



7. Begin to fill in the scheduling chart of special education support staff with sticky notes. For example:

Period:	Sp. Ed. Teacher A	Sp. Ed. Teacher B	Sp. Ed. Para-Ed. A	Sp. Ed. Para-Ed. B
Period 1	7 <sup>th</sup> English Co-Teach	<i>Planning</i>	2X-7 <sup>th</sup> Eng/SF 2X-7 <sup>th</sup> Eng/SF 1X-8 <sup>th</sup> Eng/SF	3X-8 <sup>th</sup> Eng/SF 2X-6 <sup>th</sup> Eng/SF
Period 2	7 <sup>th</sup> English Co-Teach	6 <sup>th</sup> English Co-Teach	2X-6 <sup>th</sup> Eng/SF 2X-6 <sup>th</sup> Eng/SF 1X-8 <sup>th</sup> Eng/SF	3X-8 <sup>th</sup> Eng/SF 2X-8 <sup>th</sup> Eng/SF
Period 3	Spec. Eng. Pull-out	3X-6 <sup>th</sup> Eng/SF 2X-8 <sup>th</sup> Eng/SF	2X-7 <sup>th</sup> Eng/SF 2X-7 <sup>th</sup> Eng/SF 1X-7 <sup>th</sup> Eng/SF	Spec. Eng. Pull-out
Period 4	<i>Planning</i>	6 <sup>th</sup> English Co-Teach	3X-6 <sup>th</sup> Eng/SF 2X-6 <sup>th</sup> Eng/SF	Spec. Eng. Pull-out
Period 5				
Period 6				
Period 7				
Period 8				

Now, match the special education personnel support with a general education teacher's class at the same period. 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 segment (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 core or departmental team of the team with the largest number of students they support.
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 will 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.