

GEORGIA DEPARTMENT OF EDUCATION

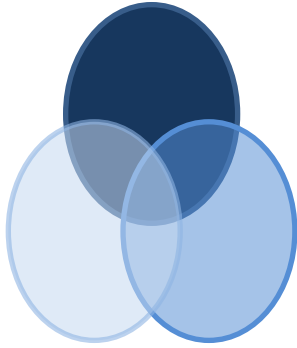


An Administrator's Guide to the Instruction of Students with Disabilities in the Least Restrictive Environment

An Administrator's Guide to LRE

GaDOE - Division for Special Education Services and Supports

Updated 10/3/2012



U.S. Department Of Education

Standard:

90% of Students with Disabilities will be Educated in the General Education Classroom for a Minimum of 80% of the School Day

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Introduction

The purpose of this monograph is to provide local school administrators strategies to systematically prepare their staff and building to increase the opportunities for students with disabilities to be educated in the least restrictive environment, access the general education curriculum, and be integrated members of the school community. Through these efforts students with and without disabilities will be provided the opportunity for increased educational achievement.

In order to increase achievement for students with disabilities, there must be an increase in access to the general education curriculum. This monograph contains information intended to assist administrators in their effort to provide all students with an appropriate education. This can be achieved through an understanding of:

- **THE DECISION MAKING PROCESS AT THE IEP IN ORDER TO DETERMINE APPROPRIATE SERVICE FOR STUDENTS WITH DISABILITIES**
- **HOW TO MAXIMIZE SPECIAL EDUCATION RESOURCES**
- **PERSONNEL SUPPORTS AND FULL TIME EQUIVALENT**
- **ASSESSING FURTHER NEEDS THROUGH PROJECTIONS OF SERVICES REQUIRED FOR THE COMING SCHOOL YEAR**
- **SCHEDULING THE BUILDING TO MEET THE NEEDS OF ALL STUDENTS**



**THE DECISION MAKING PROCESS AT THE IEP IN ORDER
TO DETERMINE APPROPRIATE SERVICE FOR
STUDENTS WITH DISABILITIES**

The IEP and the LRE Decision-Making Process

Students with disabilities benefit both educationally and socially from receiving instruction with their nondisabled peers in a variety of school and community settings. In order to receive this benefit, the IEP committee must make decisions concerning the extent and placement of the student in general education settings.

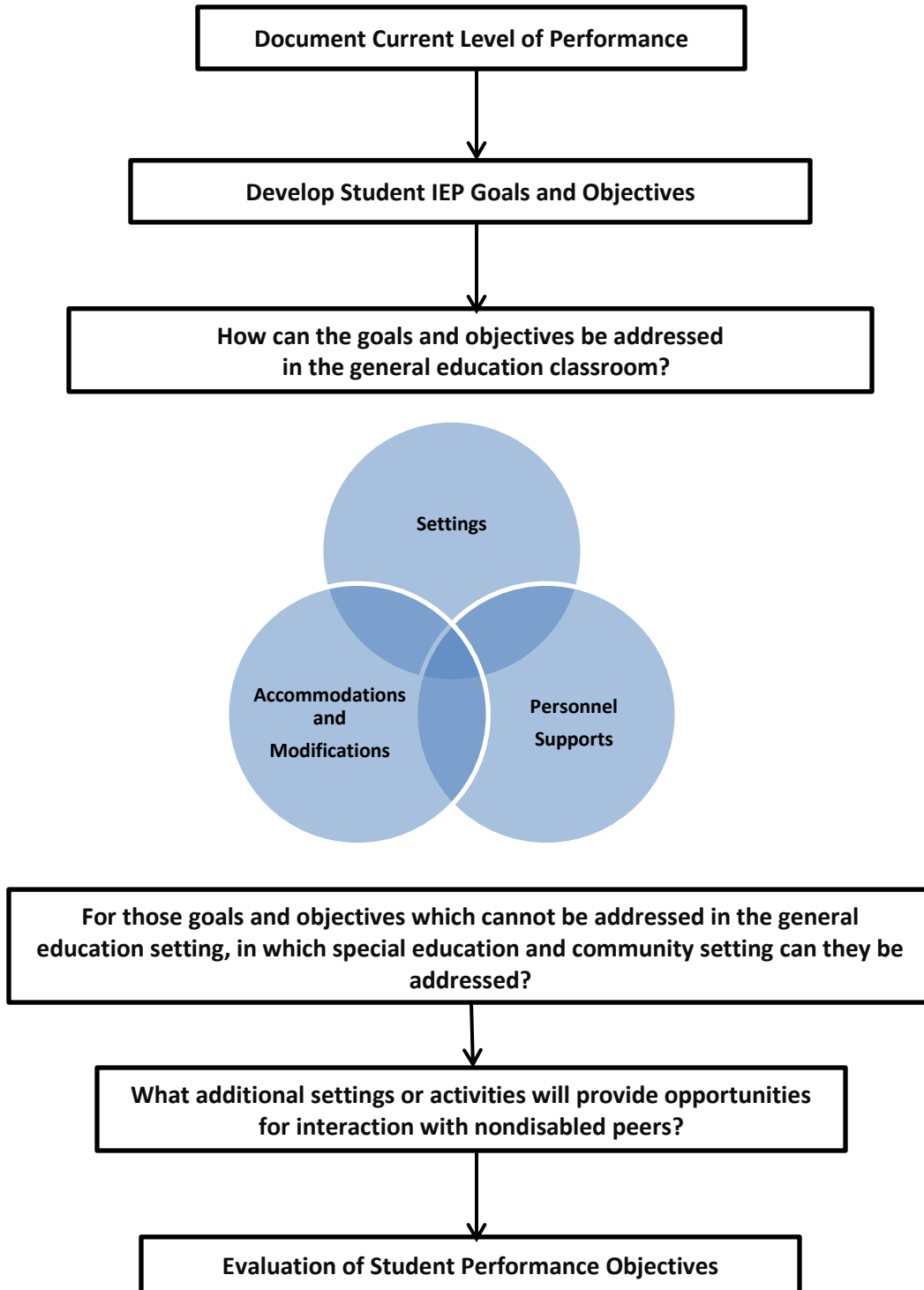
To make these decisions the IEP team must review the instructional needs of the student. For some students, in order to benefit from general education placement they may require an interpreter; a student with learning disabilities may require instruction in learning strategies in order to access the content in academic classes, or a student with Asperger Syndrome may require a self-monitoring program. With these global modifications, the student could receive instruction within general education settings. However, for some students whose need for modifications will vary across settings and objectives, the team must address each objective, or set of related objectives. As a result, the student will have varying numbers of segments in general education settings. For example, a student with moderate intellectual disabilities may be placed in general education for four segments for various functional academics and social skills instruction, but receive two segments in a special education setting for self-help and community skills instruction.

In order to guide an IEP team through this process the six-step sequence is presented and appears on the next page.

The IEP Team members:

1. Document the student's current level of performance.
2. Write objectives from the information gathered, addressing the student's learning needs.
3. Determine which objectives can be taught in general education settings. For each objective, or set of related objectives, the members consider:
 - a. Age-appropriate and content appropriate settings available in various segment times
 - b. Modifications to activities, materials, instruction, and/or environments necessary in a given setting
 - c. Personnel support(s) for the student, teacher, and/or class.
4. For those objectives which cannot be met in a general education setting, determine in which special education or community settings the objective(s) will be taught.
5. Determine settings or activities to provide additional opportunities for interaction with nondisabled peers.
6. Determine a method to evaluate the appropriateness of the LRE decision(s) through ongoing assessment of student learning.

