

Stephanie ([00:01](#)):

Hey everyone. My name is Stephanie. I am the founder and host here at the intentional IEP for the summer PD series and all of your monthly guest speaker trainings that we host here at TII, I'm really excited to be chatting with you today. We're gonna be talking all about using student IEPs and their service minutes to write your classroom schedule. Now, I know classroom schedules are gonna change all of the time, but this is just a great training to have for the beginning of the school year. You can use this knowledge to help you write IEPs. You can use this knowledge to help you fill out your schedule and change things around. So what's gonna happen is I'm gonna train you here first for a little bit, get you started, and then I'm gonna pop you over, um, in the same video, but it's gonna look a little different.

Stephanie ([00:42](#)):

I'm gonna flip you over to another video where I show you how to actually write your classroom schedule using Excel. It's very simple. I promise if I can do it, you can do it. Um, and then we'll hop back here for the ending of this training, but I wanted to make sure that I gave you the verbal notes, as well as showing you the actual computer as I was going through to make, um, student schedules and my classroom schedule. So first thing you wanna have out is all of your students IEPs. So when it comes to making a classroom schedule, you really can't do that until you have student IEPs. You're also going to need and make sure that you have, um, the school schedule for if your kids are going into inclusion, or if they're going into resource, um, no matter what your classroom, um, setting is really whatever your classroom setting is, whether your self-contained resource inclusion, push in, pull out an itinerant, you really need to have all of those schedules in order to be able to make your own classroom schedule, especially as a self-contained teacher.

Stephanie ([01:37](#)):

So you wanna start with the school schedule, start with your general education teacher schedules, look at your service minutes for your students. So you're gonna go into the section of the IEP that has service minutes. So how many minutes of ELA instruction or writing instruction? How many minutes of math instruction? What about science and social studies? What other types of services do your students have that they need? You will need to look at all of your OT P T speech, um, ape. So adaptive PE your music therapists, all of those as well, but those aren't going to fit into, unless you're doing group sessions, aren't going to fit necessarily into your overall classroom schedule, right? So pull out all of the IEPs that you have. And I want you to go through with a highlighter. I'm gonna give you a couple of seconds. I want you to pause the video, go through with a highlighter for all of the IEPs that you currently have, that you're gonna have for the upcoming school year and highlight all of the service minutes that are within your students. IEPs.

Stephanie ([02:33](#)):

All right, now that you've done that, you know what all of your students, um, service minutes are and where they're supposed to be. What I want you to do now may seem redundant to highlighting everything, but it's when you write it down, when they say, when you write things down, it makes it more concrete in your brain, and you're more likely to remember it. So what I want you to do is I want you to take, um, some posting notes, or you can do it on a piece of paper, and I want you to take all of the chunks. So I look at all of the IEPs that you have. So look at all of the different places your students are receiving service minutes. So if it's ELA resource, you're gonna have one post note for that. If you're gonna have ELA, I also want you to go one step further. So ELA resource, um, ELA resource math resource, and then if you have science, social studies resource or social skills or whatever it is the

specific subject that they're getting those service minutes, and also where that's going to take place. I want you to have a sticky note for each of those things. So pause this video here, and then we're gonna continue with the sticky notes.

Stephanie ([03:33](#)):

All right, you've got all of your sticky notes. You may have three sticky notes. You may have 20 sticky notes. You may have a hundred sticky notes, or you may have a bunch of different boxes or just pieces of paper. It's completely okay. As long as you have the sticky notes, you're good to go. I love sticky notes because you can put them on a wall, move them around, right? And they're easy to move and maneuver versus a piece of paper you have to erase and all that thing. That's my personal proven. Do whatever works for you. You could also do it in Excel spreadsheet. So what we did was we first highlighted all of the pieces in our IEPs of all of the service minutes. Then we, then we went back and looked at all of where they're gonna be getting each of the specific services and made the sticky notes or made boxes.

Stephanie ([04:09](#)):

However, you're doing it. Now, what I want you to do is write each student's name in there and the amount of minutes. So let's say we have ELA resource and Stephanie gets 45 minutes. So ELA resource, you're gonna put Stephanie 45 minutes. Maybe Jackson gets 30 minutes of ELA resource. So you would put Jackson 30 minutes, and then maybe Stephanie gets 20 minutes of math resource. So on the other sticky note, the one for math resource, Stephanie's gonna get 20 minutes of math, but maybe Jackson gets 45 minutes or 35 minutes, whatever the IEP says, I want you to take all of those service minutes that you highlighted in. Step one, put them on your sticky notes from step two, give this video a pause and get all of those things organized. And then come back to me all right, now that you have all of that in place, you know, where all of your students are going to be going.

