

EDITABLE

Service minutes worksheet, master schedule in 30- and 15-minute blocks, student and four-on-a-page copies, center rotation, small groups, inclusion and push-in, related services pull-out, adult grid, specials and lunch grid, change log and sub copy. Fillable PDF.

EXAMPLE Room 14, Six Students, Two Paras, Filled In

Every student, adult and minute here is inventoried. The teacher's scheduled column was added up from the schedule day before it; the two owed cells are the point of the page.

Service minute breakdown (page 5) — Room 14, six inboard students, minutes per week

STUDENT	READING	MATH	WRITING	SOCIAL	LIFE SKILLS	SPEECH	OT (TOTAL)	SCHEDULED	OWED
A.B.	300	300	300	150	150	—	30	1230	1230 0
C.D.	300	300	300	150	150	30	—	1230	1230 0
E.F.	300	300	300	300	150	60	—	1260	1230 30
G.H.	300	300	150	150	150	—	—	1050	1050 0
I.J.	300	300	300	150	150	—	—	1200	1200 0
L.M.	300	300	300	150	150	—	—	1200	1200 0

Scheduled is added up the day before: a repeating block counts five times; the Tuesday pull-out counts one. E.F., speech 60 on the IEP; 30 on the pull-out; page 30 owed. G.H., writing 300 on the IEP; 150 scheduled because the 12:30 push-in block replaced the second writing block, 150 owed. G.H. is in the same science block, and the IEP means, which 11:50 covers.

Master schedule (page 6), the Tuesday column — Ms. K, paras R and T

TIME	BLOCK	STUDENTS	ADULTS (HOW IS SERVICE)	COUNTED ON PAGE 5
7:30	Arrival, breakfast, morning routine	all six	K, R, T	—
8:00	Morning meeting and social skills lesson	all six	F. Smith, R, T at the tables	Social 30, all six
8:30	Reading two groups A,B. C,D. E,F. with K, G,H. I,J. with R	all six	K, R, T at data sheets, prep.	Reading 30, all six
9:00	Reading groups switch; T with L,M. I,J. with R	all six	K, R, T	Reading 30, all six
9:30	Math group 1 with K, group 2 with T	all six	K, R, T, duty-free break	Math 30, all six
10:00	Math, independent practice, 15 rotations	all six	K, R, T	Math 30, all six
10:30	Specials (incl. Tuesday) with the gen-ed class	all six	T, specials and plays, K, R, T	—
11:00	Writing, whole group lessons, three letters	all six	K, R, T	Writing 30, all six

BRIGHT PATH SPEED

Which Template for Which Room

Four kinds of room, the pages each one builds from, and the order that makes the minutes add up: services first, then groups, then adults.

ROOM	BUILD IT FROM	THEN ADD	COPIES FOR OTHER HANDS
Self-contained classroom: one teacher, paras, most of the day in one room	Service minutes (5), then the master schedule in 30-minute blocks (6) or 15-minute blocks (7)	Center rotation (10), adult grid (14), specials and lunch grid (15)	Student schedule (8), four on a page (9), sub copy (16)
Resource room: students come to you for blocks	Service minutes (5), then the specials and lunch grid (15) so no block lands on lunch or art	Small group schedule (11), then the master schedule (6)	Student schedule (8) for each folder, change log (16)
Inclusion and co-teaching support: you go to them	Service minutes (5), then the inclusion and push-in schedule (12)	Adult grid (14): every push-in block is a cell with a name in it	Four on a page (9) for the para, sub copy (16)
Related-service provider (SLP, OT, PT, counselor) across several rooms	Service minutes (5) for the caseload, then the pull-out schedule (13)	Specials and lunch grid (15) from each teacher, so no session lands on recess	Student schedule (8), change log (16)

The order: services first, then groups, then adults

- 1 Minutes first (page 5). Every student's minutes by area, copied from the IEP, before a single block is placed.
- 2 Fixed points next (pages 13 and 15): specials, lunch, recess, dismissal, and the provider pull-outs you do not control.
- 3 Groups (pages 10 and 11): who learns what together and for how long, so the minutes on page 5 add up.
- 4 The master schedule (page 6 or 7): blocks placed around the fixed points. Check page 5 again.
- 5 Adults last (page 14): the teacher and the paras go where the groups already are, one adult in one place per block.
- 6 Copies (pages 8, 9 and 16): per student, per clipboard, and the sub copy. Everything after that is the change log.

What this file is not

Not a bell schedule, a curriculum, or a statement of how many minutes any student should get. The minutes come from each student's IEP and the district's bell schedule; this file only makes them add up on one page and puts them where every adult can read them. Whether a change to a schedule needs a signature is your district's rule; page 16 has a line to write it on. The para's zone plan, support matrix and coverage plan are a separate file (the back page names it) and are not repeated here.

When each page gets touched

WHEN	WHAT
Before the term	Pages 5, 15 and 13 first, then 10 or 11, then 6 or 7, then 14, then the copies (8, 9) and the sub copy (16)
The day something changes	A new student, a changed IEP, a provider's new day, an adult who leaves: page 5 first, then the block that moved, then the log (16) and the copies it touches
Every Friday	Read the log (16) against page 5; any owed cell gets a fix with a start date, or a line on the log saying why not yet

Master Class Schedule, 30-Minute Blocks

7:30 to 3:30 down, Monday to Friday across. A cell is the block, the students by initials or group letter, and the adult: "Reading G1 · K, G2 · R" is the whole entry.