LRE Decision-Making Model





HOW TO MAXIMIZE SPECIAL EDUCATION RESOURCES

How to Maximize Special Education Resources

Resource Identification

Before beginning to plan for LRE and the upcoming school year, a careful review of the current resources in your building and system is essential.

1. Have each member of the building staff complete the Resource Identification form (see page 9). This form should be completed for each general and special education teacher and other support staff.
2. Identify any staff members with certification in general and special education. This will allow for greater options in LRE and scheduling.
3. Identify all special education teachers certified in interrelated. Interrelated certification contributes to more options when scheduling the building. Special education students are only required to see a teacher certified in their area of exceptionality for one segment per day. Teachers certified in interrelated can serve students with learning disabilities, behavioral disorders, and mild intellectual disabilities.
4. Identify any staff in the process of acquiring additional certifications. These personnel may be eligible for provisional certificates. Finally, be sure to include all staff. With the current shortage of teachers, especially in the area of special education, it could be that there is a paraprofessional that was previously a certified teacher and would be willing to return to classroom teaching.



PERSONNEL SUPPORTS AND FULL TIME EQUIVALENT

Personnel Supports and Full Time Equivalent

On the following page is a chart that provides an explanation of personnel supports. This continuum should be available to students with disabilities in each school. The IEP committee determines which personnel supports are required to meet the student's goals and objectives in the least restrictive environment.

The first column lists the name of each category of personnel support. The column labeled "Description of Service" provides a description of the amount of service to be provided, from whom the service will be provided, and the environment in which the service is provided. The column labeled "FTE Count" indicates the inclusion code to be used for each of the personnel support. It is important to be sure each service is coded correctly in order to receive maximum funding.

Page 13 provides additional information regarding the FTE inclusion codes. Page 14 provides information regarding the maximum class sizes for special education.

- The number of special education students counted for the FTE count in a collaborative or co-taught class **cannot** exceed the special education maximum class size.
- The total number of students in a collaborative or co-taught class **cannot** exceed the maximum general education class size. For example, if a high school English class can have a total of 28 students, a collaborative or co-taught high school English class can have 21 students counted as general education on the FTE and 7 students counted as special education on the FTE (if the special education students have various eligibilities).
- A good rule of thumb is no more than 7 special education students per collaborative or co-taught class when scheduling the building

Personnel Supports

Personnel Support	Description of Service	1 st & 3 rd FTE	Dec. 1
General Education	Student with disability is served in the general education class with no additional personnel support from special education.	General education student for the segment	General education environment
Consultation	Student with disability receives at least 1 segment per month of direct service from the special education teacher in the general or special education classroom.	The sp. ed. teacher must provide the service on the day of the count to count as sp. ed. (Special Education Program Code + Inclusion Code 9)	General education environment
Supportive Instruction	Student with disability receives service from personnel other than a certified special education teacher in the general education classroom. (i.e. para, interpreter, or job coach)	Must be provided on the day of the count and specified in the IEP to count as sp. ed. (General Education Program Code + Inclusion Code 4-8)	General education environment
Collaboration	A special education teacher provides service to students with disabilities and shares teaching responsibilities with two general education teachers within an instructional segment in the general education classroom. (less than full segment daily) Total number of students with disabilities in both classes must not exceed maximum class size for the segment	Count as special education segment. The special education teacher must provide the service for at least 50% of the segment on the day of the count. (Special Education Program Code + Inclusion Code 9)	General education environment
Co-Teaching	The special education and general education teacher provide service to students with disabilities and share teaching responsibilities for all students in the general education classroom. (full segment everyday)	Count as special education segment. (Special Education Program Code + Inclusion Code 9)	General education environment
Special Education	The special education teacher provides service to the students with disabilities in a special education classroom.	Count as special education segment.	Special education environment

Note: CBVI, CBI, and RVI: 1st & 3rd count as sp. ed. segments
Dec. 1 count as general ed. environment

Full Time Equivalent Inclusion Codes

Indicates whether or not a student is a Special Education student in Categories I through IV whose IEP specifies specially designed instruction or supplemental aids or services in alternative placements in the least restrictive environment including the regular classroom. Any segment that is reported with the INCLUSION indicator of '4'-'8' must have a regular education **PROGRAM CODE ("A"–"K" or "9")** in the corresponding PROGRAM CODE segment. For INCLUSION indicator '9', the Program Code for the given segment must be 'P'-'Z' or '1'-'4'. Inclusion services received must be from personnel such as paraprofessionals, interpreters, job coaches and other assistive personnel. The indicators are as follows:

- 4 Paraprofessional - Personnel employed and/or assigned to provide assistance to students with disabilities. Paraprofessionals provide educational services for a student with disabilities under the supervision of a professional. Paraprofessionals may perform their duties in environments where the following are provided: Classroom instruction; physical education, speech-language instruction; vocational programs; community-based instruction, and other types of support to classroom instruction and related services.
- 5 Interpreter - Personnel employed and/or assigned to facilitate communication between students with hearing impairments (deaf or hard-of-hearing) by interpreting from spoken English to American Sign Language (or the reverse) and/or transliterating from spoken English to an English system used on the hands.
- 6 Job Coach - Personnel employed and/or assigned to teach, support and supervise i.e., coach, specific jobs or components of jobs to students with disabilities in a community setting.
- 7 Assistive or Other personnel - Personnel other than Job Coaches, Interpreters, or Paraprofessionals who are employed and/or assigned to provide assistance to students with disabilities in the least restrictive educational environment. Examples may include therapy or mobility aides.
- 8 Certified Teacher - Personnel who hold teaching certificates from the State of Georgia Professional Standards Commission

COLLABORATIVE

- 9 Collaborative Model - Regular and special education teachers that are teaching in the same classroom with the special education teacher being in the classroom at least 50% of the time.

N Not applicable

Psychoeducational Program (SED) - PROGRAM CODE = "4"

Students attending a Psychoeducational facility or are being instructed by Psychoeducational personnel should be reported with the Psychoeducational **PROGRAM CODE = "4"** for each segment received under the instruction of the SED program. For example, a student is enrolled in the 9th grade and is receiving 3 segments of "D" and 3 segments of "T" on the FTE count day and is receiving those services at a SED facility or from SED personnel, all 6 segments for that student should be coded as "4".

Special Education Maximum Class Sizes and Caseloads – Appendix A

PROGRAM AREA	DELIVERY Self-contained (S-C) Resource (R)	MAXIMUM W/O Para	CLASS SIZE With Para*	CASE- LOAD
INTELLECTUAL DISABILITIES				
Mild	SC	10	13	14
	R	10	13	26
Moderate	SC	NA	11	11
Severe	SC	NA	7	7
Profound	SC	NA	6	6
EMOTIONAL AND BEHAVIORAL DISORDERS				
	SC	8	11	12
	R	7	10	26
SPECIFIC LEARNING DISABILITIES				
	SC	12	16	16
	R	8	10	26
VISUAL IMPAIRMENTS				
	SC	NA	6	7
	R	3	4	13
DEAF/HARD OF HEARING				
	SC	6	8	8
	R	3	4	11
DEAF-BLIND				
	SC	NA	6	7
SPEECH-LANGUAGE IMPAIRMENTS				
	SC	11	15	15
	R	7	NA	29/55
ORTHOPEDIC IMPAIRMENTS				
	SC	NA	11	11
	R	4	5	15

See Rule 160-5-.08 (Class Size) for specifics.

