



District
Management
Group

MANAGER'S TOOLKIT

Are You Maximizing Opportunities to Support Students in Special Education, Interventions, and/or Receiving Related Services?

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Manager's Toolkit

Are You Maximizing Opportunities to Support Students in Special Education, Interventions, and/or Receiving Related Services?

After the past year and a half of disrupted learning, it is especially important for schools and school systems to work intentionally and aggressively to help students in need of interventions, receiving special education, and/or receiving related services. Many of these students not only missed out on grade-level core instruction, but also missed the mandated supports they need to learn and develop.

Even before the pandemic, ensuring that students received the mandated supports and that these services were delivered by the most appropriate, best qualified professionals proved challenging. How can we make this happen now? A big part of the solution is something that sounds all too simple — perhaps even mundane: making efficient and effective use of *time*. Use this toolkit to see if you are making the most effective use of your students' and staff's time.

Put a checkmark in the box that most closely reflects your district's or school's practices and then tabulate your results.

	Definitely	Partially	Not at all
Does your district have clear guidelines regarding the number of minutes of core instruction expected in all grades and schools?			
Are your elementary school schedules aligned by grade level?			
Is there a grade-level intervention/enrichment period scheduled daily?			
Are intervention periods staggered by grade to allow for an "all hands on deck" approach to support?			
Do schedules clearly specify times for whole class versus small group and other components during reading and math blocks?			

	Definitely	Partially	Not at all
Are student service push-in and pull-out guidelines clear and being implemented with fidelity?			
Are support services provided by the most appropriate, qualified staff?			
Are students across the grade grouped by focus area for interventions or support — rather than one-on-one?			
Is there a clear focus on Tier 1 instruction for all students, including for those students receiving interventions, special education, or other student services?			
Is the scheduling process collaborative and transparent? Do interventionists, special education teachers, and other student support services staff have access to one another's service schedules to avoid scheduling conflicts and to clearly see student schedules?			

Total number of checkmarks in each column			
Multiply	x 10	x 5	x 1
Total score by column			

Total Score

SCORING: Add the scores across all categories.

76–100: Congratulations! You seem to have many elements in place to effectively and efficiently support students in special education, interventions, and/or related services. Keep looking for opportunities and iterating through new ideas.

51–75: Many of the practices to manage time effectively and efficiently for students in special education, interventions, and/or related services are in place, but there are still some opportunities to fine-tune schedules and delivery of services.

26–50: There are opportunities to adopt more scheduling best practices in support of students in special education, interventions, and/or related services.

10–25: As with many schools, there are significant opportunities to make more effective use of time for delivery of special education, interventions, and related services supports.

To learn more about how your district or school can increase opportunities to support elementary students in special education, interventions, and/or receiving related services, contact us at scheduling@dmgroupk12.com.