

THE INCLUSIVE SYSTEM SCHEDULING PROCESS

ABOUT THE PROCESS: Our system-level scheduling process will help school leaders prioritize the inclusion of students with disabilities, create collaborative schedules for staff, and set everyone up for success. The stepwise process is grounded in our decades of experience supporting school leaders to implement inclusive systems change.

GUIDANCE FOR USE: We suggest following the process in order and adapting as needed. Using staff in flexible and strategic ways will be critical for success. This means special educators will work with general educators as co-teachers, consultants, and inclusion facilitators to meet the needs of all students.

PHASE I: SCHEDULE STUDENTS INTO GENERAL EDUCATION CLASSROOMS

STEP ①

Start by scheduling students with significant support needs. Make sure they are spread across general education classrooms and not clustered, using natural proportions as your guide.

STEP ②

Next, consider all students' support needs.

2a Consider levels of support: Inclusion facilitators might support students with more significant needs, co-teachers might support students with medium to high support needs, and you might use consultative services for students with low to medium needs.

2b Consider cross-categorical support: In a cross-categorical approach, special education teachers support all students with IEPs regardless of disability label or level of need. Leaders can divide up teacher caseloads equally or in a way that makes sense for educator workload using flexible roles to meet the needs of students.

STEP ③

Create balanced, diverse general education classes by placing students with a range of academic, behavioral and socio-emotional needs across classes.

STEP ④

Assign students in strategic ways to general education classrooms in order to have access to the necessary staff and levels of support (e.g. co-teaching, consultative, inclusion facilitator).

STEP ⑤

Assign groups of students to specific general education classes based on related service needs.

STEP ⑥

Strategically place students in general education classes who do not have disability labels, but have other significant needs, being careful not to create classes that have high percentages of students with significant needs.

STEP ⑦

Assign all other students without disability labels heterogeneously to general education classrooms.

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PHASE 2: SCHEDULE EDUCATORS AND RELATED SERVICE PROVIDERS

STEP ①

Review the numbers of all of your potential staff: special educators, related service providers, gifted and talented educators, multilingual learner educators, Title 1, reading specialists, coaches, etc.

STEP ②

Assign staff based on inclusive support structures and student needs (e.g. co-teacher, consultative, inclusion facilitator) not labels.

STEP ③

Assign staff to classes and to students considering both caseloads and workloads.

STEP ④

Reduce the number of different classrooms that a single educator or related service provider supports.

STEP ⑤

Reduce the number of buildings and classrooms that educators and related service providers support.

STEP ⑥

Create common and meaningful planning time by aligning preparation or planning periods.

PHASE 3: SCHEDULE PARAPROFESSIONALS

STEP ①

Assign paraprofessionals to classrooms, grade-levels, groups of students, or even an entire building as a floater to support as needed.

STEP ②

For students assigned a 1:1 paraprofessional, determine if the 1:1 support is still necessary in a new inclusive system.