



Flexible Scheduling for In-Class Supports: A Blueprint for Change



*“Determine the thing that can and shall be done and then we shall find the way.”
Abraham Lincoln*

Table of Content

I: Flexible Scheduling Introduction and Key Components.....	3
II: Phases of Flexible Scheduling.....	4
1. Assembling your Team.....	5
2. Scheduling Process Directions and Outline.....	6
3. Team Scheduling.....	7
a) <i>Other Considerations and Scheduling Options</i>	9
b) <i>Sample Schedules</i>	10
<i>Elementary</i>	10
<i>Secondary</i>	12
4. Analyzing and Adjusting Schedules.....	14
5. Implementation Consideration.....	15
6. Professional Development Consideration.....	16
III: Models of Support for Students with Disabilities: Continuum of Services.....	17
1. Responding to Individual Student Needs.....	18
2. Service Delivery Models.....	19
3. Models of Support Summary Worksheet.....	20
IV: Flexible Scheduling FAQs.....	21
IIV: Bibliography.....	25



Flexible Scheduling for In-Class Supports: A Blueprint for Change



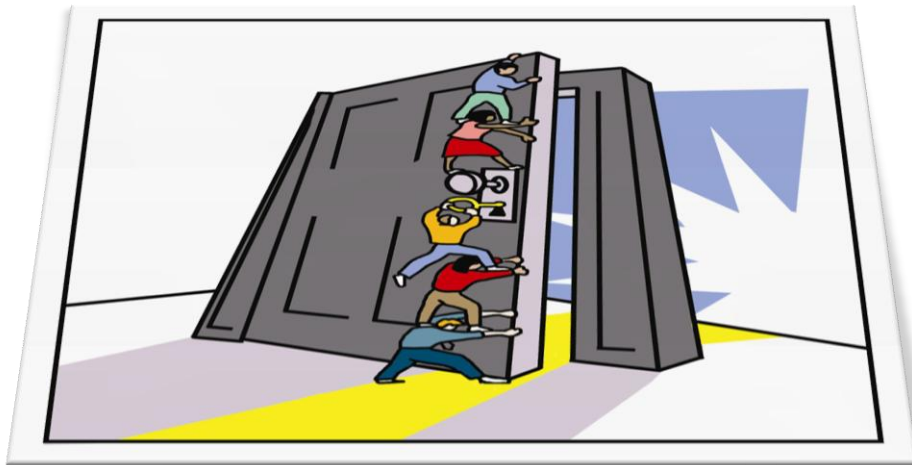
Introduction

Flexible scheduling for students with disabilities is critical to the success of any school's implementation of inclusive service delivery models. It is essential that school-based teams work collaboratively to develop student and staff schedules that reflect effective supports for **all** students. This guide is intended to provide the reader with information about scheduling processes, educator roles, and specific steps a team can take to ensure appropriate in-class supports for students with disabilities as well as other special populations.

The following important points should be considered well in advance of scheduling students with disabilities into general education settings:

- ❖ Develop a “scheduling team” which involves *key* individuals. Team members should include, but not be limited to, a school administrator general education teachers, ESE teachers, guidance counselors, specialists or resource teachers. Be sure to include those personnel who hold the *specific* responsibility of scheduling all students. See Section 1 for team member roles.
- ❖ Students are grouped by educational need, not ESE category or classroom.
- ❖ All ESE personnel should be considered as serving ESE students requiring in-class supports.
- ❖ ESE students served in general education classrooms are *included* in totals for each subject area before projecting general education units for the coming year.
- ❖ ESE students receiving *in-class* supports should NEVER be added on top of required class size totals.
- ❖ Assign ESE teachers to gen. ed. classrooms according to specific subject areas or grade levels to ease scheduling of time to collaborative plan with teachers and/or teams.
- ❖ Co-planning time **MUST** be allowed for in teacher schedules!
- ❖ It is recommended that ESE teachers collaboratively teach with **no more than** four teachers during the school day, otherwise finding time to co-plan and adapting to several different working styles can quickly lead to burn out!
- ❖ *Flexibility* and *creativity* are key! Revising schedules is necessitated by the many variables that effect school courses and programs (student enrollment, teacher units, state mandates, etc.).

