

# INCLUSIVE SCHEDULING

## *Including Students with Disabilities in General Education*

Inclusive scheduling...

- Begins with a school philosophy that values and promotes responsible inclusive practices.
- Recognizes the *general education classroom* as the first placement considered for students with disabilities.
- Links student needs with *existing* school-wide staff.
- Regards *all* SPED staff as capable of providing in-class support.
- Creates a master schedule aligned with *in-class service delivery* models.
- Starts by scheduling students with disabilities *first!*

*Begin with the end results in mind...*

- Students with disabilities receive instruction and support in general education based on student needs, the Next Generation Sunshine State Standards (NGSSS), and current data.
- Students with disabilities make adequate yearly progress (AYP) and learning gains.
- General and special education staff collaborate to provide instruction, assessment, behavioral, and learning supports that benefit students with and without disabilities.

Steps for inclusive scheduling:

1. Identify the right people for your scheduling team (administrator, SPED & general education teacher(s), reading/math coach, counselors, etc.)
2. Record and group student data by grade level (e.g., 3<sup>rd</sup>), subject (e.g., LA/Rdg), and level of support needed (e.g., co-teaching).
3. Analyze student needs based on general education curriculum and instruction and IEP goals. This requires discussion among the curriculum experts and teachers that know the students well.
4. Clump students into general education classes based on level of support (e.g., 2 co-taught LA/Rdg classes, 1 support facilitation math class).
5. Identify ALL available staff who can provide in-class support, keeping state certification and highly qualified requirements in mind.
6. Re-analyze and re-group students into general education classes, with support (no school ever has enough staff for the perfect inclusive schedule!); repeat this step as often as necessary throughout this process
7. Create a “SPED” master schedule that reflects in-class supports (co-teaching, support facilitation) and blocks/sections for resource/pull-out services. Include common planning time for SPED and general educators.

Important questions for teams to consider...

- What is the *rationale* for providing supports in a separate setting? What supports are provided in a SPED classroom that *cannot* be provided in the general education classroom?
- Have we considered “*staggering*” periods (e.g., reading blocks, lunch) to accommodate a schedule of in-class support by the SPED teacher(s)?

*FOCUS ON STUDENT ACHIEVEMENT: Inclusive scheduling assures that students are educated in the least restrictive environment (LRE) and receive core curriculum in general education settings.*

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## Including Students with Disabilities in General Education

- Are we maintaining appropriate ratios of students with needs (e.g., SPED and ESOL) to those without?
  - Co-taught class: no more than 1/3 SPED & struggling learners recommended
  - Support facilitation class: no more than 8-12% SPED & struggling learners recommended
- How will we ensure that students with disabilities in general education aren't being educated as a "class within a class"?
- Have we also considered using early release days and ½ day subs for special and general education planning time? It may not seem like a lot of time, but it can make a **big** difference!

### Remember...

- ✓ Inclusive scheduling takes a **team**; never do this alone.
- ✓ Flexibility is the key!
- ✓ Use all the resources available to you.
- ✓ It is always *easier* to first create inclusion classes/sections, and then build the school master schedule around those classes; it is *difficult* when the school master schedule is already set, and you have to figure out where your inclusion classes will "fit in".
- ✓ Schedules will never be perfect – students & staff come and go, and their needs change over time. Don't be surprised if you have to **re-visit your schedule** after school begins.
- ✓ Ask for help! This is a problem-solving process.
  - Contact your FIN facilitator: Deidre M. Phillips, via phone 305-754-4081 or email [dmarshall3@dadeschools.net](mailto:dmarshall3@dadeschools.net).

GUIDELINES	EXAMPLES
1. Match SPED teachers to general education classes by subject-areas, experience, and interest.	Mrs. Majors (SPED) co-teaches with middle school science teachers because she has experience, knowledge, and a great interest in the subject-area.
2. Limit collaborative partnerships to no more than two or three teachers per day/week to maximize collaboration.	Although other SPED teachers work with only two general educators each day, Mr. Ippolito teaches every day with three general educators because he knows the subject-area and curriculum well.
3. If possible, schedule collaborative teaching time with the same teachers during "back-to-back" periods.	Mrs. Viera (SPED) teaches pre-algebra 1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> periods with Mrs. Dickenson so they can use the time between periods for last-minute review and planning.
4. Staggering classes is necessary for schools that have only 1 or 2 SPED teachers.	Mrs. Camji (SPED) co-teaches 3 <sup>rd</sup> grade LA/Rdg with Mrs. Manten from 8:30-10:00 and co-teaches 5 <sup>th</sup> grade LA/Rdg with Mrs. Phillips from 10:00-11:30.
5. Schedule SWD in resource classes at the same time that their peers receive instruction in the same content area.	Mrs. Gallo teaches math using access points in the resource room from 12-1:00 pm to 2 <sup>nd</sup> graders on a modified curriculum (same time their 2 <sup>nd</sup> grade nondisabled peers receive math instruction).
6. Make every effort not to schedule a <b>wide</b> span of grade levels in resource at the same time. This is not conducive to effective instruction.	From 9:00-11:00 am, Mr. Johnson (SPED) teaches LA/Rdg/Writing in a resource class to students ranging from 1 <sup>st</sup> to 5 <sup>th</sup> grade. Different grade levels stagger in during different time periods and miss instruction due to other homeroom activities; FAIR data indicates no growth. <b>*These students require the mandated amount of instructional time for the subject area and grade level.</b> Structure and consistency are essential for SWD to make learning gains.

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