

# Best Practices for 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

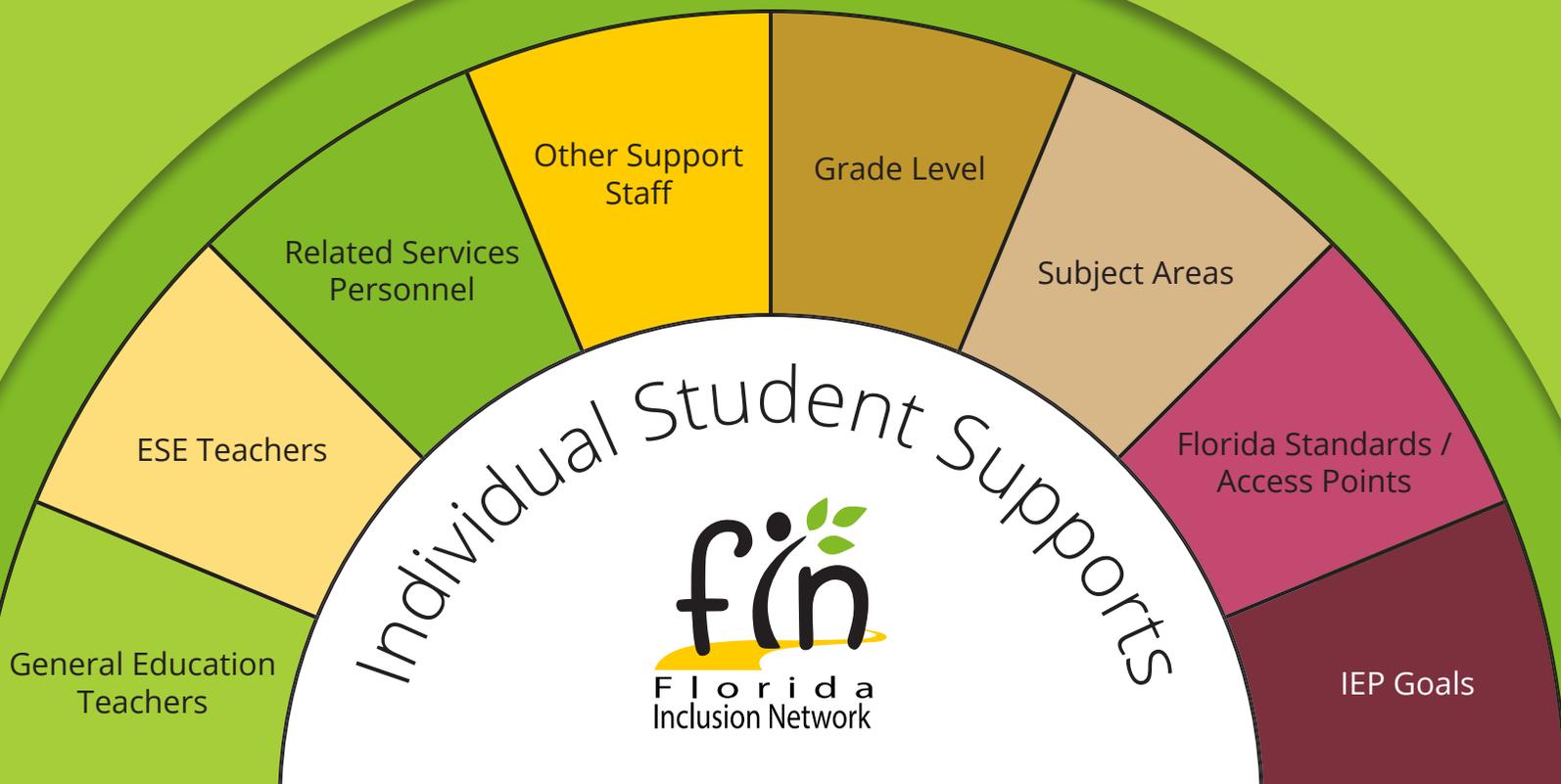
### Sound like a job for a computer?

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.

STEP  
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#### Getting Started:

- Articulate the vision.
- Engage people in discussions about inclusive best practices.
- Calculate schoolwide LRE data
- Compare LRE rates with district and state target
- Set LRE targets for improvement
- Analyze needs of students in the LRE



# Inclusive Scheduling: Steps at-a-Glance

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

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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!

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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.

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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.

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

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

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

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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. For more information on how to contact your local FIN facilitator, visit our website and click on the **About Us** tab, then select your county.



\* Who can provide in-class support?  
ESE co-teachers, ESE support facilitators, Related services professionals, Instructional coaches, Paraprofessionals