Phases of Flexible Scheduling



You can build a ramp to get anyone into a building, but it truly is the attitude that facilitates real inclusion. If the people inside the building don't see the value of the individual and don't want them there, then true inclusion does not happen.”

Christina Smith, the ARC



Phase 1: Assembling your Construction Crew



- **Administrators (school principal or assistant principal)** - Provide the following support for team members to appropriately schedule students with disabilities into general education classrooms:
 - Assists in identifying and recruiting scheduling team members.
 - Provides time and space for the scheduling team to meet (provides substitute teachers if necessary).
 - Assists in the identification of local resources to assist in the facilitation of scheduling team meetings and processes (e.g., Florida Inclusion Network).
 - Communicates vision for inclusive education to all staff.
 - Attends scheduling team meeting(s) to assist in problem-solving and decision-making.
 - Provides information regarding school-wide staff master schedules.
 - Ensures & supports common planning time for all collaborative partners.
 - Assists in problem-solving and developing creative scheduling options.
 - Advocates for heterogeneous grouping of students across the school.
 - Ensures the data entry and implementation of schedules developed by the team.

- **General Education Teachers - Provide:**
 - Academic performance and behavioral information about students with **and** without disabilities, including information about “at risk” students who can also benefit from in-class supports.
 - Curriculum requirements for content areas.
 - Daily instructional and non-instructional schedules.

- **ESE Teachers - Provide:**
 - Information about individual support needs of ESE students (academic, social, behavioral, communication, health & medical, vocational).
 - IEP team goals and objectives for ESE students.
 - A working knowledge regarding appropriate service delivery models for ESE students.
 - *Models of Support Summary Worksheets* (see packet), or similar forms utilized by the school or district.
 - Schedules of paraprofessionals and other support services (OT, PT, S/L).

- **Specialists and other Resource Teachers (ESOL, Reading, Math, etc.) - Provide:**
 - Information about the academic performance of individual students.
 - Specialized instructional strategies and grouping configurations.
 - Daily and weekly schedules.

- **Guidance Counselors – Provide:**
 - Information about individual student support needs (ESE and Non-ESE)
 - Faculty and staff master schedule and information about scheduling processes currently process.



Phase 2 - Scheduling Process Directions and Outline

Laying the Foundation: Pre-planning: From Blueprints to a Custom Home

The following tables and charts (Figures 1-4) provide specific steps, information, and examples for conducting a scheduling process that considers all student and staff needs. The scheduling process consists of two district phases as well as additional considerations and options for teams.

Step	What	Who	When	Resources
1	Assess needs of all individual students with disabilities.	Each ESE Teacher	Spring	IEPs, Transition info., Student Profiles, formal/informal test data, interviews, etc.
2	Prepare a <i>Models of Support Summary Worksheet</i> noting needs of all students on each teacher's caseload.	Each ESE Teacher	Spring	See above, plus <i>Appendices: Models of Support Summary Worksheets</i>
3	Bring <i>Models of Support Summary Worksheet</i> to the Team Scheduling meeting(s).	All ESE Teachers	Spring	<i>Models of Support Summary Worksheets</i>

“All of us do not have equal talent; but all of us should have an equal opportunity to develop our talents.”