Note: Each *paraprofessional (para) is equivalent to 1/3 teacher and affects individual class size, caseload and system average proportionately. Three paras are the maximum number that can be used to increase the maximum class size for any special education class.

Note: If students from different programs/delivery models are within the same segment, the class size shall be determined by the program/delivery model with the smallest class size. The caseloads shall be determined by averaging the respective caseloads.

Note: The placement of students with autism, traumatic brain injury, or other health impairments, and significant developmental delays (grades K and above) in the above program areas will not change class sizes.

Note: Students, with an IEP designating the service location for the delivery of goals and objectives to be the regular classroom environment, shall be reported in their special education program category if instruction is provided in a:

- A. Team/Collaborative Model; or
- B. Consultative Model.



ASSESSING FUTURE NEEDS THROUGH PROJECTIONS

Assessing Future Needs through Projections

Projections of Classes and Personnel Supports Needed for the Coming School Year

Projections are a "best guess" of what might be appropriate for students with disabilities for the coming school year. The IEP committee makes the final decision during the IEP meeting.

The time to begin projections is no later than February. Before any estimates can be determined regarding the number of teachers, classes, and personnel supports required for the coming school year, projections must be made in regard to what services the students with disabilities will need in order to be successful in the LRE.

The form on the following page is used to gather the data required to make reliable projections. Each special education teacher should complete the form for the students on their current caseload. Directions for completing the projection form are provided on page 18. Examples of completed forms for elementary, middle, and high school follow on the next three pages. This information will need to be provided to the administrators in each school responsible for scheduling the building and hiring of personnel. Special education teachers of new students entering the school in the fall, for example, fifth grade students entering middle school, will also need to provide this information.

Caution! Projections are not placement decisions. Only an IEP committee can determine placement. Projection information aids in making arrangements for possible inservice training, space allocation, number of teacher allotments needed, and which classes will require collaboration and co-teaching

Special Education Projection Form for the _____ School Year
School: _____ Total number of segments per day: _____

To be completed by each special education teacher for his/her caseload.

Number of segments refers to number of segments per day.

Place one grade level and one disability eligibility per page.

Student Name:	Eligibility:	Grade:	General ed. segments without support	General ed. segments with Consultation*	General ed. segments with Supportive Instruction**	Collaboration segments	Co-Teaching segments	Special Ed. Classroom segments	Total # of Sp Ed segments per day

*Consultation does not count as a segment
 **Supportive Instruction does not count as a segment of special education

Directions for Completing Projection Form

I. Make numerous copies of data collection form before you begin.

It will take several pages for your caseload.

1. At top of page, indicate teachers name and number of segments in a school day,
2. Place only one grade level on each page,
3. Place only one eligibility on each page.

For example, place only 9th graders with SLD eligibility on one page; use another page for 9th graders with EBD eligibility, etc. Each page should have only one grade and one eligibility on it.

II. For each student on your caseload report the following information for the up-coming school year:

1. First name and last initial
2. Eligibility category of special education, i.e. SLD, EBD, OHI, MID, MOID, etc.
3. Grade for the up-coming school year (NOT the current grade)
4. Specific course/class, i.e. Algebra II, not math or US History, not social studies
5. Number of segments to be spent in each setting **per day**
6. Total number of special education segments per day for each student

III. Personnel supports are defined as follows:

<u>Personnel Support</u>	<u>Description of Service</u>
General Education without Special Education Support:	Student with a disability is served in the general education class with no personnel support from special education.
General Education with Consultation:	Student with disability receives at least 1 segment per month of direct service from a special education teacher.
General Education with Supportive Instruction:	Student with disability receives service from personnel other than a certified teacher in the general education classroom.
Collaboration:	A special education teacher teaches with a general education teacher in the general education classroom less than the full segment per day or every other day.
Co-Teaching:	A special education teacher and a general education teacher teach in the general education classroom every day for the entire segment.
Special Education:	The special education teacher teaches in a special education classroom.

Elementary Example of Completed Projection Form

Special Education Projections for the _____ School Year
School: _____ Total number of segments per day: 6

To be completed by each special education teacher for his/her caseload.

Number of segments refers to number of segments per day.

Place one grade level and one disability eligibility per page.

Student Name:	Eligibility:	Grade:	General ed. segments without support	General ed. segments with Consultation*	General ed. segments with Supportive Instruction**	Collaboration segments	Co-Teaching segments	Special Ed. Classroom segments	Total # of Sp Ed segments per day
C. Hankins	MID	4	1-PE 1-Enrichment			1-SS/Science	1-Math	2-Lang Arts	4
E. Bucy	MID	4	1-PE 1-Enrichment			1-SS/Science	1-Math	2-Lang Arts	4
R. Johnson	MID	4	1-PE 1-Enrichment		1-SS/Science			2-Lang Arts 1-Math	3
G. Napier	MID	4	1-PE 1-Enrichment		1-SS/Science			2-Lang Arts 1-Math	3
K. Woods	MID	4	1-PE 1-Enrichment		1-SS/Science			2-Lang Arts 1-Math	3

*Consultation does not count as a segment

**Supportive Instruction does not count as a segment of special education

Middle School Example of Completed Projection Form
Special Education Projections for the _____ School Year
School: _____ Total number of segments per day: 6

To be completed by each special education teacher for his/her caseload.

Number of segments refers to number of segments per day.

Place one grade level and one disability eligibility per page.

Student Name:	Eligibility:	Grade:	General ed. segments without support	General ed. segments with Consultation*	General ed. segments with Supportive Instruction**	Collaboration segments	Co-Teaching segments	Special Ed. Classroom segments	Total # of Sp Ed segments per day
A. Cane	BD	7	1-PE 1-Chorus 1-Science		1-English	1-Math		1-Social Studies	2
C. Chow	BD	7	1-PE 1-Band 1-Math 1-Science 1-English					1-Social Studies	1
M. Moore	BD	7	1-PE 1-Art					1-Math 1-English 1-History 1-Science	4

*Consultation does not count as a segment

**Supportive Instruction does not count as a segment of special education

High School Example of Completed Projection Form
Special Education Projections for the 2001 – 2002 School Year
School: Paulding County High School Total number of segments per day: 6

To be completed by each special education teacher for his/her caseload.

Number of segments refers to number of segments per day.

Place one grade level and one disability eligibility per page.

Student Name:	Eligibility:	Grade:	General ed. segments without support	General ed. segments with Consultation *	General ed. segments with Supportive Instruction**	Collaboration segments	Co-Teaching segments	Special Ed. Classroom segments	Total # of Sp Ed segments per day
J. Smith	LD: Reading	9	1-Band 1-PE 1-World History	1-Algebra I		1-Biology	1-English Lit		2
D. Whit	LD: Reading Written Comp.	9	1-PE 1-Art		1-Applied Problem Solving	1-Biology 1-World History	1-English Lit		3
J. Jones	LD: Math	9	1-English Lit 1-World History 1-Chorus 1-PE	1-Biology 1-English Lit			1-Algebra I		1
S. Street	LD: Reading Math	9	1-PE 1-Band			1-Biology 1-World History		1-English Lit 1-Gen Math	4
M. Reese	LD: Math	9	1-English Lit 1-Biology 1-US History 1-PE 1-Art	1-Algebra I					0
K. Green	LD: Reading	9	1-Band 1-PE	1-Geometry		1-Biology 1-World History	1-English Lit		3

*Consultation does not count as a segment

**Supportive Instruction does not count as a segment of special education

Using Projection Data to Schedule Special Education Students

The information from the projection forms must be compiled and organized into useful data before scheduling can begin. The projection forms provide the data for determining how many resource, co-taught, collaborative, and supportive instruction classes need to be offered and scheduled for the coming school year. This information will be organized into lists of students with disabilities requiring classes with additional personnel support.

