

# Worksheet for Scheduling Co-Teaching or Inclusion: CODES

---

**Student Name:**

**Disability Type:**

**For the following subject areas, select the best support type for the student:**

1 = General education class, accommodations only

2 = General education class, some in class support (para or teacher)

3 = General education class, daily in-class support (co-teaching)

4 = Special education class, but general education curriculum (higher academic level)

5 = special education class, maximum support needed (lowest academic level; possibly alternative curriculum)

**Content areas include:** Language Arts (can identify reading vs. writing), Math, Social Studies, Science, and other (can identify PE, art, music recess, lunch, etc. if needed)

**“Weighting” Student Support** helps determine who to cluster where and with whom to reduce teacher burnout and increase parity among classes

**For each student in a general education class, select the amount of support needed:**

1 = Minimal support; similar to typical general education student

2 = Moderate support; identify whether “A” academic or “B” behavioral

3 = Strong support; identify whether “A” academic or “B” behavioral

\*Try to cluster students to maximize opportunities to support effectively without overwhelming one class or teacher with too many “3s” or “Bs” in the same class.