John F. Kennedy



Phase 3 – Framing it in: Team Scheduling

Step	What	Who	When	Resources
1	Post large chart paper across one wall of the meeting room.	Meeting facilitator	Prior to the meeting	Butcher or chart paper
2	Create one scheduling chart for EACH grade (Elem.) or department (Sec.), writing the service delivery models across the top row and the subject areas or courses along the left column.	Meeting facilitator	Prior to the meeting	Butcher or chart paper; Large, non-bleeding markers (e.g., <i>Mr. Sketch</i>) <i>Figures 1-4</i>
3	Write EACH student’s name on a “Post-It” note for EACH subject area/course needing support. <i>This may require two or more Post-It notes for many students.</i> With a marker, place a “dot” in the lower right corner if the student has or needs behavior supports.	ESE Teachers & GE Teachers	During the meeting	1 x 2 or 1 x 1 Post-It notes (any color). <i>Models of Support Summary Worksheets</i> (or something similar) <i>Booklet Figures 1-4</i>
4	Place Post-It notes on the chart grid to indicate the level of support (e.g., Support Facilitation or Co-Teach) for EACH student in EACH subject area/course.	ESE Teachers	During the meeting	Scheduling Wall Chart <i>Models of Support Summary Worksheets,</i> <i>Booklet Figures 1-4</i>
5	After all ESE student names have been posted for all subject areas/courses, team members discuss students they think should be re-considered for more or less in-class support.	All team members	During the meeting	Scheduling Wall Chart
6	Consider and discuss any other students that can benefit from in-class supports (e.g., ESOL, level 1 or 2 students, 504, etc.). If so, follow steps 3 & 4.	All team members	During the meeting	Scheduling Wall Chart; Teacher’s class lists.
7	Consider ratios of “typical” students to “special needs” students (maintain heterogeneous groupings). Allow for students who may register or be placed into ESE after school begins.	All team members	During the meeting	Scheduling Wall Chart

8	Analyze the campus-wide staff available to provide the in-class supports dictated by the scheduling chart (e.g., OT*, PT*, SLP, paraprofessionals, reading or math specialists, etc.).	All team members	During the meeting	School Staff List
9	Adjust and group student Post-It notes as needed to begin assigning existing staff members to general education classrooms/courses. Be aware of placing students with intensive behavior needs in the same classroom at the same time.	All team members	During the meeting	Scheduling Wall Chart; School Staff List <i>Booklet Figures 1-4</i>
10	Draw a circle around the students who will be assigned to each class.	Facilitator	During the meeting	Scheduling Wall Chart; School Staff List <i>Booklet Figure 1</i>
11	Begin creating a “master schedule”, assigning ESE teachers to general education classrooms.	All team members	During the meeting	Scheduling Wall Chart; School Staff List
12	Consider changing instructional schedules that may conflict with the time that in-class support is available (e.g., stagger reading times for two 3 rd grade teachers so the ESE teacher can assist in both rooms during the day; alternate ESE teacher lunch schedule on different days of the week to accommodate block schedules).	All team members	During the meeting	Scheduling Wall Chart; Individual Teacher Instructional Schedules
13	Ensure that daily and/or weekly collaborative planning time for staff providing in-class supports is built into the master schedule.	All team members	During the meeting	Master Schedule <i>Tools for Building a Master Schedule Handout</i>
14	Record all data from Scheduling Chart onto computer tables (see samples provided) to share with all, including the school’s administrators.	Volunteer team member	Immediately after the meeting	Scheduling Chart <i>Tools for Building a Master Schedule Handout</i>
15	Assist data prep clerk in making sure that ESE student schedules are entered FIRST in the school’s computer scheduling system.	Volunteer team member	After the meeting - (before Fall semester)	Scheduling Chart <i>Tools for Building a Master Schedule Handout</i>