Using the projection example on page 21 for Paulding County High School, follow the process below to organize the projection information into useful data:

1. For the first student, John Smith, begin to organize his information by moving from left to right across the row. Schedule him into general education classes without support (band, PE, and World History) and general education classes with consultation (Algebra I) as any general education student using the schools scheduling program.
2. John Smith will not require any classes with supportive instruction.
3. John Smith will require 9th grade biology with collaboration. On a separate sheet of paper, write **9th Grade Biology with Collaboration** across the top of the page as a header. Under the header, list John Smith as student number one.

Example:

<u>9th Grade Biology with Collaboration:</u> 1. John Smith
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4. John Smith will require 9th grade English Literature with co-teaching. On a separate sheet of paper, write **9th Grade English Literature with Co-Teaching** across the top of the page as a header. Under the header, list John Smith as student one. Every time a new class or different personnel support appears, create a new list.

Example:

<u>9th Grade Literature with Co-Teaching:</u> 1. John Smith

5. John Smith will not require any classes taught in the resource class.
6. When every class John Smith will require is accounted for by scheduling as a general education student or creating lists of the classes requiring additional personnel supports, move to the second student on the projection form.
7. For the second student Darrell Whit, organize his information by moving from left to right across the row. Schedule him into general education without support (PE and art) as any general education student using the schools scheduling program.
8. Darrell Whit will not require any classes with consultation. Students requiring consultation can be scheduled by the computer program along with the general education students. Special education teachers will identify students requiring consultation on their caseloads and make arrangements to monitor their IEPs.
9. Darrell Whit will require applied problem solving with supportive instruction. On a separate sheet of paper, write ***Applied Problem Solving with Supportive Instruction*** across the top of the page as a header.

Example:

<u>Applied Problem Solving with Supportive Instruction:</u> 1. Darrell Whit
--

10. Darrell Whit will require 9th grade biology and World History with Collaboration. A list already exist for ***9th Grade Biology with Collaboration***, therefore add Darrell Whit as the second student on the existing list.

Example:

<u>9th Grade Biology with Collaboration:</u> 1. John Smith 2. Darrell Whit

On a separate sheet of paper, write ***9th Grade World History with Collaboration*** as header. Under the header, list Darrell Whit as student number one.

Example:

<u>9th Grade World History:</u> 1. Darrell Whit

11. Darrell Whit will require 9th grade English Literature with co-teaching. Add Darrell Whit to the existing list of 9th Grade Literature with Co-Teaching.

Example:

<p><u>9th Grade Literature with Co-Teaching:</u></p> <ol style="list-style-type: none">1. John Smith2. Darrell Whit

12. When every class Darrell Whit will require is accounted for by scheduling as a general education student, adding his name to existing class lists, or creating new lists of the classes requiring additional personnel supports, move to the third student on the projection form.

13. Continue this process for every student on the projection form. Then begin the second projection form, and continue until every student with an IEP is accounted for by scheduling as a general education student, adding to an existing list, or creating a new list.

14. For the projection form on page 21 for Paulding County High School, the following list would be generated:

<p><u>9th Grade Biology with Collaboration:</u></p> <ol style="list-style-type: none">1. John Smith2. Darrell Whit3. Sally Street4. Kisha Green

<p><u>9th Grade World History:</u></p> <ol style="list-style-type: none">1. Darrell Whit2. Sally Street3. Kisha Green
--

<p><u>Algebra I with Co-Teaching:</u></p> <ol style="list-style-type: none">1. Judy Jones

Applied Problem Solving with Supportive Instruction:

1. Darrell Whit

9th Grade English Literature with Co-Teaching:

1. John Smith
2. Darrell Whit
3. Kisha Green

9th Grade English Literature in Resource:

1. Sally Street

9th Grade general Math in Resource:

1. Sally Street



**SCHEDULING THE BUILDING
TO MEET THE NEEDS OF ALL STUDENTS**

Scheduling Special Education Students and Personnel

The steps below describe the process for scheduling the special education students and assignment of personnel. The steps should be followed in order. An example of the Sumter County Middle School special education schedule follows on page 30.

1. On a grid (paper or computer program) place number of daily segments across the top of the page. Create a column for each segment throughout the school day. Allow one more column than segments in the day, for example, if the school day has 6 segments, create 7 columns.
2. The grid should have one row for each special education teacher and paraprofessional. Allow one extra row for headers of "teacher", "1st period" etc. (see example on following page) A suggestion is to refer to the teachers by number and assign the names after the schedule is complete. This allows the person scheduling to put together a schedule that works for all students and then assign the teachers to a row on the grid.
3. From the list of student names and courses generated from the projections, begin placing each class on the grid. Write the names of the students in the blocks on the grid. This will allow everyone to see exactly which students are scheduled into each class.
4. Schedule each teacher a segment of planning time.
5. Remember:
 - a) Each student must spend at least one segment per day with a special education teacher certified in his or her disability area.
 - b) Follow special education class size regulations for collaborative and co-taught classes.
 - c) Assign paraprofessionals to special education classes as needed.

Georgia Elementary School (grades 3-5)

Sp Ed Teachers	1 st	2 nd	3 rd	4 th	5 th	6 th
Teacher #1	Small-Group(5th) SRA Brandon (SLD) Casey (SLD) Carl (SLD) Scott (OHI) Alicia (MI)	Co-Taught (5th) Reading Brandon (SLD) Casey (SLD) Carl (SLD) Scott (OHI) Alicia (MI) Doug (OHI) Kimberley (SLD)	Co-Taught (5th) Language Arts Brandon (SLD) Casey (SLD) Carl (SLD) Scott (OHI) Alicia (MI) Kimberley (SLD) Daniel (OHI) Kevin (OHI)	Planning 5th-grade teachers	Co-Taught (5th) Social Studies / Science Mathew (EBD) Daniel (OHI) Scott (OHI) Kimberley (SLD) Alicia (MI) Daniel (OHI) Kevin (OHI)	Co-Taught (5th) Math Alicia (MI) Leanne (EBD) Tyler (EBD) Doug (OHI) Matthew (EBD) Cody (OHI) Miranda (OHI)
Teacher #2	Small-Croup(4-5th) SRA Doug (OHI) Matthew (EBD) Porsha (OHI) Kimberly (SLD) Casey (OHI)	Planning 4th grade teachers	Co-Taught (4th) Reading Casey (OHI) Josh (OHI) Stephanie (SLD) Drew (SLD) Barika (SLD) Billy (MI)	Small-Group(4-5th) Language Arts Billy (MI) Ronny (EBD) Matthew (EBD) Erin (EBD) Josh (OHI) Delmalkeo (MI)	Co-Taught (4th) Social Studies / Science Arabia (OHI) Casey (OHI) Alex (MI) Delmalkeo (MI) Josh (OHI) Wesley (MI) Tefrom (SLD)	Co-Taught (4th) Math Erin (EBD) Arabia (OHI) Tefrom (SLD) Alex (MI) Delmalkeo (MI) Wesley (MI)
Teacher #3	Small-Group(4th) SRA Josh (OHI) Stephanie (SLD) Drew (SLD) Barika (SLD) Billy (MI) Delmalkeo (MI) Wesley (MI)	Small-Group(4-5th) Reading Matthew (EBD) Porsha (OHI) Daniel (OHI) Mianda (01-11) Delmalkeo (MI) Wesley (MI)	Small-Group (3-4th) Language Arts Kale (AU) Haley (SLD) Wesley (MI) Casey (OHI) Alex (MI) Maya (OHI)	Small-Group (4th) Math Michael (SLD) Casey (OHI) Josh (OHI) Nick (EBD) Robbin (SLD) Jacob (SLD) Zach (SLD)	Planning	Small-Group (4th) Social Studies / Science Billy (MI) Kale (AU) Nick (EBD) Ronny (EBD) Haley (SLD) Erin (EBD)

