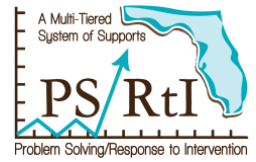


# Considerations for Developing a Master Schedule



## Set the Stage:

1. Does the current master schedule reflect our school's mission and vision?
2. Does the current master schedule allow for ensuring that *all* students', including students with disabilities, needs are met (i.e., providing Tier 2 and Tier 3 interventions, matched to data)?
3. Does the master schedule prioritize student learning above all else?

## Convene a Team:

1. Who should be on the team tasked with selecting/creating a new master schedule?
2. Does this team have consensus that student learning drives the master schedule?
3. What is the timeline for completion?
4. Determine logistics for meetings (i.e., frequency of meetings, schedule, norms)?
5. How will staff and stakeholders be updated throughout the process (e.g., staff meetings)?

## Determine Student Need:

Consider both current and incoming students:

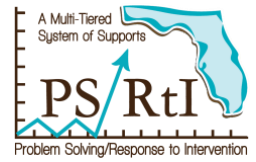
1. What data is available to determine students' needs across and within areas?
2. Is additional data needed to determine specific skill needs?
  - a. What data is needed?
  - b. What are potential data sources?
  - c. What is the plan for data collection?
3. What areas of need do the students have in common?
4. How many students have common needs (e.g., how pervasive are the needs)?
5. What is the intensity/severity of the needs?

## Map Resources:

1. What resources are currently available?
  - a. Consider *material* resources available at both the school and at the district
  - b. Consider *staff* resources: knowledge, skills, availability, certifications, endorsements, etc.
2. Where do gaps between students' needs and available resources exist?
  - a. Where will the team look to fill the gaps?
  - b. Are there others (within the district or school) to enlist for help?



# Considerations for Developing a Master Schedule



## Create the Schedule:

1. What areas of need do students have in common, and how intense/severe are the needs?
2. How many students have common needs (e.g., how pervasive are the needs)?
3. What type of schedule is appropriate based on the students' needs?
  - a. How frequently will students receive supports?
  - b. How many sections of core and intervention courses will be needed (based on number of students)?
  - c. What if students need support in multiple areas?
  - d. At the high school level, how will students receive credit toward graduation? What are course code options?

## Achieve Consensus, Get Feedback, and Share:

1. How will the draft plan be shared with staff?
  - a. When sharing the plan, consider including the rationale for the new master schedule as well as the steps involved
2. What type and form of feedback from staff is desired?
  - a. Consider soliciting levels of acceptability, support for plan, concerns, questions, etc.
3. How will feedback from staff be collected?
  - a. At staff or department meetings, voting, surveys, other?
4. What is the acceptability criterion?
  - a. Percent of staff agreement or consensus, other?
5. For each stakeholder group, consider how the new master schedule will be shared, and what information they'll need: Itinerant staff, District staff, Families, Students, Community partners, Mental health partners

## Implement, Monitor, and Revise:

1. At the start, what barriers can be anticipated and potentially preempted?
2. What input will be gathered from stakeholders and staff related to functionality?
  - a. How and when will input be gathered?
3. What data will be gathered related to effectiveness? How often? What outcomes are expected, by when?
  - a. Consider changes observed at all tiers
4. How often will the team reconvene to review input and revise the schedule?
  - a. In beginning of school year, quarter/semester/trimester?
  - b. Consider timing for making minor tweaks versus major changes