

MTSS Scheduling Considerations for Secondary Schools

Scheduling for high schools and secondary schools is often a challenge endured by administrators and counselors throughout the spring semester. We have created a table of considerations to assist secondary schools with scheduling MTSS intervention time into the Master Schedule. This guide will help teams create appropriate intervention times for math, reading, behavior, and social without overloading the scheduling process.

Below are some simple guidelines to follow when developing the schedule and accounting for MTSS intervention time.

MTSS Secondary School Scheduling Considerations Table			
Step	Consideration	Defining Characteristics	Additional Information
1.	<i>Singletons, Doubletons, Tripletons</i> Schedule these first in order. Then schedule all others	Singletons – happen only once, Doubletons- twice, Tripletons - three times,	E.G. Band, Debate, CTE blocks Consider Zero hours
2a.	<i>Intervention Classes</i>	An intervention class can be given as regular class during the school day	This may replace an elective option for a student.
2b.	<i>Skinnies</i> Consider using these for intervention time	Skinny – dividing a class time into half. Creates 2 math or reading intervention times 1 - 90 min period = 2 - 45 min periods	Interventionists teach the skinny sessions. All other staff teach a regular class session. May replace an elective option for a student
3.	<i>Seminar/Advisory???</i> Do you have a seminar or advisory time?	Yes, teach weekly behavior/social lessons OR create a walk-to intervention time	No, consider step 4 to gain some additional intervention time.
4.	<i>Time Changes</i> consider assessing the minutes in your day for flexibility	Reduce lunch or passing periods by 1 or 2 mins? Change class period times by 1 or 2 mins?	Gaining 20 – 30 minutes can create an intervention/enrichment time and keep the 7 periods intact

Guided Prioritized Discussion

If you had the Cadillac, the dream, what would we like to have as part of our schedule?

- Offering interventions 9-12?
- Multiple opportunities to receive intervention throughout the day?
- Maintain some type of elective for students receiving intervention?
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Now what are the traditional aspects of our schedule that we have always done? What are the sacred cows – tough sells in our building and community?

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What is the gap we are identifying between our dreams and “what we have always done?”

Now what are we committed to in terms of:

- Course offerings (non-negotiables, singletons, etc.)
- Community values (courses the community is committed to)
- Which students (grade levels) will receive interventions
- Which teachers can/will/are best to provide interventions?
- What time of the day should interventions be offered?
 - When/what time of the day is most interrupted by other activities (sports, clubs, enrollment, speakers, assemblies)?
- When are staff going to collaborate?

Guiding Questions related to our Scheduling Considerations Chart

MTSS Secondary School Scheduling Considerations Table		
Step	Consideration	Guiding Questions
1.	<i>Singletons, Doubletons, Tripletons</i> Schedule these first in order. Then schedule all others	Identify your non-negotiables? If you have itinerant teachers teaching non-negotiables, how flexible is their schedule? <ul style="list-style-type: none">• Can they come at a different time? What are the barriers to making that happen? How many students are taking these non-negotiables? <ul style="list-style-type: none">• If they are low numbers, can they be offered once every four years or combined into another class?
Choose 2a or 2b		
2a.	<i>Intervention Classes</i>	Can the intervention class be offered as an elective

		<p>credit?</p> <p>Can it be offered as a math or english credit (school board decision)?</p> <p>If you are on block scheduling, can you offer the class on each day?</p> <p>If you are offering an intervention class, are you offering it opposite a core class that is offered more than one time of the day (e.g. English 9 is offered three times of the day and opposite the reading intervention time)?</p>
2b.	<p><i>Skinnies</i></p> <p>Consider using these for intervention time</p>	<p>Are there electives that are flexible in the content (project-based) that could be opposite a skinny?</p> <ul style="list-style-type: none"> • How will you get buy-in from the elective teachers? <p>Are there electives that could be skinnies for all students?</p>
3.	<p><i>Seminar/Advisory???</i></p> <p>Do you have a seminar or advisory time?</p>	<p>How long is your seminar or advisory period?</p> <p>Can it be separated for interventions?</p> <p>Is it occurring every day or every other day?</p> <p>How often is seminar being disrupted for other activities (assemblies, presenters, sports, clubs, enrollment, etc.)?</p>
4.	<p><i>Time Changes</i> consider assessing the minutes in your day for flexibility</p>	<p>If we are adjusting the times for passing periods and/or lunch, where are we giving the time to?</p>

How are you going to adjust special education minutes when you have finalized who and when interventions are being provided?

How will you market these changes to students, parents, and your community?

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