Teacher #4	Small-Group (3-4th) SRA Kale (AU) Nick (EBD) Haley (SLD) Telform (SLD) Ronny (EBD) Arabia (OHI)	Small-Group (3-4th) Reading + Paraprofessional Kale (AU) Rob (EBD) Nick (EBD) Haley (SLD) Telform (SLD) Ronny (EBD) Arabia (OHI) Harley (SLD) Abe (SLD) Amy (EBD) Maya (OHI)	Co-Taught (3rd) Language Arts Drew (SLD) Barika (SLD) Megan (SLD) Michael (OHI) Aaron (OHI) Harley (SLD) Abe (SLD) Erica (SLD)	Collaboration (3rd) Math Haley (SLD) Aaron (OHI) Megan (SLD) Sean (SLD) (4th) Math Porsha (OHI) Kimberly (SLD)	Collaboration (3rd) Social Studies / Science+Parapro Colton (EBD) Erica (SLD) Briana (OHI) Cory (EBD) Amy (EBD) Rob (EBD) Maya (OHI) (5th) Brandon (SLD) Carl (SLD)	Planning 3rd grade teachers
Teacher #5	Small-Group (3rd) SRA + Parapro Colton (EBD) Richard (MI) Maeko (MI) Percy (MI) Cory (EBD) Carlos (MI) Amy (EBD) Erica (SLD) Maya (OHI) Briana (OHI) Rob (EBD)	Small-Group (3rd) Reading Colton (EBD) Richard (MI) Maeko (MI) Percy (MI) Carlos (MI) Cory (EBD) Erica (SLD) Briana (OHI)	Small-Group (3rd) Language Arts+ Paraprofessional Colton (EBD) Richard (MI) Maeko (MI) Percy (MI) Carlos (MI) Cory (EBD) Amy (EBD) Rob (EBD)	Small-Group(3rd) Math + Parapro Colton (EBD) Richard (MI) Maeko (MI) Percy (MI) Cory (EBD) Carlos (MI) Amy (EBD) Erica (SLD) Maya (OHI) Cory (EBD) Briana (OHI) Rob (EBD)	Planning	Co-Taught (3rd) Social Studies / Science Richard (MI) Maeko (MI) Percy (MI) Carlos (MI) Aaron (OHI) Megan (SLD) Harley (SLD) Abe (SLD)
Teacher #6	Small-Group(3-5th) + Paraprofessional Marcus (MOID) Kevin (MOID) JJ (MOID) Rea (MOID) Lateefa (SID) Chase (SID)	Small-Group(3-5th) + Paraprofessional Marcus (MOID) Kevin (MOID) JJ (MOID) Rea (MOID) Lateefa (SID) Chase (SID)	Small-Group(3-5th) + Paraprofessional Marcus (MOID) Kevin (MOID) JJ (MOID) Rea (MOID) Lateefa (SID) Chase (SID)	Small-Group (3-5th) JJ (MOID) Rea (MOID) Chase (SID)	Small-Group (3-5th) Marcus (MOID) Kevin (MOID) Chase (SID)	Small-Group(3-5th) + Paraprofessional Marcus (MOID) Kevin (MOID) JJ (MOID) Rea (MOID) Lateefa (SID) Chase (SID)
Parapro #1	Small Group T-5	Small Group T-4	Small Group T-5	Small Group T-5	Collaboration T-4	Supportive Instruction / PE (3rd) Cory (EBD) Colton (EBD)
Parapro #2	Small Group T-6	Small Group T-6	Small Group T-6	Supportive Instruction / Music Marcus (MOID) Kevin (MOID) Lateefa (SID)	Supportive Instruction / Music JJ (MOID) Rea (MOID) Chase (SID)	Small Group T-6

Sumter County Middle School Schedule: Special Education Staff: 2002-2003

Teacher	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Teacher 1: Mr. Lee	Planning	Planning	<i>8th Science/ Co-Taught</i> Montana T. Lionel F. Raymond M Montavious S Brian B. James H.	<i>8th Science/ Co-Taught</i> Nicole A. Bobby P. George S. Ashley O. Steve T.	<i>8th Reading/Co-Taught</i> Montana T. Lionel F. Raymond M Montavious S Brian B. Steve T. Nicole A. Bobby P.	<i>8th ELT/Resource</i> Lionel F. Raymond M Montavious S Brian B. Steve T. Nicole A. Bobby P.	<i>7th Reading/Resource</i> Kevin C. Daniel F. Portia C. Tenigüia E. Derrick J. Laura G. Matt M. Montavious S	<i>7th Reading/ Resource</i> Camdemo W Jon L. Travis P. Lakeskia P. Ryan P. Montell S.
Teacher 2: Ms. Smith	Planning	Planning	<i>7th /8th Reading/ Resource</i> Ashley O. James M. Jeremy B. Drelle F. Ed B. Chris J. Eric H. Oscar L.	<i>7th LangArts/ Resource</i> Ashley O. James M. Jérémy B. Drelle F. Ed B. Chris J. Eric H. Oscar L. Corderro W. Lakeskia P.	<i>8th Math/ Resource</i> Ashley O. James M. Jeremy B. Drelle F. Ed B. Chris J.	<i>7th /8th Science/ Resource</i> Jeremy B. Drelle F. Ed B. Chris J. Eric H. Oscar L. Corderro W. Montell S.	<i>8th SocialStudies/ Resource</i> Jeremy B. Drelle F. Ed B. Chris J. Ashley O.	<i>7th /8th ELT Resource</i> Jeremy B. Drelle F. Ed B. Chris J. Eric H. Oscar L. Lakeskia P.
Teacher 3: Ms. Jones	<i>7th Science/ Co-Taught</i> Kevin C. Tenigüia E. Laura G. Derrick J. Matt M. Jon L. Lakesia P.	<i>7th Math/ Resource</i> Corderro W. Eric H. Oscar L. Travis P. Lakesia P. Ryan P. Montell S.	<i>6th /7th Science/ Resource</i> Tiffany B. Lakersta D. Randy F. Travis P. Ryan P. Franciso M. Patrick W. Hollie V.	<i>7th SocialStudies/ Resource</i> Corderro W. Eric H. Oscar L. Travis P. Lakeshia P. Ryan P. Mantwil S.	Planning	Planning	<i>7th SocialStudies/ Resource</i> Kevein C. Daniel F. Portia C. Teriyula E. Derrick J. Matt M. Jon L.	<i>7th L. A. Resource</i> Kevin C. Portia C. Tenigüia E. Laura G. Derrick J. Jon L. Matt M. Travis P. Ryan P. Montrell S.
Teacher 4: Ms. Baker	<i>6th Reading/ Resource</i> Justin M. Renee M. Donny L. Lotoya S. AJ Z. Tamesha T. Pat R.	<i>6th Lang. Arts/ Resource</i> Justin M. Renee M. Donny L. Lotoya S. AJ Z. Pat R.	<i>6th Lang. Arts/ Resource</i> Tamesha T. Kim B. Tiffany B. Lakersta D. Francisco M. Pat W. Hollie V.	<i>6th Reading/ Resource</i> Kim B. Tiffany B. Lakersta D. Randy F. Francisco M. Hollie V. Pat W.	<i>6th Science/ Co-Taught</i> Justin M. Renee M. Donny L. Lotoya S. AJ Z. Tamesha T. Kim B.	<i>6th SocialStudies/ Resource</i> Tiffany B. Lakersta D. Randy F. Francisco M. Pat W. Tamesha T. Kim B. Hollie V.	Planning	Planning
Teacher 5: Mr. Brown	<i>6th Math/ Resource</i> Justin M. Pat R. Kim B. Tiffany B.	<i>6th Math/ Resource</i> Lakersta D. Randy F. Francisco M. Pat W. Hollie V.	<i>6th ELT/ Resource</i> Renee M. Donny L. Lotoya S. AJ Z. Tamesha T Tiffany B. Lakersta D.	Open	<i>6th /7th ELT Resource</i> Randy F. Francisco M. Pat W. Hollie V. Corderro W. Ryan P.	Open	Planning	Planning

