

School Scheduling Equity Considerations Worksheet



Use this worksheet as an accompaniment to your school schedule process to ensure that you are developing a schedule that truly puts equity for all learners at the center. Revise the schedule as you move through each set of factors and regularly revisit them to ensure your priorities and non-negotiables are met. Make hard decisions where no alternative options exist.

Data Collection Brainstorm

List the different types of data that will be collected to inform your planning process from multiple sources and perspectives in the chart below:

Type of Data	Reason for Collecting	From Whom?	By When?
<i>Ex: Core curriculum instructional period requirements</i>	<i>We need to know how much time has to be allocated in order to effectively implement our Tier I curriculum and provide sound instruction to all students.</i>	<i>Assistant Principal of Curriculum, Department head, Grade team lead, etc.</i>	<i>Mid-March</i>

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Priorities and Non-Negotiables

Set your non-negotiables. What are the school/district's top priorities for the year? Complete the chart below:

Priority	What does/could this priority look like in a well-planned schedule?	What challenges could arise as a result of prioritizing this item? How will you address those challenges?
<i>Ex. Strengthening Tier I instruction with the implementation of a new literacy curriculum</i>	<i>Common planning time for literacy teachers to review student data Collaborative planning time for general and special educators to plan for differentiated instruction</i>	<i>We may need to extend our literacy block to provide the necessary amount of time for instruction. We should consider flexible scheduling for ELA (3 days a week for 90 min, 2 days a week 60 min) so that we can still have time for specials at least twice a week.</i>

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Special Education Factors

Consider how you will address specific components of special education programming in the schedule to complete the chart below:

Factor	Questions to Consider	Examples	Notes
Continuum of services	<p>What programs do you offer?</p> <p>How many students do you have receiving each of these services? Be sure to break this down by grade.</p>	<p><i>Ex. push in, pull-out, co-teaching, self-contained, etc.</i></p> <p><i>We have 8 students in 3rd grade receiving co-teaching, 3 students receiving pull-out support, etc.</i></p>	
Staffing	<p>What is your staffing structure for delivering services?</p> <p>How can you allocate teachers to fulfill the roster needs for your continuum?</p> <p>What classes do you need to ensure don't conflict so that teacher schedules are not impacted?</p>	<p><i>We have 3 special education teachers to support grades K-5</i></p> <p><i>Since we need 4 sections of co-teaching across 2 grades, can we roster one teacher for all sections? Or is it better to keep teachers assigned by grade?</i></p> <p><i>Since we need a teacher to push-in to ELA for 2 sections, we need to make sure those are not scheduled at the same time</i></p>	
Related services	<p>How do you ensure students are receiving related services in a way that causes the least amount of disruption for instruction?</p> <p>How do your related service providers have opportunities to collaborate with teachers about student needs?</p>	<p><i>Students will only be pulled from the same class 2x/week, they cannot be pulled from specials, etc.</i></p> <p><i>We must build in opportunities for collaboration between RSPs and classroom teachers.</i></p>	
Services that need private or specialized rooms (e.g., counseling, OT)	<p>What spaces are available for the delivery of related services?</p>	<p><i>Repurpose the art room to function as a counseling space when needed.</i></p>	

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Other Factors

Consider how you will address other important factors in the schedule. Add your own and complete the chart below:

Factor	How will you address this in your scheduling process?
Regular professional development	
Co-planning between teachers who share students (e.g. general and Special Education, EL teachers)	
Co-planning between grade-level teams	
Co-planning between content-area teams	
Mandated contract minutes	

When you are finished, your school schedule should tell the story of your upcoming term or year - that story should reflect the intentions set forth in this planning tool.