****May not be able to provide instructional supports, check with your district ESE office.***

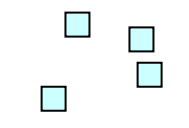
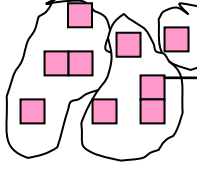
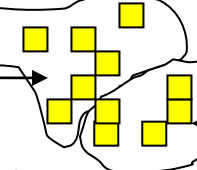
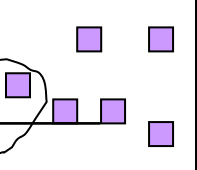
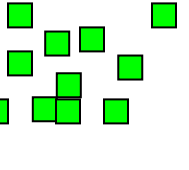
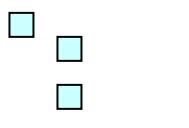
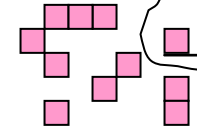
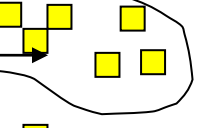
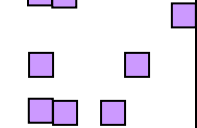
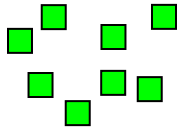
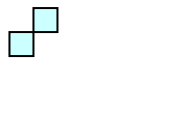
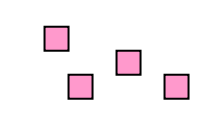
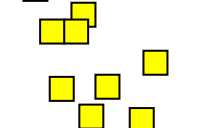
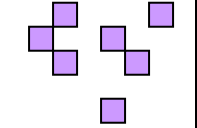
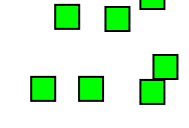
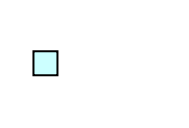
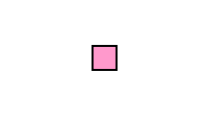
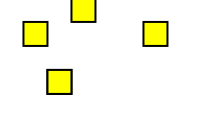
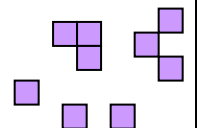
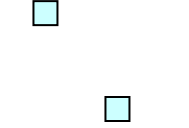
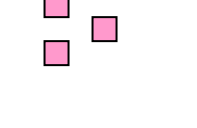
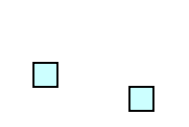
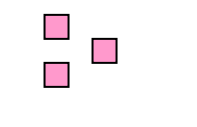
Other Considerations and Scheduling Options:

- Ask ESE teachers to prepare individual student “Post-It” notes prior to the team scheduling meeting (this will streamline the posting process).
- Combine “Resource” and “Self-Contained” service delivery models under one heading called “ESE” (the self-contained classroom can serve as a resource room for students requiring that level of support).
- Use different colored Post-It notes to designate different grade levels on the same chart (rather than making a chart for EACH grade level). See Figure 2.
- Use different colored Post-It notes to designate service delivery models for secondary courses. See Figure 3.
- Be prepared to adjust schedules as new students come into the ESE program.
- Be prepared to adjust schedules as teacher units are adjusted in early fall.
- Be prepared to advocate for heterogeneous grouping of students within each classroom. For example: be careful not to allow a co-teaching classroom become the “dumping ground” for all “at-risk” students.
- Determine needs of teachers who will be working in collaboration with one another:
 - What type of ongoing professional development and follow-up support will they need? Refer to individual teachers’ IPDPs. (See *Professional Development Considerations*, page 13).
 - What materials/resources will they need?
- Will IEPs need to be reviewed and revised to reflect new service delivery models? How will family members be notified?

Elementary Samples

Figure 1:

Grade 3
(Color coded by service delivery model)

Service Delivery Model:	Consultation	Support Facilitation	Co-Teach	Resource Room	Self-Contained
Lang. Arts/Reading					
Math					
Soc. Studies					
Science					
Special A (Art/Music)					
Special B (PE)					

Color Codes: Blue-Consult; Pink-Support Facilitation; Yellow-Co-Teach; Purple-Resource; Green-Self-Contained

Figure 2:

Elementary-Intermediate Levels
 (Color coded by grade - pink: grade 3; blue: grade 4; yellow: grade 5;
 green: grades 3-5/SC)

