

Scheduling Services for Students With IEPs

1. Prior to the development of the next school year's master schedule, the special education department should meet including general education teachers as available.

During this meeting:

The special education teachers should generate a list of current students with IEPs including eligibility areas and current FTE/cumulative service time. Based on data collected and analyzed for each student, indicate the level of service needed in ELA and math (other areas may also be addressed). Level of support options may include:

- General education class with consult services
- General education class with LRE aide support
- Co-Taught class/services
- Co-Taught class and resource support for specialized instruction
- Resource level services for specialized instruction

2. Special education teacher(s) should meet with the person in charge of scheduling (Principal, counselor, etc).

During this meeting:

The list of students with IEPs and recommended levels of support should be shared.

- At the elementary level, the information is used in conjunction with other building schedules to develop a schedule of support utilizing the available resources in the building.
- At the secondary level, the information is used to determine the approximate number of sections for co-taught subjects at each grade level and other schedules of support personnel.

3. After student schedules have been set:

The special education teachers should meet with the person in charge of scheduling to review the schedules of all students with IEPs to verify alignment with recommended levels of service. Each student's schedule should be reviewed for accuracy. Special education teachers should meet with general education teachers to discuss and plan service delivery.

Scheduling Co-Taught Classes

- At the elementary level, determine how students will be scheduled into general education classes to facilitate inclusion and flexibility in scheduling service times. Service schedules including the extent to which co-teaching is provided in combination with other supports (specialized instruction) needs to be outlined. See the teacher schedule examples for more information.
- At the secondary level, determine which general education teachers will be co-teaching at each grade level and subject area. Keep in mind that overloading a co-taught class with students with IEPs will not be effective. Studies indicate that an effective co-taught class should not include more than 33% of students with IEPs for whom this form of service delivery is recommended for that class. The number of students with IEPs may be less if the co-taught class also consists of several general education students who require great amounts of academic and behavioral assistance. Assignments for special education teachers must also be determined. The number of preparations for each special education teacher should be taken into account. Studies have shown that effective co-teachers have no more than three different academic preparations.

When developing the master schedule, common planning time for the co-teachers should be arranged whenever possible. Common planning time allows co-teachers to develop lessons that are creative, motivating, and meet the needs of the diverse learners in the classroom. It is also understood that a special education teacher may not have common planning time scheduled as a class period for each of the teachers with whom the teacher co-teaches as this would allow minimal opportunity to co-teach in classes.