

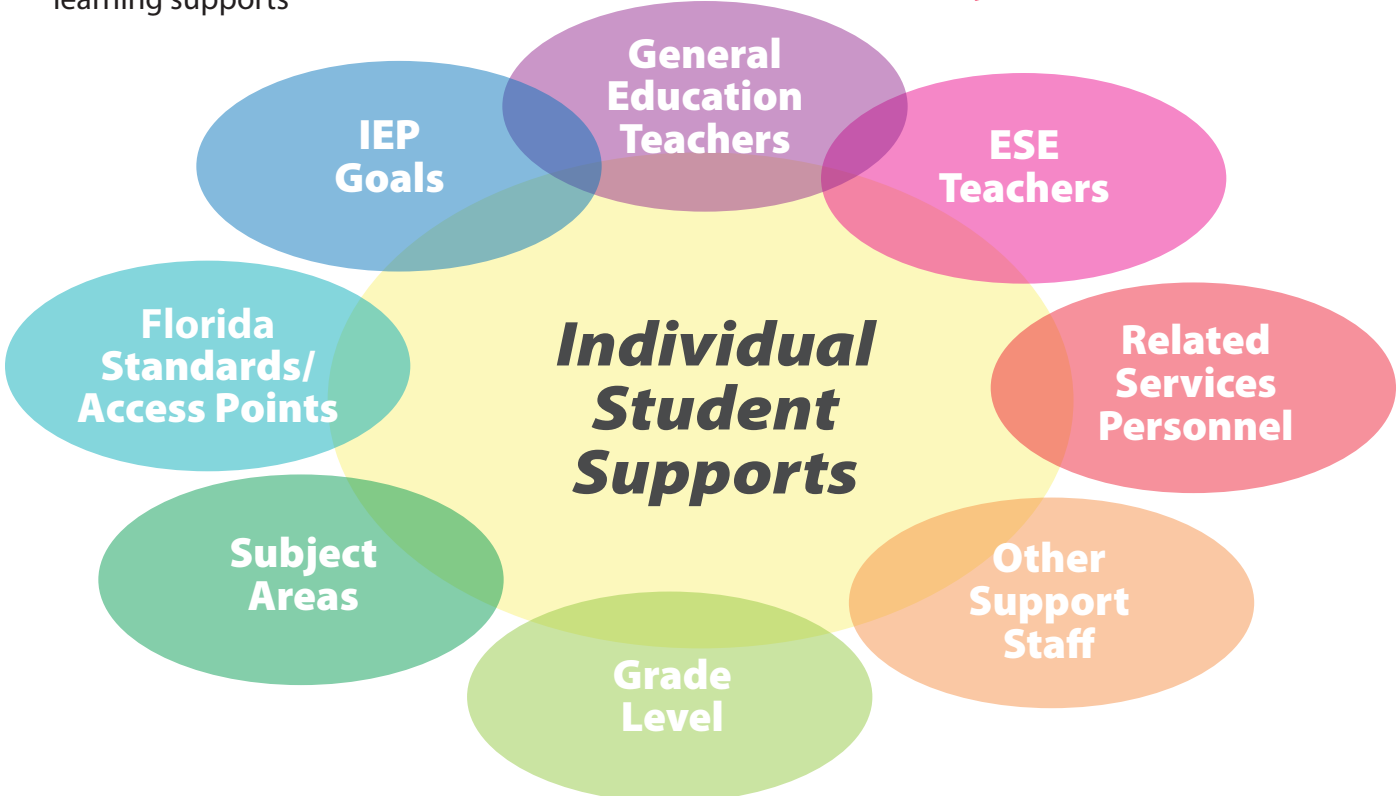
Inclusive Scheduling: A Student-centered Approach to a Complex Task

Including children with disabilities in general education means . . .

- All children learning together, with same-age peers, regardless of labels
- Students with disabilities receiving instructional support based on IEP goals and the Florida Standards
- Improved outcomes for **all** students through increased focus on individual learning needs
- General and special education personnel collaborating on instruction, assessment, and behavioral and learning supports

Getting Started: Step Zero
Articulate the vision. Engage people in discussions about inclusive best practices.

*Calculate schoolwide LRE data
 Compare LRE rates with district and state targets
 Set LRE targets for improvement
 Analyze needs of students in the LRE*



Sound like a job for a computer?

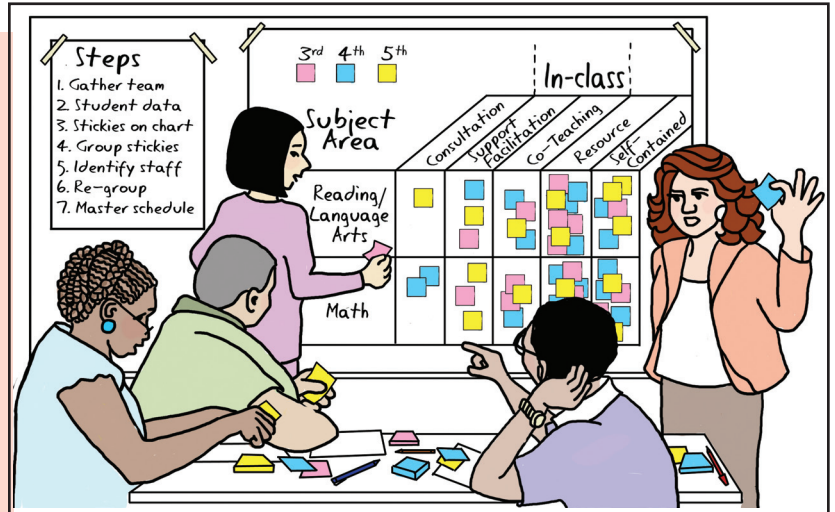
Not really! The best scheduling is done collaboratively between general and special education teachers, school administrators, and other staff who will be implementing or supporting a schoolwide master schedule that benefits all students.

Inclusive Scheduling: Steps at-a-Glance

Step 1

of the scheduling process involves gathering a scheduling team who has knowledge of each student's needs, in-class support models, general education curriculum, and the school's organizational structures. With a trained facilitator, the team completes the following steps, using multi-colored sticky notes and chart paper to group students into general education classrooms.

By scheduling students with disabilities **FIRST**, the team ensures that the supports follow each student—not the other way around!



Inclusive scheduling engages team members in a collaborative, decision-making process.

Step 2

Gather and write each student's data (e.g., FSA scores, behavior supports) on a sticky note. Use different colored notes for each grade level.

Step 3

Place sticky notes on chart paper according to grade level, subject area, and level of support needed. Analyze/discuss student data and support needs related to IEP goals and grade level expectations.

Step 4

Re-group student sticky notes according to intensity of support needed in general education classrooms.

Step 5

Identify ALL available staff★ who can provide instructional and other kinds of support throughout the day or week.

★ *Who can provide in-class support?*

- ESE co-teachers
- ESE support facilitators
- Related services professionals
- Instructional coaches
- Paraprofessionals

Step 6

Re-analyze and re-group students into general education classes, with support. **Build individual ESE teacher schedules first, based on final student groupings.**

Step 7

Create a master schedule for in-class supports. **Be sure to consider teacher certification and include common planning time for all collaborative teachers!**

Once the master schedule is created, the team identifies next steps and future needs... such as professional development and instructional resources.

How can your school get started?

A FIN facilitator can help your school create and implement a master schedule for in-class support. Just visit our Web site to contact your local FIN facilitator: www.FloridaInclusionNetwork.com—click on **Meet the FINs** and select your county.