Putting Together the Master Schedule to Promote LRE

After completing the special education schedule, begin to build the master schedule. The steps below describe the process for scheduling the building to promote least restrictive environment. The steps should be followed in order. An example of Paulding County High School 2002-2003 follows on page 33.

1. Make a grid just like the special education schedule with number of segments across the top and all teachers and paraprofessionals in the school (general and special education) down the first row as seen on the Paulding County High School master schedule on page 33.
2. Schedule all collaboration classes first. Select the two general education teachers that will collaborate with the corresponding special education teacher. Schedule the two general education classes for the segment. Schedule the special education teacher for the same segment.
3. Schedule these three teachers for the same planning time.
4. Repeat this process for each trio of teachers providing collaborative support.
5. Pair each special education teacher scheduled to co-teach and the special education paraprofessionals scheduled to provide supportive instruction with a general education teacher in the appropriate class and grade level. Place these classes on the master grid.
6. Schedule all co-teachers the same planning time.
7. The names of the special education students in the collaborative and co-taught classes must be entered into the computer scheduling program by hand.
8. The maximum class size for the collaborative and co-taught classes must then be hand set to reflect the special education students assigned to the class by subtracting the number of special education students from the maximum class size.
9. Place other high priority classes that will be taught once a day or once a year on the grid. For example: ROTC, AP English.

10. Fill in all other remaining spaces on the grid with general education classes.
11. As IEPs are finalized, individual student schedule adjustments should be made. IEPs should be completed by April.
12. If on a block schedule, complete the process for first and second semester.
13. If the school has a 9th grade academy, create a separate grid for the entire 9th grade, general and special education students.

Paulding County High School 2001 - 20002

Teacher	First Period	Second Period	Third Period	Fourth Period	Fifth Period	Sixth Period
102 - Barrett	2308 World Lit/Comp	2308 World Lit/Comp	2308 World Lit/Comp	2308 World Lit/Comp	2308 World Lit/Comp	Planning
103 - Bowden	Planning	2316 American Lit/Comp	2316 American Lit/Comp	2316 American Lit/Comp	2316 American Lit/Comp	2316 American Lit/Comp
104 - Byl	2322 English Lit/Comp	2322 English Lit/Comp	2306 Reading Enrichment	Planning	2306 Reading Enrichment	XX
105 - Jenkins	2320 American Honors Lit/Comp	2316 American Lit/Comp	Planning	2320 American Honors Lit/Comp	Drama	2320 American Honors Lit/Comp
107 - Madaris	2316 American Lit/Comp	2318 American Lit/Comp Lab	2318 American Lit/Comp Lab	Planning	2318 American Lit/Comp Lab	XX
108 - Skelton	2322 English Lit/Comp	Planning	2322 English Lit/Comp	2322 English Lit/Comp	2322 English Lit/Comp	2332-35 Journalism (YB)
109 - Womack	2310 Honors World Lit/Comp	2326 AP Lit/Comp	2308 World Lit/Comp	2326 AP Lit/Comp	Planning	2308 World Lit/Comp
110 - Born	2324 App Communications	Planning	2324 App Communications	2324 App Communications	2336 Journalism (NP)	2324 App Communications
113 - Langley	2308 World Lit/Comp	2308 World Lit/Comp	Planning	2308 World Lit/Comp	2308 World Lit/Comp	2308 World Lit/Comp
191-McCloud	Planning	2300-Ninth Lit/Comp	2304-Ninth Honors Lit	2300-Ninth Lit/Comp	2300-Ninth Lit/Comp	2304-Ninth Honors Lit
192-Hopkins	Planning	2302 Com. Skills	2300-Ninth Lit/Comp	2302 Com. Skills	2300-Ninth Lit/Comp	2302 Com. Skills
193-Fowler, A.	Planning	2300-Ninth Lit/Comp	2300-Ninth Lit/Comp	2300-Ninth Lit/Comp	2300-Ninth Lit/Comp	2300-Ninth Lit/Comp
194-Morgan	Planning	5200 Dramatic Arts	5200 Dramatic Arts	2300-Ninth Lit/Comp	2302 Com. Skills	2300-Ninth Lit/Comp
201-McKee	2732 AP Calculus	2724 Honors Algebra II A	Planning	2721 Algebra I B	2721 Algebra I B	2721 Algebra I B
202-Campbell	2726 Trigonometry	Planning	2710 Applied Algebra A +2706	2716 Euclidean Geometry A	2710 Applied Algebra A +2706	2716 Euclidean Geometry A
203-Hebert	2711 Applied Algebra B	2722 Algebra II A	2722 Algebra II A	2717 Euclidean Geometry B	2711 Applied Algebra B	Planning
204-Warren	2722 Algebra II A	2716 Euclidean Geometry A	2716 Euclidean Geometry A	Planning	2722 Algebra II A	2716 Euclidean Geometry A
205-Montgomery	2717 Informal Geometry A	2723 Algebra IIB	2717 Informal Geometry A	2723 Algebra IIB	2717 Informal Geometry A	Planning
206-Peters	2728 Analysis	2726 Trigonometry	2728 Analysis	2726 Trigonometry	Planning	2708 APS A
207-Moore	2730 Discrete Math	2720 Algebra I A	2726 Trigonometry	Planning	2726 Trigonometry	2726 Trigonometry
208-Sanders	2709 Applied PS B	2708 Applied PS A	2704 Concepts of PS A	2708 Applied PS A	Planning	2704 Concept of PS A
291-Bigham	2708 Applied PS A	2720 Algebra I	2720 Algebra I	Planning	2720 Algebra I	2720 Algebra I
292-Hall	2716 Euclidean Geometry A	2702 Pre-Algebra J	2700 Pre Algebra	Planning	2700 Pre Algebra	2716 Euclidean Geometry A

Co-Teaching	Collaboration	Supportive Instruction	Resource	Resource with para	Red Text: 9 th Academy
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Paulding County High School 2001 - 20002