ROOM / TEACHER

TERM

EFFECTIVE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30					
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00					
12:30					
1:00					
1:30					
2:00					
2:30					
3:00					

Lunch, recess, specials, planning and the paras' breaks are cells too, or they will be scheduled over. A block that is the same all week is still typed five times; that is what makes Friday readable.

Student Schedule, One Student

EFFECTIVE

Special Education Classroom Schedule Templates

Center and Station Rotation Plan

Four stations, four groups, four rounds, and the timer. Read down a station: four different letters. Read across a round: four different letters.

SUBJECT / BLOCK

DAYS

MINUTES PER ROUND

EFFECTIVE

ROUND	START – END	STATION 1	STATION 2	STATION 3	STATION 4
Round 1					
Round 2					
Round 3					
Round 4					
Timer					

STATIONS

STATION	WHAT HAPPENS THERE	ADULT (OR INDEPENDENT)	MATERIALS AND THE DATA SHEET TO CARRY
Station 1			
Station 2			
Station 3			
Station 4			

GROUPS (WRITE THE LETTER IN THE GRID ABOVE)

GROUP	STUDENTS (INITIALS)	SKILL FOCUS THIS WEEK
Group A		
Group B		
Group C		
Group D		

The timer row holds the minutes, the signal and who runs it. A group letter in a grid cell, an adult on the station row: the adult grid (page 14) copies the station rows for this block.

EXAMPLE

Room 14, Six Students, Two Paras, Filled In

Every student, adult and minute here is invented. The worksheet's scheduled column was added up from the schedule day below it; the two owed cells are the point of the page.

Service minutes worksheet (page 5) — Room 14, six invented students, minutes per week

STUDENT	READING	MATH	WRITING	SOCIAL	LIFE SKILLS	SPEECH	OT	TOTAL (IEP)	SCHEDULED	OWED
A.B.	300	300	300	150	150	–	30	1230	1230	0
C.D.	300	300	300	150	150	30	–	1230	1230	0
E.F.	300	300	300	150	150	60	–	1260	1230	30
G.H.	300	300	150	150	150	–	–	1050	1050	0
J.K.	300	300	300	150	150	–	–	1200	1050	150
L.M.	300	300	300	150	150	–	–	1200	1200	0

Scheduled is added up from the day below: a repeating block counts five times, the Tuesday pull-outs once. E.F.: speech 60 on the IEP, 30 on the pull-out page, 30 owed. J.K.: writing 300 on the IEP, 150 scheduled because the 12:30 push-in block replaced the second writing block, 150 owed. G.H. is in the same science block, and the IEP names 150, which 11:00 covers.

Master schedule (page 6), the Tuesday column — Ms. K, paras R and T

TIME	BLOCK	STUDENTS	ADULTS (WHO IS WHERE)	COUNTED ON PAGE 5
7:30	Arrival, breakfast, morning routine	all six	K, R, T	–
8:00	Morning meeting and social skills lesson	all six	K leads; R, T at the tables	Social 30, all six
8:30	Reading, two groups: A.B., C.D., E.F. with K; G.H., J.K., L.M. with R	all six	K, R; T: data sheets, prep	Reading 30, all six
9:00	Reading, groups switch; T with L.M. 1:1 sight words	all six	K, R, T	Reading 30, all six
9:30	Math, group 1 with K, group 2 with T	all six	K, T; R duty-free break	Math 30, all six
10:00	Math, independent practice; 1:1 rotations	all six	K, T, R	Math 30, all six
10:30	Specials (art on Tuesday) with the gen-ed class	all six	T escorts and stays; K, R plan	–
11:00	Writing, whole-group lesson, then two tables	all six	K, R; T break	Writing 30, all six
11:30	Lunch	all six	R, T on duty; K lunch	–
12:00	Recess	all six	T on the playground; K, R lunch	–
12:30	Writing, second block; G.H., J.K. to gen-ed science (Rm 20)	A.B., C.D., E.F., L.M. in Rm 14; G.H., J.K. in Rm 20	K in Rm 14; R push-in Rm 20; T prep	Writing 30, A.B., C.D., E.F., L.M.
1:00	Life skills: cooking, community routines	all six	K, R, T	Life skills 30, all six
1:30	Science, whole class; SLP pulls C.D., E.F.; OT with A.B. at the back table	all six	K; SLP (speech room); OT (Rm 14); R, T at the tables	Speech 30, C.D., E.F. (Tue only) · OT 30, A.B. (Tue only)
2:00	Snack, choice, sensory break	all six	R, T; K plans	–
2:30	Pack-up, dismissal routine; buses at 2:50	all six	K, R, T	–
3:00	Students gone; data sheets filed, tomorrow's changes on the log	–	K, R, T	–

The two pull-outs land in science, which no IEP here counts, so nobody loses a counted block to them. The fix for the two owed cells goes on the change log (page 16), dated: a Thursday speech session at 1:30, and J.K. writing with T at 2:00 for thirty minutes a day from Monday.