

SCHEDULING OF STUDENTS

When designing a schedule all the information available must be taken into account. A continuum of service options ranging from consultation to co-teaching in the classroom to pull-out for direct instruction needs to be available in each school. Use these options individually or in combination as outlined in the student's IEPs. The following are items that the SLP may want to consider when developing his/her weekly schedule.

The Howard County Negotiated Agreement:

1. Secondary school teachers will, in addition to their lunch period, have daily preparation time of at least fifty (50) consecutive minutes during the regular student day in which they will not be assigned to any other duties.
 2. Elementary teachers will, in addition to their lunch period, have weekly preparation time during the student week of at least two hundred fifty (250) minutes, with at least two hundred twenty (220) minutes of such time scheduled in blocks of not less than fifty five (55) consecutive minutes. Elementary teachers shall have at least thirty (30) consecutive minutes of preparation time during each regular student day. During this preparation time, they will not be assigned to any other duties.
- Related Service providers are provided the planning time indicated, however, it may not always be possible to have 55 continuous minutes. The allotted time must still be given each day, e.g. 30 minutes and 25 minutes.
 - Travel time—if servicing multiple schools, take into account each school's starting and ending times and the amount of time needed to travel between schools.
 - IEP Meeting days—Determine the day and time of weekly IEP meetings at each school

ELEMENTARY SCHOOL

- Retrieve the SLPs caseload from Tienet
- Information may be located in G-Suite regarding student(s) transitioning to your school
- Obtain class lists from the school secretary to determine the location of the students who receive SLP services
- Obtain the following schedules: classroom specials, other related service providers, reading resource teacher, and special educator(s).
- Call or email the parent/guardian of preschool or private school students to arrange therapy times. These should be scheduled during the typical school day hours.
- Schedule times during which co-teaching and classroom collaboration will occur. Plan to do this during the Student Support Weeks as much as possible.
- Analyze grouping for students for "in" versus "out" sessions

HCPSS/DSE/CDC/SLP

7.16.18

MIDDLE & HIGH SCHOOL

- Obtain the master schedule for the school
- Retrieve the SLPs caseload summary from Tienet
- Information may be located in G-Suite regarding student(s) transitioning to your school
- Call the parent/guardian of private school students to arrange therapy times
- Obtain individual student schedules from the guidance office
- Consult with the special educator(s) to coordinate special education and speech-language services
- Analyze grouping for students for “in” versus “out” sessions

GENERAL RECOMMENDATIONS WHEN SCHEDULING

- Check with general education and special education teachers to determine the best time to see the student, e.g. the first half of Language Arts versus the second half
- Block out IEP days & times before beginning to write your schedule. ITLs should be scheduling IEP meetings on a specified day. Discuss with the ITL the importance of scheduling on that designated day because of the COMAR requirement that all therapy services as specified on the IEP must be delivered—100%!
- SLP Coordination meetings will be held roughly once per quarter. These meetings should occur during the student support service week.
- Schedule the student support weeks into your calendar. Reserve these weeks for observations, testing, consultations, etc. (Don’t forget to document your consults, etc. in the CompuClaim if these are on the Supplementary Aids and Services page of the IEP.)
- Schedule students with frequent therapy services that are “out” of general education next. Schedule students seen in the general education classroom after the “out” sessions.
- If you are allowed to take students from related arts for “out” services, then do a rotating schedule so that the same student is not missing the same related arts class each week. Students are graded in related arts classes and they must be present.
- Don’t schedule students for “out” of general education therapy sessions during reading instruction, math and special education groups.
- Don’t schedule therapy sessions for students who are seen only once a week on Mondays or Fridays—too many Mondays, school is closed and Fridays, especially younger students have “special” events. Frequently missed sessions are difficult to make-up and may impact progress.
- Preschool students, speech-only (walk-in speech preschoolers), private school students and home school students should only be scheduled during the regular school day when students are in the building, e.g., not before or after the student’s regular school day.
- Avoid scheduling during band, chorus and gifted and talented classes.
- Consider scheduling “in” services for general education on Friday afternoons. It is a good time to address social skills in the “special” activities.

- If there is an additional SLP in your building 1 or 2 days a week, have that SLP cover the 2nd or 3rd session for student(s). Try not to have them case manage students since they are in the school for such limited times and it may be difficult to schedule IEP meetings.