Service Delivery Model:	Consultation	Support Facilitation	Co-Teach	Resource Room	Self-Contained
Lang. Arts/Reading					
Math					
Soc. Studies					
Science					
Special A (Art/Music)					
Special B (PE)					

Staff (Grades 3-5):

- 3 ESE Teachers (1 Self-Contained)
- 1 Para (Self-Contained)
- 1 Speech/Lang. Pathologist (full time-all grades)
- 1 Occupational Therapist (part time-all grades)
- 1 Physical Therapist (part time-all grades)
- 4 General Education teachers per grade level

Secondary Samples

Figure 3:

Grade 6/Language Arts Dept.
(Color coded by service delivery model)

Service Delivery Model:	Consultation	Support Facilitation	Co-Teach	Resource Room	Self-Contained
Lang. Arts I					
Lang. Arts II					
Lang. Arts III					
Reading I					
Reading II					
Reading III					

ESE Lang. Arts 6-8
 ESE Reading 6-8

- Pink: Consultation Model
- Yellow: Support Facilitation
- Blue: Co-Teach
- Green: Resource Room
- Purple: Self-Contained

Figure 4:

Grade 9-12/English Department
(No color coding)

Service Delivery Model:	Consultation	Support Facilitation	Co-Teach	Resource Room	Self-Contained
Eng. 1	5 squares	10 squares	10 squares	5 squares	10 squares
Eng. II	3 squares	10 squares	5 squares	5 squares	10 squares
Eng. III	2 squares	5 squares	5 squares	5 squares	5 squares
Eng. IV	2 squares	5 squares	2 squares	5 squares	2 squares
Reading	1 square	3 squares	3 squares	3 squares	3 squares
Other	2 squares	2 squares	0 squares	0 squares	0 squares

ESE Lang. Arts 9-12 (rows Eng. 1, Eng. II, Eng. III)
 ESE Reading 9-12 (rows Eng. IV, Reading, Other)



Phase 4: The Home Inspection - Analyzing and Adjusting Schedules



- Do we have the right documentation to make sound decisions about student support needs?
- Will we need to “re-visit” some students at the end of the first grading period?
- Have you considered the LRE for students placed in self-contained settings? Are there ANY opportunities for them to receive supports in the Gen. Ed. setting?
- Do you need to adjust the amount of time that support is provided for some students?
- Are “high-need” content areas (e.g., Lang. Arts, Math) scheduled at “staggered” times throughout the day to allow ESE teachers to maximize available time?
- Have you considered ALL personnel on your campus that can provide in-class supports? (Paraprofessionals, OT, PT, Speech, Interns, Reading Specialists, Math Specialists, ESOL, Title 1, Computer Lab, etc.).
- Do you have a formal Peer Support Program in place to provide support for specific students?
- Can instructional groupings and activities be adjusted or modified to accommodate the needs of students with disabilities in the Gen. Ed. setting?
- Do all teachers understand that the learning outcomes may vary for ESE students served in the Gen. Ed. setting (e.g., some may not be performing on grade level)?
- Have you “clustered” students needing the same level of support in specific content areas? Have you considered appropriate “ratios” of students with special needs to “typical” students?
- Have you considered assigning ESE staff based on a) area of expertise or favorite subject, b) grade levels, c) student locations, d) departmental or subject area teams?



Phase 5: Moving In - Implementation Considerations

- 1. Do teachers have appropriate materials to meet the needs of students placed in the general education classrooms (e.g., books with varied reading levels, workbooks, manipulatives).*
- 2. What other resources will teachers need to support students with special needs in their classrooms?*
- 3. What structures are in place to monitor and reflect upon the effectiveness of in-class supports for students with disabilities?*
- 4. Do teachers have the full support of district and site-based administrators? What support will staff have for problem-solving and resolving conflict?*
- 5. How will team members celebrate their successes along the way?*
- 6. Is there a plan to share information about students with new teachers as students transition from a) grade-to-grade and b) school-to-school?*

Phase 6: Customizing Your Home - Professional Development Considerations



It is essential that staff and family members have appropriate information and/or training relative to serving students with disabilities in the general education classroom. For example, if students are to be scheduled into co-taught classes, teachers should have prior training and planning opportunities devoted to examining their roles and responsibilities in the co-teach partnership.

