivery Model.

### **STEP 1: Factors that Impact Personnel**

Each campus will review the current use of personnel resources. The principal and staff will review these six areas and provide documentation of adjustments, if necessary.

### **STEP 2: Objective – Student-Centered Decisions**

The campus will ensure that an objective, student-centered approach for determining needs has been used (Forms 1 and 2 of this packet). It is imperative to have some proof of student need before requesting staff. Forms 1 and 2 allow the campus to use general education as the starting point for addressing goals and objectives. The question to ask is "Where are the opportunities to address the goals and objectives in the general education classroom?" The next process then allows the campus to determine the needed level of support. These tools keep us from making decisions based on labels or places. It keeps us from making cookie-cutter decisions for students. Once the level of service is determined for all students, teachers and sections will be identified by content area for in-class support.

### **STEP 3: Campus Schedule of Staff**

The campus will review the tools needed in the development of the master schedule. Special education students will be scheduled into identified teacher and sections by content area, and entered into the Master Schedule. Students must be scheduled into the teachers and sections identified for in-class support to avoid the batching process from randomly reassigning students into other sections. If selected teachers and sections are changed due to a Master Schedule adjustment, services to special education students will be affected. After all service providers (special education staff) have been scheduled, the campus will determine if the staffing is appropriate. For example, if all current service providers are scheduled and there is still a support need not filled, then the campus has determined a need for additional staff. This schedule will be given to the Learning Community supervisor who will verify the need for additional allocations.

# STEP 1

## 6 Factors that Impact Personnel Step-by-Step Team Training

### Staff Models:

- Special education teachers are assigned as members of grade-level or department-level teams.
- Teachers have common planning periods and smaller numbers of general education teachers with whom to coordinate schedules and services.
- All special education teachers serve special education students regardless of disability category at their assigned grade level or department level.

### Use of Peer Tutors:

- An organized, systematic program for assigning peer assistants and tutors is in place on the campus.
- The faculty recognizes that “natural” supports are preferable to adult supports when this level of assistance is sufficient to the needs of special populations students (i.e., this level of support is considered first before adult supports are considered).
- Peer tutors/assistants receive training specifically designed for the roles they assume in the classroom and on the campus.
- Peer tutors have clear roles and responsibilities.
- Peer tutors derive personal benefit from these roles and responsibilities.
- The success of the peer tutor/assistant program is evaluated on an annual basis and necessary adjustments are made.

### Scheduling Strategies:

- Individual student needs (by type and level of support needed) are established prior to scheduling.
- When entering information into the computer master schedule, identify teacher and section for special education students in order to accommodate the specific support needs of individual students.
- Other special needs teachers and staff is incorporated into the scheduling lineup to assure that services are not duplicated for diverse learners and that the pool of in-class support providers is enlarged.
- The times when high-need subjects are scheduled (such as reading/language arts) are varied throughout the day to minimize the strain on available special education and other specialized personnel.

## STEP 1

### 6 Factors that Impact Personnel Step-by-Step Team Training (*continued*)

#### Use of Paraprofessionals:

- Recruit paraeducators who meet criteria to serve in instruction support roles.
- Provide training for paraeducators to enable them to assume their instructional support roles with competence.
- Develop the skills of teachers in providing training to paraeducators specific to the students they will assist and monitoring their performance.
- Provide collaborative planning time for teachers (both general education and special populations) to meet with the paraeducators with whom they work.
- Eliminate one-on-one paraeducator assignments for a single student.
- Periodically review the success of the teacher/paraeducator partnerships and adjust as appropriate.
- Assure that a minimum of 90 percent of their time is devoted to instructional support versus administrative support/office/clerical tasks.
- Annually assess the training and information needs of paraeducators to assure that their skills and competencies are continuously updated.

#### Instructional Strategies:



- All teachers use a variety of effective instructional strategies that assure that the needs of all students are met.
- Lecture-based instruction is not the predominate instructional strategy since this method equates to a higher support need for many students.
- Teachers on the campus are masters of differentiated instruction for mixed-ability classrooms.
- Teachers recognize and accept that learning outcomes will vary for the students served and that all students will not be functioning on the same level (or exactly on grade level).
- All teachers use the appropriate modifications and adaptations for the students who require them.