Teacher	First Period	Second Period	Third Period	Fourth Period	Fifth Period	Sixth Period
293-Kintzinger	2720 Algebra I		2700 Pre Algebra	<i>Planning</i>	2700 Pre Algebra	2720 Algebra I
301-Cason	4000 Physical Science	2606 ABC II	<i>Planning</i>	4000 Physical Science-Para for SPED	2606 ABC II	2606 ABC II
302-James	<i>Planning</i>	4006 Physics	4006 Physics	4006 Physics	4006 Physics	XX
303-Glover	4002 Chemistry	4000 Physical Science	4002 Chemistry	4002 Chemistry	4002 Chemistry	<i>Planning</i>
305-Jarrett	4002 Chemistry	4002 Chemistry	4000 Physical Science	<i>Planning</i>	4002 Chemistry	4002 Chemistry
307-Maddux	2600 Biology	2600 Biology	2602 AP Biology	<i>Planning</i>	2600 Biology	2600 Biology
308-McCain	2604 ABC I*	2604 ABC I	2600 Biology	2600 Biology	<i>Planning</i>	2604 ABC I
310-Kirkland	2606 ABC II	<i>Planning</i>	2608 Anatomy	2606 ABC II	2608 Anatomy	2608 Anatomy
311-Lovett	2604 ABC I*	2600 Biology	2600 Biology	2604 ABC I	<i>Planning</i>	2600 Biology
391-Lindsey	4000 Physical Science	4000 Physical Science	4000 Physical Science	4000 Physical Science	4000 Physical Science	<i>Planning</i>
392-Barron	4000 Physical Science	4000 Physical Science	4000 Physical Science	4000 Physical Science	4000 Physical Science	<i>Planning</i>
393-Jackson	2600 Biology	4000 Physical Science	4000 Physical Science	2600 Biology	4000 Physical Science	<i>Planning</i>
402-Black	4506 USH	4506 USH	4531 Psychology	<i>Planning</i>	4506 USH	4506 USH
403-McBrayer	<i>Planning</i>	4508 AP USH	4506 USH	4506 USH	4508 AP USH	4506 USH
405-Henry	4506 USH	4510 Government	<i>Planning</i>	4506 USH	4506 USH	4510 Government
406-Vipond	4510 Government	<i>Planning</i>	4502 World History	4510 Government	4502 World History	4502 World History
407-Gulledge	4513 Economics	4513 Economics	<i>Planning</i>	4513 Economics*	4513 Economics	4512 Citizenship
408-Stamps	4502 World History	4512 Citizenship*	4502 World History	4502 World History	4512 Citizenship	<i>Planning</i>
409-Parham	4511 Economics	4511 Economics	4506 USH	4511 Economics	<i>Planning</i>	4511 Economics
410-Perry	4510 Honors World History	4512 Citizenship*	4510 Honors World History	4502 World History	4510 Honors World History	<i>Planning</i>
491-Kaiser	4500 World Geography	4500 World Geography	4500 World Geography	4500 World Geography	<i>Planning</i>	4500 World Geography
492-Chasteen	4500 World Geography	4500 World Geography	4500 World Geography	4500 World Geography	<i>Planning</i>	4500 World Geography
493-Mantell	4500 World Geography	6000 Spanish	4500 World Geography	6000 Spanish	<i>Planning</i>	4500 World Geography

Co-Teaching

Collaboration

Supportive Instruction

Resource

Resource with para

Red Text: 9th Academy

Paulding County High School 2001 - 20002

Teacher	First Period	Second Period	Third Period	Fourth Period	Fifth Period	Sixth Period
501-Glanton	1700 Health	3600 Personal Fitness	3600 Personal Fitness	3600 Personal Fitness	1700 Health	Planning
502-Sweat	3600 Personal Fitness	3600 Personal Fitness	Planning	1700 Health	1700 Health	3600 Personal Fitness
503-Waldrep	1700 Health	1700 Health	3634 Lifetime Sports	3600, Personal Fitness	3600 Personal Fitness	Planning
504-Watts	3644 Weight Trn	3644 Weight Trn	3644 Weight Trn	Planning	1700 Health	3644 Weight Trn
505-Thomason	3600 Personal Fitness	1700 Health	1700 Health	Planning	3600 Personal Fitness	3636 General PE
602-Fowler, E.	6000 Spanish I	6002 Spanish II	6002 Spanish II	6002 Spanish II	6004 Spanish III	Planning
603-White, Katie	6022 French II	6020 French I	6020 French I	6022 French II	6020 French I	6024 French III, 6026 French IV
604-Perry, M.	6010 Spanish II	Planning	6010 Spanish II	6010 Spanish II	6010 Spanish II	6000 Spanish I
605-Ramaley	6002 Spanish II	6004 Spanish III	6002 Spanish II	Planning	6000 Spanish I	6000 Spanish I
701-Amos	5008-9 Ceramics/Pot.	5008-9 Ceramics/Pot.	5008-9 Ceramics/Pot.	5005 AD DRW, 5020 AP, 5022 AH	5004 Drawing	Planning
702-Davidson	5000 VA Comp I	5000 VA Comp I	5000 VA Comp I	5006-07 Painting	Planning	5002 VA Comp II
711-Corley	5400 Beginning Mixed Chorus	5410 Int. Mixed Chorus	5420-23 Adv Mixed Chorus	Planning	SST	SST
712-Greenwalt	Middle School	Middle School	Planning	5340 Symphonic Band	5330 Concert Band	3660 Dance Composition
713-Paetznick	Middle School	Middle School	5320 Band Techniques	Planning	5330 Concert Band	5345 Adv. Band Percussion
801-Bouwens	4750-60 Auto Service Tech II-III 2h		4752-62 A Tech II-III 1h	4742 A Tech I 1h	4742 A Tech I 1h	4742 A Tech I 1h
802-Hulsey	EPHS/HIRAM		4610, 4612, 4620, 4622 Con Tech II / III 1hr/2hr	4602 Construction Tech I 1h	4602 Construction Tech I 1h	4602 Construction Tech I 1h
803-Hardy	EPHS/HIRAM		1210-20 Cosmo II and III 2hr		1210-20 Cosmo II and III 2hr	
			1212-22 Cosmo II/III 1hr		1222 Cosmo I 1hr	1222 Cosmo I 1hr
804-Moody	4770-72 DCT I-II	4770-72 DCT I-II	4770-72 DCT I-II	Planning	4780-84 DCT COOP I-II 2h	
						4782-86 DCT COOP I-II 1h
805-Alexander	EPHS/HIRAM		4836 Graphic Technology II 2h		4830-42 Graphic Technology I -III 2hr	
			4838 Graphic Tech II 1h		4838-42 I-III 1hr	4838 I 1hr
806-Rice	4300-20 Public Safety I - III at HHS		XX	XX	XX	XX