The following questions should be considered before students are scheduled into General Education settings:

- 1. Is there a plan in place to inform family members of the change in service delivery model(s)? Do IEP reviews need to be conducted? Do family members understand the rationale behind the change in service delivery for their child?*
- 2. Are all ESE teachers prepared to serve all ESE students regardless of their disability category?*
- 3. Do teachers have opportunities to collaboratively plan prior to students entering the classroom (e.g., summer curriculum planning)?*
- 4. Which staff members (teachers, paras, etc.) will need training?*

ESE Teachers	Gen. Ed., Vocational, and Specials Teachers
Support Services (OT, PT)	Paraprofessionals
Speech/Lang. Pathologist	Guidance Counselor
Special Area Teachers & Specialists (ESOL, Reading, Math)	
Other: _____	

- 5. What training will be needed?*

Content Area Training	Collaborative Planning & Teaching
Legal and compliance issues	Co-teaching structures
Behavioral Supports (PBIS)	Differentiated Instructional Practices
Assessment Options	Effective Instructional Strategies
Curricular Adaptations (Dealing With Differences, Meaningful Participation)	
Other: _____	

For available professional development opportunities and detailed description of sessions, please visit:
<http://www.palmbeachschools.org/ease/documents/InclusionProfessionalLearningOpportunities3.pdf>

Considering Individual Student Needs: *It's A Process* Curriculum and Instruction

Can the student be successful with the *same activity* as is?

If no, then...

Is the activity appropriate for the student if *accommodations* are made?

If no, then...

Is the activity appropriate for the student with *modifications* to goals, expectations or assessment?

Personal Support

Can the student participate in the activity *without* personal assistance?

If no, then...

Can the student participate in the activity *with assistive technology*?

If no, then...

Is the activity appropriate for the student *with* personal assistance?

Is the student able to participate *among his peers* in the general education classroom?

If no, then...

Location

Is the student able to *participate in instruction* in another part of the classroom?

If no, then...

Is the student able to *participate in instruction* in another part of the the school ?

If no, then...

Alternate Site

Is the student able to attend his/her home school?

If no, then...

The district has a continuum of service delivery and students may attend a separate day school.

Models of Support for Students with Disabilities Continuum of Service

Consultation	<p>One general education teacher is providing instruction and an ESE teacher is providing consultation services in accordance with a student’s IEP. For consultation services the general education teacher and ESE teacher meet face-to-face, conference calls or virtual technologies on a regular basis to plan, implement, and monitor instructional strategies designed to ensure that the student with a disability is successful in the general education classroom. If claiming these services on the Matrix of Services Document, the meetings must be face-to-face or through virtual conferencing technologies and documented.</p>
Support Facilitation	<p>One general education teacher is providing instruction for both the general education courses and ESE courses AND an ESE teacher provides services via “in class one-on-one.” In class one-on-one is defined as follows: “Teacher meets with an individual student or small group of students on an individualized basis within a traditional classroom but not as a co-teacher.” In class one-on-one is also known as, “support facilitation,” or “inclusion teaching” in accordance with s. 1003.03(5), F.S.</p> <p>Best practices dictate that the student ratios mirror the population of the school. The frequency and intensity of support varies based upon students’ IEP needs. Support may be provided on alternating days (M-W-F in one class, T-TH in another), split periods (in a 90 minute block, 45 minutes in one class, 45 in another), all in accordance with the student IEP needs.</p> <p><i>Paraprofessionals cannot be utilized as support facilitators.</i></p>
Co-Teaching	<p>Two teachers, one general education teacher and one special education teacher, are providing instruction through co-teaching in accordance with Section 1003.03(5)(c), F.S. Both teachers share responsibility for planning, delivering, and evaluating instruction for all students in a class/subject for the entire class period.</p>
Special Education Setting	<p>One teacher is providing instruction in special class (consult certification guidelines)</p>
Instruction Delivered in the Home or Community	<p>Regularly scheduled instruction for a specified period of time delivered in the student’s home by a certified teacher in accordance with the IEP.</p>