#### Instructional Settings:

- Students are served on their neighborhood campuses whenever possible to assure that a disproportionate number of special education students are not served on a single campus (thus overloading that campus in such a way that integrated classes resemble special education classes).
- All teachers on a campus accept their responsibility to serve diverse student populations (thus assuring that one or two teachers per grade level or subject area are not overloaded with special needs students).
- Teachers understand that often services provided to students with disabilities in resource or self-contained classes results in *less instructional learning time* for these students who need *more instructional time*.
- Regularly scheduled (at least annually) meetings are conducted to acquaint sending and receiving campuses with information necessary to smooth transitions for students; thus avoiding radical shifts in the use of personnel created by the sending campus.

## STEP 2

### ***Models of Support for Special Needs Students and Instructional Accommodations***

External Support	In-Class Support	Specialized Support
<p>Support materials prepared prior to instructional delivery. The need for these materials is identified through the IEP process and collaborative planning between the general education teacher and special populations personnel. May include accommodations, supplementary aids, and services and supports for school personnel.</p> 	<p style="text-align: center;"><b><u>Co-Teacher:</u></b> A formal, year-long or semester-long commitment between a general education teacher and a special populations teacher to jointly plan, deliver, and assess instruction for all students in the general education class. (Who? Certified and/or licensed personnel partnered with the general education teachers).</p> <p style="text-align: center;"><b><u>Support Facilitator:</u></b> An individual who provides a variety of supports, either to students and/or to the general education teacher, which meets the needs identified through collaborative planning. (Who? Certified special populations teachers, licensed personnel, such as OT/PT, speech, paraprofessionals, etc.)</p> <p style="text-align: center;"><b><u>Peers:</u></b> A student in the general education classroom who assists with physical, social, or classroom needs and who may also provide instructional tutoring (cross-age tutoring is also an option).</p>	 <p style="text-align: center;"><b><u>Specialized Support Provider:</u></b> An individual who provides focused services to students who require support to address one or more learner objectives in a setting other than the general education classroom for a period of the school day. The decision is reached through an analysis of individual student needs and not on the basis of labels or traditional settings (such as content mastery, resource, or self-contained). (Who? Certified personnel, licensed personnel, and paraprofessionals).</p>
<p>Instructional accommodations/curricular modifications prepared in advance of instruction. Can be prepared by both general and special populations personnel (or as an assigned responsibility to special populations personnel).</p>	<p>Instructional accommodations/curricular modifications delivered in the general education classroom by general education teachers and/or special populations personnel that should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Benefit all students (when possible); and</li> <li><input type="checkbox"/> Respond to the unique needs of special needs students.</li> </ul>	<p>Accommodations and curricular modifications prepared and delivered in a specialized learning environment. Examples include: diagnostic reading programs, community-based instruction, specialized counseling, instruction in learning strategies.</p>

## STEP 2

## FORM 1

Use the General Education Classroom as a Reference Point for determining where each of the student's goals and objectives could be addressed.

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Date \_\_\_\_\_

	Sequence of Instruction				
Objectives	Objective 1				
	Objective 2				
	Objective 3				
	Objective 4				
	Objective 5				
	Objective 6				
	Objective 7				

**STEP 2**

**FORM 1**

Use the General Education Classroom as a Reference Point for determining where each of the student's goals and objectives could be addressed.

**ELEMENTARY**

Student Justin Timberlake  
 Teacher Meredith Smith  
 Date 01-21-2008

**EXAMPLE**

	Sequence of Instruction	8:30-8:45 Opening	8:45-9:15 and 9:45-10:15 Language Arts Large Group	9:15-9:45 Language Arts Small Group	10:15-10:45 Math Large Group	10:45-11:15 Math Small Group
<b>Objectives</b>	<b>Objective 1</b> Read simple sentences and passages and answer comprehension questions	X	X	X		
	<b>Objective 2</b> Write simple sentences using correct grammar, capitalization, punctuation, and spelling		X	X	X	
	<b>Objective 3</b> Read and write numbers to 99 to describe set of concrete objects correctly 4 out of 5 times				X	X
	<b>Objective 4</b>					
	<b>Objective 5</b>					
	<b>Objective 6</b>					
	<b>Objective 7</b>					

**X—denotes objective can be addressed in time or class marked**

**STEP 2**

**FORM 1**

Use the General Education Classroom as a Reference Point for determining where each of the student's goals and objectives could be addressed

**SECONDARY**

Student Britney Spears  
 Teacher Thelma Kelly  
 Date 01-25-2008

**EXAMPLE**

Sequence of Instruction		English 1	Algebra 1	Biology	World Geography	Reading
<b>Objectives</b>	Objective 1 The students will begin to identify first and last in a series.		X	X		
	Objective 2 Students will listen with increasing attention.	X	X	X	X	X
	Objective 3 Student will understand and follow simple oral directions.	X	X	X	X	X
	Objective 4					
	Objective 5					
	Objective 6					
	Objective 7					

