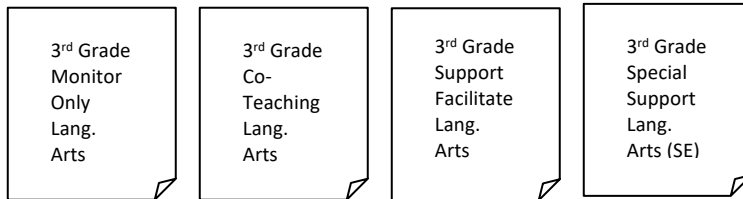


Steps for Scheduling Elementary In-Class Support

1. Survey students with disabilities access to the regular education curriculum. Identify opportunities for each student to address Individual Education Plan’s goals/objectives within the general education classroom, using the *Format to Guide Instructional Planning* process (see Form 1).
2. Identify type and level of supports needed for students with disabilities to be served in the general education class. Complete the *Classroom Activity Analysis Worksheet* to determine appropriate supports (see Form 2).
3. Cluster students per service needs on separate sheets of paper.



Use the Classroom Activity Analysis Worksheet to group students into the service needs clusters (4 students who need monitoring in Language Arts; 14 students who need Co-Teaching for Language Arts, 8 students who need Support Facilitation for Language; and 6 students who need pull out by a special education teacher for Language Arts). Be sure to put names of students on these cluster sheets.

Place raw data (**bolded**) on Planning Grid Sheet (Form 3): *Number = Instructional Sections Possibly Needed*

Courses	Monitor Only	Co-Teach	Support Facilitation	Specialized Support
3 rd Lang. Arts	4	14 (2)	8 (2-3)	6
3 rd Math.	2	7 (1)	4 (1)	3
3 rd Reading	3	11 (2)	10 (3-4)	7

4. Using large chart paper, develop a grid to list available special education or support staff across the top of the chart. For example:

Period/Time	SE Teacher A	SE Teacher B	Para-Ed. A	Para-Ed. B
8:00-8:45				
8:50-9:35				
9:40-10:25				
10:30-11:15				

Add periods or logical segments of time on the left side of the chart.

5. Transfer service clusters to small sticky, or “Post-It”, notes (for example, a sticky note that simply says 3rd Grade/Co-Teach/Lang. Arts, or 3rd Grade/Support Facilitation/Lang. Arts, or 3rd Grade/Pullout/Lang. Arts). Taking the 3rd Grade Language Arts data on the Planning Grid Sheet above one would have the following “sticky notes”:

- 3rd Grade – Lang. Arts / Co-Teaching 2 sticky notes
- 3rd Grade – Lang. Arts/Support Facilitation 2-3 sticky notes
- 3rd Grade – Lang. Arts/Pull-Out Sp. Ed. 1 sticky note

6. Keep names on the large sheets of paper; the sticky notes are simply for service needs.
7. Begin to fill in the scheduling chart of special education support staff with sticky notes. For example:

<i>Period:</i>	<i>Sp. Ed. Teacher A</i>	<i>Sp. Ed. Teacher B</i>	<i>Sp. Ed. Para-Ed. A</i>	<i>Sp. Ed. Para-Ed. B</i>
8:00-8:45	3 rd /L.A. Co-Teach	<i>Planning</i>	1X-Kngt./LA/SF 2X-1 st /Math/SF 3X-Kingt./LA/SF	2X-4 th /LA/SF 3X-4 th /Mth/SF
8:50-9:35	3 rd /L.A. Co-Teach	1 st /L.Arts Co-Teach	1X-3 rd /L.Arts/SF 2X-3 rd /Math/SF 2X-5 th /LA/SF	3X-4 th /LA/SF 2X-4 th /Mth/SF
9:40-10:25	Spec. L.A. Pull-out	3X-2 nd /LA/SF 2X-5 th /LA/SF	2X-2 nd /Math/SF 2X-2 nd /LA/SF 1X-5 th /Math/SF	Spec. L.A. Pull-out
10:30-11:15	<i>Planning</i>	1 st /L.Arts Co-Teach	3X-1 st /LA/SF 2X-2 nd /LA/SF	Spec. L.A. Pull-out

Now, match the special education personnel support with a general education teacher’s class at the same time. If the master schedule has not been developed, this signals a need for a general education class of this content at this time period. If the master schedule has been developed, then locate a content class needed and identify the teacher.

Special Note: In placing “support facilitation” stickies, it is important to note that you may have more than one sticky in each of the time or period segments (display box) because support facilitation service, by definition, is not a daily process. Some students receiving support facilitation may only have contact with special education personnel once, twice or even three times a week (or over two weeks). You may find it a valuable practice if you place the frequency of support facilitation on the sticky, e.g. by placing 2X in the lower right-hand corner of the sticky to denote twice a week service. This will give you an overview of services for that time or period segment relative to support facilitation.

8. Develop common planning time between general and special education instructional collaborators. Place special education personnel on the grade level of the team with the largest number of students they support, or rotate the special education teacher’s involvement with a variety of teams over the course of a specific period of time.
9. Variations on master schedules, traditional versus blocked versus modified block, can be supported with a few minor modifications with this process. For example, when “blocking” is the schedule used the charts with reflect A-B Blocking, or Modified Blocking.
10. Fill in chart with service needs (taken from student-centered process, put on paper, and transferred to sticky notes) just like a jigsaw puzzle. This process is about decision-making. Sometimes clusters are readjusted based on re-examined needs, staffing, scheduling, and student success.

Finally, success will come more quickly, and with less effort, if the campus completes this process **BEFORE** developing the school’s master schedule.