Co-Teaching

Collaboration

Supportive Instruction

Resource

Resource with para

Red Text: 9th Academy

807-Grant	4806 Drafting Design II 2hr		4812 Drafting Design and Tech III 2hr		HHS	HHS
811-Davis, B	700-02 ACCT I-II; 730 Bank/Fin	714 KBD	Planning	4513 Economics*	714 KBD	714 KBD
812-Fields	704 Computer Programming	708 Computer Applications	712 Business Procedures	732 Website Design	708 Computer Applications	Planning
813-Houston	1300 Teacher Cadet	Planning	600 Business Law	600 Business Law	2330 W Wkshop 2300 9th Lit	718 Word Processing
814-Mundorf	710 Computer App w/o 8kbd	710 Computer App w/o 8kbd	Supervision	2712 Math Money Mgt	710 Computer App w/o 8kbd	Planning
815-Parsons	732 Website Design	720-22 CBE I-II	720-22 CBE I-II	Planning	780-74 CBE Int I-II 2h	
						782-86 CBE Int I-II 1h
821-Tibblits	3200-3202 CVAE I-II	3204 CVAE III	3200-3202 CVAE I-II	Planning	880 COOP Internship 2h	
832-Ray	EPHS/HIRAM		1001 Int Inf Sys Tech I 1hr	1004-1008 Int Inf Sys Tech II-III 2h		Planning
	1000 Int Inf Sys Tech I 2h			1005 Int Inf Sys Tech II 1hr	1001 Int Inf Sys Tech I 1hr	
833-McHugh	2100-Intro Tech	2100-Intro Tech	2100-Intro Tech	Supervision	Planning	2100-Intro Tech
841-Pace	1720-30 HOC II-III 2h		1722-32 HOC II-III 1h	1712 HOC I 1hr	Planning	1712 HOC I 1hr
	1722-32 HOC II-III 1h					
851-Peppers					Youth Apprenticeship	
860-Brodowski	2002-04 Nutrition and Wellness	2002 Nutrition and Wellness	2002 Nutrition and Wellness	2014 Fam, Com, Careers	2012 Parenting Child Dev.	Planning
861-Rachel	2020-30 ECED I-II 1h		2020-30 ECED I-II 1h		2022-32 ECED I-II 1h	
			2021-32 ECED I-II 1h			
871-Jones	102 General Hort 1h	106 LSDM - 108 Nursery Prod	200 Basic Ag Science	200 Basic Ag Science	Planning	Supervision
	100 General Hort 2h HHH/EPHS					
872-Swofford	202 Plant Animal Science	206 AP&T III Food	Supervision	202 Plant Animal Science	Planning	204 AP&T Environment
881-Booth	XX	XX	XX	2800-06 JROTC I & IV	2800-06 JROTC I & IV	XX
882-Holman	XX	XX	XX	2802-04 JROTC II & III	2802-04 JROTC II & III	XX

Co-Teaching	Collaboration	Supportive Instruction	Resource	Resource with para	Red Text: 9 th Academy
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Paulding County High School 2001 – 2002
Special Education Staff

Teacher	First Period	Second Period	Third Period	Fourth Period	Fifth Period	Sixth Period
914-Kitchens	2352-World Lit, MI w/ Brown	2362-42 World Lit LD/OHI	2362-42 World Lit LD/OHI	2308 World Lit/ w/Barrett	2308 World Lit/ w/Barrett	Planning
915-Davis, P.	MOID	MOID	MOID	MOID	MOID	MOID
917-Foster	2366, 76, 86, 46- English Lit LD/BD	2708 APS w/Sanders	2776-77-78-66- 63AAA, AAB, IFGA	2708 APS w/Sanders	Planning	2774 APS BD
918-McLeod, L.	4506 USH w/Henry	2356-English lit. MI	Planning	4513 Economics w/Davis/Gulledge*	2372 World Lit BD	4554 USH /MI
919-Bell, Y.	2352 MI Am. Lit w/ Turner	2318 Am. L/C Lab w/Madaris	2364, 84, 44 American Lit. LD/OHI	Planning	2364, 84, 44 American Lit. LD	2374 Am Lit BD
920-Hipp	2764 AAA LD	2762 APS LD	2764 AAA LD	2762 APS LD	Planning	2708 APS w/Peters
921-Sauls	4564-44-74-65 USH LD/OHI	4512 Citizenship w/Stamps/Perry*	4566-76-46 Citizenship LD/BD/OHI	4566-76-46 Citizenship LD/BD/OHI	4564-44-74 USH LD/OHI	Planning
922-Moore	9312 Tenth Math	9316-9514 Twelfth Math	9314 Eleventh Math	202 P/A Science w/Swofford	Planning	2600 Biology w/Lovett
923-Jefferson	2604 ABC I w/Lovett/McCain*	2604 ABC I w/McCain	2672-62- 52 ABCI LD/BD/MI	LD/BD/MI 2672-62- 52 ABCI	Planning	2650 Biology M
911-Fleenor	SID	SID	SID	SID	SID	SID
912-Rathke	2308 World Lit/C w/Langley	2308 World Lit/C w/Langley	Planning	4562-72-52 World History LD/BD/MI	4566 Citizenship MI	2664-54 ABCII MI/LD
913-Ballard						
991-Ward	Lead Teacher Duties	2740-2768 BD/OHI Math	2758 LD Math	Planning	Collab. W/Hall Kintzinger	w/Hopkins
992-Hydrick	2340-2370 OHI/BD English	Planning	2360 LD English	4550-60 MI LD World Geo	4040-70 BD/OHI World Geo.	2360 LD English
993-Vohun	Coll w/Kaiser and Chasteen	Collaborative w/ Lindsey Jackson	Collaborative w/ Lindsey Jackson	Collaborative w/McCloud/ Fowler	Planning	Coll w/Kaiser and Chasteen
994-Camp	2350 MI English	2748-54 MI Math		4040-70 BD/OHI Science	4050-60 MI/LD Science	Planning
930-Patrick	Davis, P	Davis, P	Davis, P	Davis, P	Davis, P	Davis, P
931-Black	Fleenor	Fleenor	Fleenor	Fleenor	Fleenor	Fleenor
932-Folds	Black	Black	Black	Black	Black	Black

Co-Teaching	Collaboration	Supportive Instruction	Resource	Resource with para	Red Text: 9 th Academy	Teachers Parapro
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**Paulding County High School 2001 – 2002
Special Education Staff**

933-Brown	2352-World Lit, MI w/Kitchens		Planning	4513 Economics w/Davis/Gulledge*	2772 World Lit w/McLeod	2650 Biology M
	First Period	Second Period	Third Period	Fourth Period	Fifth Period	Sixth Period
934-Turner	9312 Tenth Math	4512 Citizenship w/Stamps/Perry*	4566-76 Citizenship LD/BD w/Sauls	4566-76 Citizenship LD/BD w/Sauls	2364, 84, 44 American Lit. LD w/Bell	Planning
935-Purdy	2604 ABC I w/Lovett/McCain*	2606 ABC II GE ABCII for student support	2776-77-78-66- 63AAA,AAB,IFGA w/Foster	GE Physical Science w/Carson	Planning	4554 USH /MI
936-TBA	2366, 76-English Lit LD/BD	2762 APS LD w/Hipp	4556 Citizenship MI w/Moore	2762 APS LD w/Hipp		2774 APS BD w/Foster
937-Sinard	4562-72-52 World History LD/BD/MI		2672-62- 52 ABCI LD/BD/MI w/jefferson	2672-62- 52 ABCI LD/BD/MI w/jefferson		2664-54 ABCII MI/LD
995-Pastrana	w/Hydrick	w/Ward	w/Ward	w/Hydrick	Collab. w/Hall Kuntzinger	coll w/ Hopkins
996-Abernathy	Coll w/Kaser and Chasteen	Collaborative w/ Linsay/Jackson	Collaborative w/ Linsay/Jackson	Collaborative w/McCloud/Fowler	w/Hydrick	Coll w/Kaser and Chasteen
997-Johnston	w/Camp	w/Camp	w/Hydrick	w/Camp	w/Camp	w/Hydrick

Co-Teaching	Collaboration	Supportive Instruction	Resource	Resource with para	Red Text: 9th Academy	Teachers Parapro
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In summary, local school administrators and teachers are the professionals to ensure least restrictive environment for students with disabilities. The person in the school responsible for scheduling the building must have an understanding of:

- Minimum funding size and maximum class sizes for general and special education, collaborative, and co-taught classes,
- Funding through FTE generated for each level of personnel support, and
- The balance between earning funds for general and special education services.

In addition local school administrators need to arrange for all teachers to receive staff development training on:

- The LRE Decision-Making Model
- How to Collaborate and Co-Teach