

Steps in Scheduling Students with and without Disabilities and Staff in General Education Settings

1. Review IEPs and make a list of students (or make a pile of their IEPs) who will receive full or part-time services in the general education setting next year.

2. Collect information from faculty about students with and without disabilities in your school who will receive services in the general education setting next year.

Option 1: Have faculty members complete a **Matrix of Support** table for each student on their homeroom roster that looks like the following:

Student Name	Grade	Academic Need	Behavior Need	Disability (if applicable)	Other

*Note: Have IEPs available for current students with disabilities and for students with disabilities who will be moving to their home schools.

Option 2: Have a faculty meeting* and ask teachers to complete individual cards for each student in their current classes.

Provide these directions: Categorize students according to academic need (High, medium, or low), and write their names and grade level on separate, color coded index cards. Write names of students with high needs on red cards, medium needs on yellow cards, and low needs on green cards. Put a red **T** on the bottom of any student's card if he or she needs transitional (T) behavioral support to get acclimated to a new class or a red **S** if they need ongoing support (S). If the student has a disability, include this information on the card as well. Feel free to include any other pertinent information on each card.

Option 3: Prepare a data base in advance and print out labels that look like the following:

Name: (filled in) Next grade: (filled in)
Academic Need: _____ Behavioral Need: _____
Disability: _____
Other: _____

Ask grade level or departments to meet, complete the labels for each of their students, and put the labels on red, yellow or green cards depending on the academic needs of each student (e.g., students with high needs on red cards, medium needs on yellow cards, and low needs on green cards).

3. Collect information from faculty from feeder program/schools (e.g., those housing pre-k) about students with and without disabilities who will receive services in the general education setting next year using one of the options listed in step 2.

4. Compile all the information collected.

Make potential class rosters:

Consider these guidelines as rosters are developed.

- Include students with a range of ability levels (e.g., 5 high, 12 med., 5 low, 1 behavior need) in each class.
- Place 2 or 3 fewer students in inclusive classes vs. non-inclusive classes.
- Consider personalities as you place students.
- Minimize transitions by having classes travel together across the day as much as possible.
- Consider teacher strengths as you place students with challenging behavior.

If you used a database, questionnaire or matrix of support, then make lists of students for potential classes.

If you used cards, then sort the cards by grade level. Add the students who will be moving back to their home schools to the piles of cards. Redistribute the cards into potential classes for next year.

5. Have faculty review the potential rosters and make changes as needed.

Option 1: Following the above guidelines, have a faculty meeting and ask them to either review the piles of cards or the potential rosters and have them change them as needed.

Option 2: Following the above guidelines, have grade levels or department review and change the potential rosters.

6. Review IEPs of students who receive Part Time of Full Time services to identify what special education services to provide next year.

7. Develop class rosters for Part Time and Full Time special education classes (e.g., resource, self-contained).

8. Develop the master schedule. See sample table below:

Sample Elementary Master Schedule

Elementary	Subject	Subject	Subject	Subject/lunch	Subject/lunch	Subject/lunch	Subject
Class type/gen ed teacher <i>Identify type of class here (e.g., gen math, art, self-contained, reading resource)</i>	Include: 1. names of students <i>with</i> disabilities 2. number of students <i>without</i> disabilities here						

9. Determine assignments of special ed teachers and paraprofessionals and add to master schedule

	1 st period	2 nd period	3 rd period	4 th period	5 th period	6 th period	7 th period
Class type/gen ed teacher <i>Add special education teachers/paraprofessionals into gen ed and special education classes</i>	Include names of students with disabilities and number of students without disabilities here						

10. Schedule common planning time between general and special education teachers on the master schedule. Include planning time between co-teachers, and between special education self-contained and resource teachers and grade and content appropriate general education teachers.

	1 st period or subject	2 nd period or subject	3 rd period or subject	4 th period or subject	5 th period or subject	6 th period or subject
Class type/gen ed teacher/ <i>Add spe ed teachers/paraprofessionals into gen ed and special education classes</i>	Class 1: Include: 1. names of students <i>with</i> disabilities 2. number of students <i>without</i> disabilities here		<u>ART</u> Planning with department or grade level	<u>P.E.</u> Planning for co-teachers and paraprofessional		
Example: Art class			Class 1: Include: 1. names of students <i>with</i> disabilities 2. number of students <i>without</i> disabilities here			
Self-contained class		Names of students with disabilities	<u>P.E.</u> Planning with department or grade level (that matches content taught in self-contained)			

11. Schedule time for unendorsed special education teachers to plan with endorsed special education teachers (e.g., if a special education teacher is endorsed in ED/LD and she/he teaches students with MR, then a special education teacher endorsed in MR must plan with the unendorsed teacher).

NOTE: Include planning time between general and special education teachers and between unendorsed and endorsed special education teachers on student IEPs. Also include time for endorsed special education teachers to observe in unendorsed special education teachers' classes.