### 3Cs Inclusive Education Action Plan

**School Division:** Joyful Public Schools  
**School:** Inclusive Elementary School  
**Year:** 2019-2020

<table>
<thead>
<tr>
<th>Action Plan Activities Goals and Steps</th>
<th>Responsibility</th>
<th>Resources Needed</th>
<th>Time Frame (Duration)</th>
<th>Performance Measures (Data Sources)</th>
</tr>
</thead>
</table>
| All kindergarten students in the Inclusive attendance zone will attend Inclusive during the 2020-2021 school year.                                                                 | - RU Inclusion Team will support Director of Special Educa and Preschool Case manager to identify rising kindergarten students living in the Inclusive School catchment area  
- Inclusive special education teacher and identified kindergarten teacher (schedule and attend meetings and visits)  
- Preschool Program staff (schedule and attend meetings and visits)  
- Office of Student Services (scheduling and funding for professional development) | - Coverage for teacher visits (general and special education teachers)  
- Special transportation/accompanying adult for student visits from preschool  
- Family permission for student visits to Inclusive  
- Professional development for general education teacher (based on student needs) | - 1st and 2nd 9 weeks: partner with Preschool Program to identify rising kindergarten students and schedule transition IEP meeting/s  
- By January: identify necessary training (e.g. PECS, PBIS, etc) for general education teacher and request training through Office of Student Services  
- 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  
- Student Visits: 1st visit to be scheduled after school 2nd and 3rd visits should be scheduled during a | - Transition IEP  
- Observations/Visits  
- The student attend and remains enrolled in his/her homeschool |

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*If there are not students with disabilities in RU Inclusion Team will support Director of Special Educa and Preschool Case manager to identify rising kindergarten students living in the Inclusive School catchment area.

- Inclusive special education teacher and identified kindergarten teacher (schedule and attend meetings and visits)
- Preschool Program staff (schedule and attend meetings and visits)
- Office of Student Services (scheduling and funding for professional development)

- Coverage for teacher visits (general and special education teachers)
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kindergarten for the 2020-2021 school year, we will move to the next available grade.

<table>
<thead>
<tr>
<th>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.</th>
<th>regular school day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• By October 2019, we will develop lesson plans to address one of our behavioral expectations (respect, responsibility, engagement).</td>
<td>-2019-2020 School Year</td>
</tr>
<tr>
<td>• By January 2020, we will develop and implement an acknowledgement system to recognize students for demonstrating expected behaviors.</td>
<td>-Referrals</td>
</tr>
<tr>
<td>• By March 2020, we will implement lesson plans to address one of our behavioral expectations in all identified school settings (classroom, cafeteria, bus).</td>
<td>-Documented acknowledgement s</td>
</tr>
<tr>
<td>• By May 2020, all school staff will have participated in at least three professional development sessions that align with our School-Wide PBIS system.</td>
<td>-Professional development sign-in sheet to ensure participation from ALL school staff</td>
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</table>

| 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. |  |
|---|---|---|
| -VTSS team and Inclusive faculty and Staff | -Lesson Plans that are available to all faculty and staff |
| -Explicitly written lesson plans by the VTSS team that are shared with all Inclusive faculty and staff | -2019-2020 School Year |
| -Professional development from the VTSS team on how to implement these lesson plans across all locations | -Referrals |

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- By July 2019, we will identify the co-teaching team and a common planning time (meet at least once weekly).
- By October 2019, the general and special education teachers will be utilizing a co-teaching lesson plan template.
- By January 2020, the general and special education teachers will utilize the VDOE co-teaching mathematics lesson plans for all relevant units.
- By May 2020, the general and special education teachers will have attended at least one co-teaching training.

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<thead>
<tr>
<th>Support them to create an uninterrupted, common planning time</th>
</tr>
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<tbody>
<tr>
<td>The general and special education teachers will select and use a co-teaching lesson plan template and VDOE math co-teaching lessons</td>
</tr>
<tr>
<td>The general and special education teachers will select and attend a co-teaching training and get approval from administrator to attend</td>
</tr>
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<tr>
<th>Temples and VDOE co-teaching math lessons</th>
</tr>
</thead>
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<tr>
<td>Funding for training from office of student services</td>
</tr>
<tr>
<td>-Special and general education teachers will meet weekly to plan math units</td>
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<tr>
<td>-Special and general education teachers will implement VDOE co-teaching math units for every applicable unit</td>
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<tr>
<td>-Special and general education teacher will identify a training to attend during the 2019-2020 school year</td>
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