Stephanie ([04:59](#)):

It may also be helpful to look at this point at the general education teachers schedule. So, you know, if they're in different grade levels where they're going, who's coming from where all of these things, when they have specials, especially as this all contained teacher, when they can go to inclusion for what and when and where and all of the things. So get all of your schedules out that you got before we even started highlighting, get your sticky notes out and get ready to make your classroom schedule. I'm gonna pop you over to a video. I did a couple of years ago about using Excel to create your classroom schedule. So buckle up, get ready. I'm gonna pop you over there right now.

Speaker 2 ([05:31](#)):

Okay. So this was my student schedule, my classroom slash individual schedule for one of the school years when I taught self-contained and one of the special ed directors actually helped me create this. So this, the tips I'm giving you are something that she also helped to teach me. So you'll see our regular classroom schedule here and I'm using, um, Excel. I suck at using Excel. I promise you I can do this. And that's about it. I've know nothing else. So this is super easy. If I can do it, you can also do it. So I put my DSI, that's me. This is the classroom schedule here. Okay. So it's on the end. So I know what and where and all of that fun stuff. I did 15 minute increments only because I had five different kids. One time I had seven and I needed to be able to, to put place them somewhere in 15 minute increment.

Speaker 2 ([06:22](#)):

So if you have less kids or more kids, or you need it every five minutes, however, it works for you put in your timing here. So each time is just gonna be in a different row. I put my class schedule here and all you're going to do to make it fit like a certain time is you're just going to, I'm gonna try and do this with one hand. You'll highlight all of the, the boxes that you want to be won. Guys. I'm really, really terrible at Excel. I haven't even used the new Excel yet, and you're gonna merge wherever that button is. And then it's gonna make it look like this and you can type in it. Okay? So we're just gonna go with that. So that's how I created my schedule here. Then I also have my two paras and I have a dark black line because I'm printing this out.

Speaker 2 ([07:05](#)):

My para is gonna get a copy. There's gonna be a copy in the sub plans. The admin are each gonna have a copy. Everyone that works with my kids is gonna have a copy, so they know what's going on. So classroom schedule is here for reference. Timing is here. These are students at the top. You'll put student names right here and then paras. And then yourself. I was put myself last. I schedule everybody else before me. That's why I ate lunch last. So then you're gonna go through and you're going to first put in specials times because those timings aren't gonna change. They have to go to specials when specials times is so specials times put those in first, you'll see here that I have the different specials times in here. Also, I usually block out lunch. So lunch was right around this time, student lunch, but some of my kids went to inclusion lunch, or they went to lunch with the kids that are in their class, their, their regular right classroom.

Speaker 2 ([07:59](#)):

So you'll see that I had some kids who didn't go to lunch with us here. Um, and if they did go to lunch with us during this time, they kind of worked on a book or did something, um, while we were eating or maybe they ate a snack because he was, he did lunch typically around the time we did snacks. So put in your lunches, your student lunches and student specials, because those timings are not gonna change. It's not something that you can typically, um, maneuver around when it comes to putting a kid. I mean, you don't wanna put a fourth grader into a first grade special just because the time fits. So put your specials in first, then it's time to take your resource times. Okay. And as you're filling this in, you're gonna one, these are duties here. So lunch duty, he had lunch duty and then his lunch, her lunch, and then her lunch duty.

Speaker 2 ([08:47](#)):

And then you could see my lunch kind of overlapped because there were two of us. So fill these in at the same time. I know I'm throwing a lot of information at you and I apologize, but so specials first, okay. Do your classroom schedule, get all of it down, like on a piece of paper. So you have it in front of you, all of the IEP. So you have all the service times, and then you're gonna put each kid's gonna have their own row. And you're gonna put in their specials times first and their lunches. When they're going to lunch. Now, this schedule you make is gonna change 400 million times throughout the school year. And that's okay. This is just to start the school year out. Then you're gonna go in. And I put inclusion times in next, because that's very dependent on when the regular ed teacher, the general ed teacher is teaching that skill or that subject for my kids.

Speaker 2 ([09:33](#)):

They went to inclusion more for the social aspect of going to inclusion, not necessarily to learn third grade content because they weren't on a third grade level. They went for the social aspect of it. So you

can see, even for some of them, I have social skills written in here. You're gonna put that in next because they generally, aren't gonna be able to, you can't send a kid in during their English block for science and social studies. Like that's not how it works. So you send your kids, you put your schedules in for inclusion. And I usually color code them. So I know, okay, yellow is inclusion. That's when this kid's going to inclusion twice per day. So this child had inclusion. I think this was for reading. And then he went back for science and social studies or her, and then we had a reading block and then a science and social studies block.