X—denotes objective can be addressed in time or class marked

# Form 2 Classroom Activity Analysis Worksheet



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Classroom Information			Accommodations or Modifications?					Personal Assistance? (√ most appropriate support)												
Time	Class/Sub	Objective #	As Designed?		With Accommodations?		If yes, Describe Accommodations?		With Curricular Modification	If yes, describe mods	Behavioral Interventions (If yes, describe.)	External Support (adapt materials)	In-Class Support (support provided inside the general education classroom)					Specialized Support (outside the gen ed class)		
			YES	NO	YES	NO	YES	NO					Peer	Paraprofessional	Special Education Teacher SF   CT	Spec Populations Teacher SF   CT	Speech/Language Pathologist		Related Services Staff	

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**Accommodation:** A change made to HOW content is taught and/or learning is assessed in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills.

**Modification:** A change in what the student is expected to learn and/or demonstrate.

**Co-Teacher (CT):** A formal, year-long or semester-long commitment between a general education teacher and a special populations teacher to jointly plan, deliver, and assess instruction for all students in the general education class. (WHO? Certified and/or licensed personnel partnered with the general education teachers)

**Support Facilitator (SF):** An individual who provides a variety of supports, either to students and/or to the general education teacher, which meets the needs identified through collaborative planning. (WHO? Certified special populations teachers; licensed personnel, such as OT, PT, speech, etc.; paraprofessionals)

**Behavior Interventions** that apply across the school day (if any).

## STEP 2

### FORM 3 Staffing and Scheduling Information

School: \_\_\_\_\_

Case Manager: \_\_\_\_\_

**Note: Add Teacher Name and Section**

Name	ID#	Grade	Math	English/LA	Science	Social Studies	Other
John Jones	2235564	9	CT Alg. 1-Jones- -3	SF Eng.I--Smith- -5	ES Biol.--Kramby-6	SF-Wor. Geo.- Lepew-4	P.E.—SF- Rays--2

**This form is to be  
 completed by  
 campus special  
 education staff.**

*For Special Education Staff Usage*

ES: External Support	P: Peers	SF: Support Facilitation	CT: Co-Teach	SS: Specialized Support
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### STEP 3

## SAMPLE TEACHER SCHEDULE

Campus: ABC High School  
2007-2008

Schedule of Special Education Services

Teacher: VACANT – Needed

SF: Support Facilitation    CT: Co-Teaching    ES: External Support

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:30	CT with Gates: Geometry Rm#218	CT with Gates: Geometry Rm#218	CT with Gates: Geometry Rm#218	CT with Gates: Geometry Rm#218	CT with Gates: Geometry Rm#218
9:30-10:10	CT with Gates: Geometry Rm#218	CT with Gates: Geometry Rm#218	CT with Gates: Geometry Rm#218	CT with Gates: Geometry Rm#218	CT with Gates: Geometry Rm#218
10:15-10:45	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
10:50-11:35	Planning with Math Dept.	Planning	Planning	Planning	Planning
11:40-1:20	CT with Gates: Geometry Rm#218	CT with Gates: Geometry Rm#218	CT with Gates: Geometry Rm#218	CT with Gates: Geometry Rm#218	CT with Gates: Geometry Rm#218
1:25-2:05	Specialized Support for Math- Rm #:	Specialized Support for Math- Rm #:	Specialized Support for Math- Rm #:	Specialized Support for Math- Rm #:	Specialized Support for Math- Rm #:
2:10-2:55	SF with Gates: Geometry Rm#218	SF with McPhaul Geometry Rm#119	SF with Gates: Geometry Rm#218	SF with McPhaul: Geometry Rm#119	SF with Gates: Geometry Rm#218
3:00-3:45	SF with McPhaul Geometry Rm#119	SF with Gates: Geometry Rm#218	SF with McPhaul Geometry Rm#119	SF with Gates: Geometry Rm#218	SF with McPhaul Geometry Rm#119

## STEP 3

### SAMPLE PARAEDUCATOR SCHEDULE

Campus: ABC High School

2007-2008

Schedule of Special Education Services

Paraeducator: Vacant-needed

SF: Support Facilitation ES: External Support

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:30	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116
9:35-10:10	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116
10:15-10:45	Break	Break	Break	Break	Break
10:50-11:35	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116
11:40-1:20	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116
1:25-2:05	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116
2:10-2:55	Planning with Duncan weekly	Planning with Duncan	External Support	External Support	Planning with Duncan
3:00-3:45	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116	SF with Duncan: World Geography Rm#116