



A Student-Centered Approach to a Complex Task

Including children with disabilities in general education means . . .

- All children learning together, with same-age peers
- Students with disabilities receiving instructional support based on Individual Education Plan goals and the state academic achievement standards or alternate academic achievement standards
- Improved outcomes for **all** students through increased focus on individual learning needs
- General and special education personnel collaborating on instruction, assessment, behavioral and learning supports

Sound like a job for a computer?

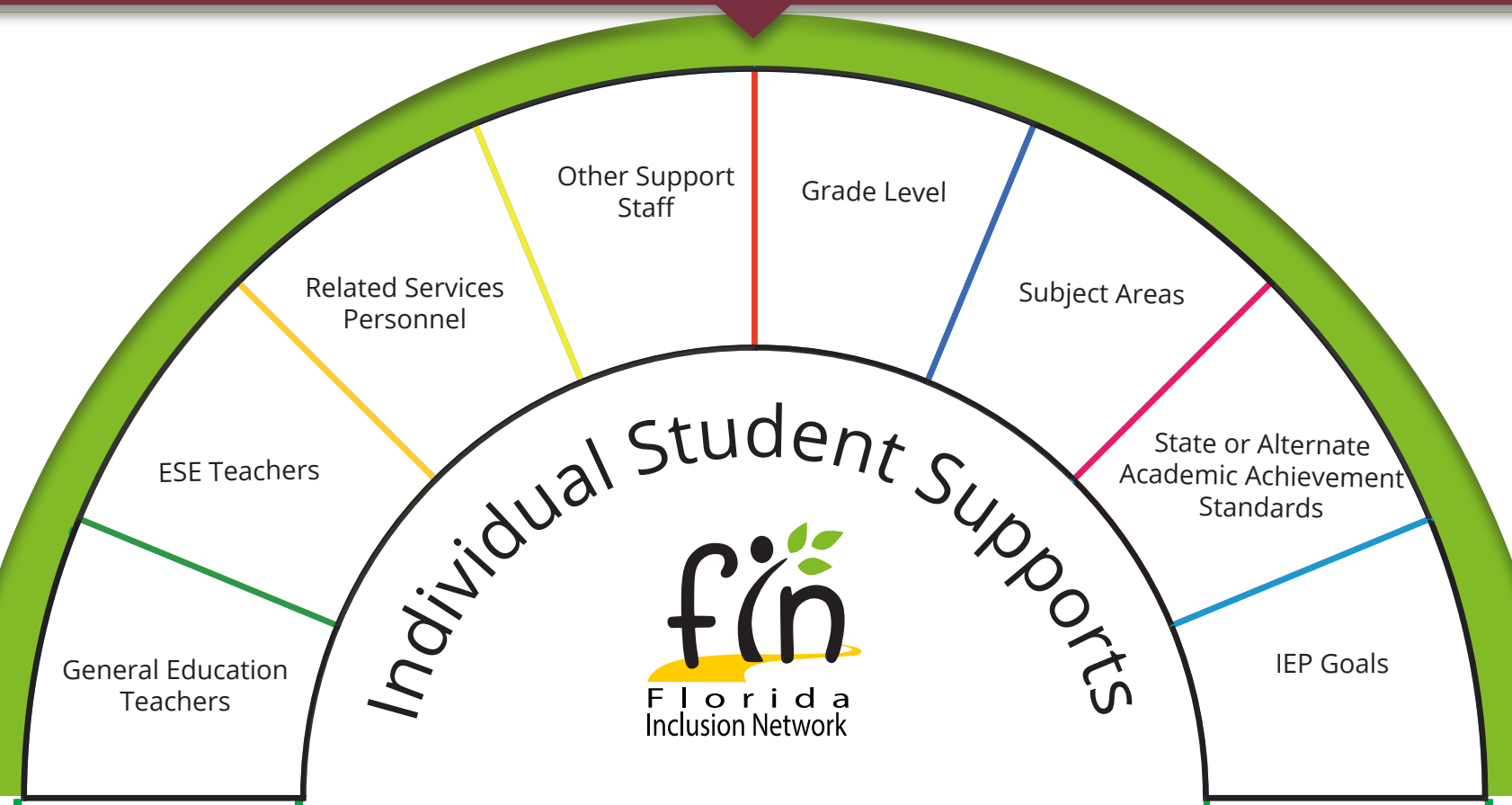
Not really! The best scheduling is done collaboratively between general and special education teachers, school administrators, and other staff who will be implementing or supporting a schoolwide master schedule that benefits all students.

By scheduling students with disabilities first, the team ensures that the supports follow each student.



Getting Started:

- Articulate the vision
- Engage people in discussions about inclusive best practices
- Calculate schoolwide Least Restrictive Environment (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.

With a trained facilitator, the team completes the following steps to group students into general education classrooms.

STEP
01

Gather a Team: The scheduling team should have knowledge of each student's needs, in-class support models, general education curriculum, and the school's organizational structures.

STEP
02

Create Student Sticky Notes : On a sticky note write student's data (e.g., academic scores, behavior supports). Use different colored notes for each grade level.

STEP
03

Chart Sticky Notes: 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
04

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

STEP
05

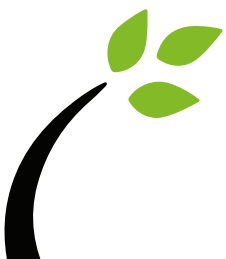
Identify Staff Supports: Identify ALL available staff who can provide instructional and other kinds of support throughout the day or week.

STEP
06

Re-Analyze and Regroup: Analyze/discuss student needs to regroup students into general education classes, with support. Build individual ESE teacher schedules first, based on final student groupings.

STEP
07

Create a master schedule: Use the groups of in-class supports to create a master schedule. 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.