For certification guidelines relative to SPED Models of Support, consult the 2011-2012 Florida Department of Education “*Course Code Directory and Instructional Personnel Assignments*” [CCDNarrative1112-1.pdf](#)

Scheduling FAQs



“If it weren’t for students impeding our progress in our race to the end of the term, we could certainly be sure of covering the material. The question, however, is not whether we as teachers can get to the end of the text or the end of the term, but whether our students are with us on that journey.”

Pat Cross

Scheduling FAQs

How do you get from “stickie notes” to a Master Schedule on paper?

- Consider teacher’s availability for classes.
- Look at blocks of time for specific subject areas.
- Schedule all ESE students first.
- Build on the number of kids and ratios and then determine units needed.
- Use/adapt the sample forms included in the packet or develop your own.
- Provide number of units to data clerk.
- Ask for assistance from someone who knows how to design a Master Schedule.

How do you create planning time when it’s hard enough just to cover our classes?

- Plug in ESE teachers into the General Ed. teachers’ planning schedules.
- Create a schedule that pairs teachers’ planning time.
- Schedule the ESE students and teachers FIRST, allowing for planning time among teachers & staff.
- Develop a support facilitation model, allowing an extra period for teachers to plan.
- Think about teacher preferences (course choices, early/late periods, etc.).
- When teams complete the flexible scheduling process they create ownership of the schedule...it’s not something “done to them” by someone else! The process keeps team members focused on the “big picture”.

What do you do when you suddenly lose a unit?

- Consider **all** the resources on your campus – are you using all the staff to help support ESE (and other) students?
- Re-visit student needs and consider a support facilitation model to provide services to those students who may not need an intensive level of support.
- Provide a support facilitation model for 3 General Ed. teachers, rather than two.

What do you do when there is a teacher who won’t work well with ESE kids (e.g., refuses to make adequate accommodations or modifications, doesn’t collaborate with ESE staff)?

This is clearly an administrative issue, but here are some ways that you might address the problem:

- At the secondary level, ask your administrator to create one additional class of the specific course. The administrator can approach the content area department staff and seek a “volunteer” to add the course to his/her daily course load. Often, teachers will volunteer to teach a course when they know it is in the best interest of the students. Generally, when there is a teacher that is resistant to working with ESE students, other struggling students find difficulty in the course too!
- Invite the teacher to meet with you to discuss other supports needed for assisting the ESE students in the specific class. Often teachers are overwhelmed by their class loads and just need to know how and where they can find support.
- Refer to the CBAM section provided in the CPT Trainer Manual. The strategies chart can provide ideas to your administrator for activities that may help teachers who struggle with negative attitudes toward students with disabilities.
- Ultimately, you will not be able to change the attitude of every negative teacher. One of the important roles of the school administrator is to address these issues with staff as per district

guidelines. If a teacher is not willing to collaborate to provide necessary supports for students, then students should be scheduled with other teachers for that grade or course.

How can you address the students that are in self-contained all day as you create inclusive schedules?