Speaker 2 ([10:17](#)):

So for that whole time, they were in the same class, but then these two only went in for that time and they were for social. Okay. Make sense. So put in your specials, put in your lunch and then put in your inclusion times, resource times are a little bit, and I don't wanna say this because I've taught resource and I know how difficult it is to make a resource schedule. They're how do I wanna word this? They're more flexible in terms of when they can pull certain kids. It depends on the school though. I don't like saying that I apologize, but that's, it's, they're more flexible than having an inclusion time for gen ed or having specials times. You can't really change those resource times. You can kind of maneuver a little bit, a couple minutes here and there. Um, so I always do those last and these times and box sizes are based off of what's written in the student's IEPs.

Speaker 2 ([11:16](#)):

So I go in and we talk to the resource teacher and we sit down and we say, okay, student, this is gonna be student B, cuz that's what it says, student B needs, math resource, time resource, um, that's reading and language arts time, but then they also need more reading and language arts time. So maybe this was the 15 minutes where it was super individualized or maybe, I don't know. I don't remember why we split it. Maybe she had, I don't know, had to go to lunch or something, but we split it to make it work. So they got the full hour, same here, reading for reading language arts, to see how I had the same kids in here. They both went to math resource, stayed for reading language arts resource, but one kid came back because he had to go to specials. So we had to make that resource time up.

Speaker 2 ([11:58](#)):

We did it in the afternoon and back to back it with more reading resource and more math resource time. Okay. And for resource teachers, what this looks like when you have kids split like this, I recommend going back into the videos. I did a video last week on different ways to, um, work your schedule and how to kind of lesson plan for resource slash inclusion. So I recommend going to view that. So after I have these kind of, there doesn't mean it's set in stone. When it comes to resource times, I look at where my paras are throughout the day who is available. My schedule is set because I have to take a conference. I'm doing calendar, I'm running language, math centers. I am the classroom teacher in my class. So my paras are the ones that are gonna be moving in and out. However, the end of the day is when we either did IEP work.

Speaker 2 ([12:51](#)):

If I had a student. So this year I did have a student in my classroom during that time. And we did IEP work. During that time, we got a lot of IEP work done during that time. And so now it's time to take your students or take your paras and see who needs help when they go where, so you can see from here to here and I would put the student's name, para one is going with student C to specials and they all have their special schedules taped onto their desk. So they know where they're going. And when, so this, this

para then is staying in life skills. So it's myself in para two in life skills at the same time pair one is with student C going to specials. So you can see whenever there's not something built in. That means they're in the life skills classroom.

Speaker 2 ([13:34](#)):

For whatever reason she must have, um, went with another student somewhere and I just put life skills afterwards. So then you can see she here, she went to inclusion from here to here. I forget where he went, but he went somewhere with somebody probably into resource or we pro oh specials. We went into specials. Okay. So this one went into specials here with these two. And then when she came back, she went and picked the kids up at specials and did the last 15 minutes. So he could have duty lunch duty, and then you can see we're going to lunch together, right? He's at lunch duty. So he's still kind of helping us, but we have lunch duty and then she's in the classroom while he's doing this. And then he comes back and then she's here. I'm still in the classroom the whole time.

Speaker 2 ([14:19](#)):

This is my classroom time. I'm the classroom teacher. So I am not leaving the classroom. Then we have students still leaving for resource. But if they're independent going to resource, they're going by themselves. They don't necessarily need a para to go with them. Maybe they do. So you would schedule out your duties and lunch and work around this time. Then you have more students leaving for inclusion. So you're just gonna say, this student is going with, um, this para is going with this student or this vice versa, however it's gonna work. And then we have more inclusion here at the end of the day. And typically I stayed with this student or if that student was absent, I would go into one of the other classes and help them.

Stephanie ([14:57](#)):

What do you think? Pretty easy, right? It is a lot of steps, but once you get it done at the beginning of the year, it's set to go typically for the rest of the school year, you might have to move some things around, but at least, you know, who has what service minutes when you could even make a grand master sheet. So you have like a cheat sheet kind of thing of who's going where and when they're going there and what classroom they're going to and how many minutes they have. It's also a great way to keep data for where all of your students are going. If you're looking for a service documentation sheet, I'll link. My favorite one that I created for my students below here, that I put on a clipboard. Um, it's a blog post, so you can go through and see and read how I use it.

Stephanie ([15:31](#)):

It's a great resource to have, especially if you're tracking service minutes and you're not going with your students to certain classrooms, it's a great way to make sure that students are getting all the service minutes and then you can also track and see what accommodations they're using to make sure do you have a data trail for that, especially for your classroom, but also in any other classrooms that they go in. It's great for paras also to help you collect that data who are also going into those classrooms with your students. So I hope this training was helpful for you. If you have any questions about creating your classroom schedule based off of student IEPs, please let me know. I am here to help all of this logistics of classroom schedules makes my heart so happy cuz it's like organizational on the finest tune level. Um, but please let me know if I can be of any help. I hope this training was helpful and I'll see y'all in the next training.