

## 3Cs Inclusive Education Action Plan

**School Division:** Joyful Public Schools

**School:** Inclusive Elementary School

**Year:** 2019-2020

Action Plan Activities Goals and Steps	Responsibility	Resources Needed	Time Frame (Duration)	Performance Measures (Data Sources)
<p>All kindergarten students in the Inclusive attendance zone will attend Inclusive during the 2020-2021 school year.</p> <ul style="list-style-type: none"> <li>By October 2019, we will identify the rising kindergarten students who will attend Inclusive during the 2020-2021 school year.</li> <li>By January 2020, we will identify the students' kindergarten teacher and facilitate an IEP meeting with the preschool and elementary IEP teams to develop a transition plan.</li> <li>By March 2020, we will identify training and professional development that is necessary for the general and special education teachers to support the rising kindergarten students.</li> <li>By May 2020, the general and special education teachers will have visited the preschool at least three times to observe and get to know the students (once per month from March-May).</li> <li>By August 2020, the students and their families will have visited Inclusive at least three times to get to know the building and school staff (beginning in March).</li> </ul> <p>*If there are not students with disabilities in</p>	<p>-RU Inclusion Team will support Director of Special Educ and Preschool Case manager to identify rising kindergarten students living in the Inclusive School catchment area</p> <p>-Inclusive special education teacher and identified kindergarten teacher (schedule and attend meetings and visits)</p> <p>- Preschool Program staff (schedule and attend meetings and visits)</p> <p>-Office of Student Services (scheduling and funding for professional development)</p>	<p>-Coverage for teacher visits (general and special education teachers)</p> <p>-Special transportation/ accompanying adult for student visits from preschool</p> <p>-Family permission for student visits to Inclusive</p> <p>-Professional development for general education teacher (based on student needs)</p>	<p>-1st and 2nd 9 weeks: partner with Preschool Program to identify rising kindergarten students and schedule transition IEP meeting/s</p> <p>-By January: identify necessary training (e.g. PECS, PBIS, etc) for general education teacher and request training through Office of Student Services</p> <p>-Teacher visits: 1st visit for observation (March), 2nd (April) and 3rd visits (May) should be for half day (one morning and one afternoon), During these visits teacher should accompany student through his/her daily schedule and interact with him/her.</p> <p>-Student Visits: 1st visit to be scheduled after school 2nd and 3rd visits should be scheduled during a</p>	<p>-Transition IEP</p> <p>-Observations/ Visits</p> <p>-The student attend and remains enrolled in his/her homeschool</p>

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<p>kindergarten for the 2020-2021 school year, we will move to the next available grade.</p>			<p>regular school day.</p>	
<p>Inclusive Elementary School, with guidance from the school's Virginia Tiered System of Supports Team, will develop and implement a Tier 1 School-Wide PBIS System.</p> <ul style="list-style-type: none"> <li>• By October 2019, we will develop lesson plans to address one of our behavioral expectations (respect, responsibility, engagement).</li> <li>• By January 2020, we will develop and implement an acknowledgement system to recognize students for demonstrating expected behaviors.</li> <li>• By March 2020, we will implement lesson plans to address one of our behavioral expectations in all identified school settings (classroom, cafeteria, bus).</li> <li>• By May 2020, all school staff will have participated in at least three professional development sessions that align with our School-Wide PBIS system.</li> </ul>	<p>-VTSS team and Inclusive faculty and Staff</p> <p>-Explicitly written lesson plans by the VTSS team that are shared with all Inclusive faculty and staff</p> <p>-Professional development from the VTSS team on how to implement these lesson plans across all locations</p>	<p>-Lesson Plans that are available to all faculty and staff</p>	<p>-2019-2020 School Year</p>	<p>-Referrals</p> <p>-Documented acknowledgements</p> <p>-Professional development sign-in sheet to ensure participation from ALL school staff</p>
<p>A second grade general education teacher and special education teacher will co-plan all math units in order to more effectively team teach during the 2019-2020 school year.</p>	<p>-Inclusive School Principal will identify the second grade co-teaching team members and</p>	<p>-Weekly co-planning time</p> <p>-Co-planning lesson</p>	<p>-Special education teacher will meet with administrator prior to July to discuss co-teaching partner</p>	<p>-Schedule</p> <p>-Calendar to keep track of meeting dates to ensure</p>

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<ul style="list-style-type: none"> <li>• By July 2019, we will identify the co-teaching team and a common planning time (meet at least once weekly).</li> <li>• By October 2019, the general and special education teachers will be utilizing a co-teaching lesson plan template.</li> <li>• By January 2020, the general and special education teachers will utilize the VDOE co-teaching mathematics lesson plans for all relevant units.</li> <li>• By May 2020, the general and special education teachers will have attended at least one co-teaching training.</li> </ul>	<p>support them to create an uninterrupted, common planning time</p> <p>-The general and special education teachers will select and use a co-teaching lesson plan template and VDOE math co-teaching lessons</p> <p>-The general and special education teachers will select and attend a co-teaching training and get approval from administrator to attend</p>	<p>temples and VDOE co-teaching math lessons</p> <p>-Funding for training from office of student services</p>	<p>-Special and general education teachers will meet weekly to plan math units</p> <p>-Special and general education teachers will implement VDOE co-teaching math units for every applicable unit</p> <p>-Special and general education teacher will identify a training to attend during the 2019-2020 school year</p>	<p>fidelity</p> <p>-Co-teaching plans</p>
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