- After you get all the stickies placed on your chart, begin to look at the number of resource and self-contained students who are left out of the “inclusion mix”.
- Consider these two columns as one specialized model, then think about why these students are being served in these models.
- As a team, address the following questions:
 - How were decisions made to place these students in these models?
 - Was it by disability label?
 - Was it by “teacher label”?
 - Was it by “status quo”?
 - Can we look at other opportunities for these students to be educated in the general education classroom?
 - Can we look at opportunities for self-contained/resource ESE teacher to provide supports to those students in the general education setting?
 - What would need to happen to assist these teachers as they move kids out?
- Placing those students on stickies color-coded by grade level may help to see where they can be put “in the mix” with other ESE students during the scheduling process.
- By looking at student needs and teacher resources, you may find that there are two ESE teachers that can combine classes, thereby allowing one the flexibility of providing supports to students in general education classes. For example, if there is a resource teacher teaching Reading Mastery and a self-contained teacher teaching Reading Mastery, look at the numbers of students in those classes to see if they can be combined (i.e., ability levels) into one Reading Mastery class, freeing up the other teacher to provide reading supports in the general education reading class.
- Remember, self-contained doesn’t necessarily mean that ESE students must be served within the four walls of a self-contained classroom all day. Rather, it means that those students need a more intensive level of support, which may be provided in different settings throughout the school and school day.

If we are looking at students who are moving from self-contained classrooms into the general education setting, why not consider their neighborhood schools?

- We should be looking at moving students into their neighborhood schools as much as possible, provided the support they require is available (e.g., nursing services).
- Districts should work to build capacity on all campuses so that they can plan for and provide collaborative service delivery models for all students.
- Consider addressing this issue using a systems change approach. Many districts in the state of Florida are doing this: Hernando County, Hillsborough County, Indian River County, Polk County, and Lee County, to name a few.
- Many variables must be in place for such transitions to be successful, please contact your local district ESE administrator or FIN facilitator for more information on how to proceed in this direction.

How do we make allowances for students who should not be scheduled into the same classes together because of behavior or other problems?

- Use a “flag” stickie or place a red mark on the stickies with those students’ names. This will provide a visual to remind you that those students should be scheduled into separate classrooms.

What about IEPs?

- If there is a change in service delivery (e.g., from self-contained to co-teach in the general education classroom) for specific students, the IEP team must meet to agree upon and develop an IEP that reflects the appropriate services for each student.

How should students be coded for specific service delivery models?

- Check with your district’s MIS and ESE administrators about how to build and code classes in your district’s computerized student information system.
- Treat the support facilitation model as a “Speech”, non-credit class.
- Build one separate class for EACH support facilitation unit (this can also serve as your log for class size).

What about K-8 schools? How do we make sure ESE students are served given the varying schedules of the elementary and secondary programs?

- You must look at all teachers and courses K-8 as ONE school, rather than two.
- As with any grade level, ALL ESE students should be scheduled first.
- Consider ALL ESE teachers as able to serve ALL ESE students, wherever the grade level need may be for that particular year. For example, one year, you may have more students with greater needs in grades 6-8 and the following year, the needs may be higher in grades 4-6. ESE teachers must be flexible to serve students where and when needed.

What do we need to consider regarding Highly Qualified Teachers?

- When you begin to assign students to general education teachers, make sure those teachers meet highly qualified requirements and pair ESE teachers with them to provide in-class supports.
- ESE teachers teaching general education curriculum in a resource room must meet highly qualified status.

For further support, please visit Florida Inclusion Network Scheduling FAQ at:
http://cpt.fsu.edu/Research_Centers/CRSRL/Florida_Inclusion_Network/FAQs/FAQs_from_School_Administrators.aspx

Bibliography

- DeBoer, A., Fister, S. (1995). *Working together*. Longmont, CO: Sopris West.
- Halvorsen, A, Neary, T. (2001). *Building inclusive schools*. Needham Heights, MA: Allyn & Bacon.
- Henderson, K. (2002). Collaboration to benefit children with disabilities: incentives in IDEA. *The Journal of Educational and Psychological Consultation*, 13(4), 383-391.
- Villa, R, et. al. (2004). *A guide to co-teaching*. Thousand Oaks, CA: Corwin Press.
- York-Barr, J. (1996). *Creating inclusive school communities: Module 4, collaboration*. Baltimore, MD: Paul H. Brookes Publishing Company.