



INCLUSIVE SCHOOL EDUCATION ACTION PLAN

School: Frederick Douglass ES 2018 - 2019

ACTION STEPS: (based off survey quality indicators)	Person(s) Responsible	Resources Needed	Time Frame	Evidence of Mastery
Develop a master schedule based on Stetson model incorporating co-planning time for co-teachers through CLTs (Collaborative Learning Teams); general education teachers, special education teachers, and teaching assistants	Admin and staff	Itinerant schedules;	July 2018	Final Master Schedule
Broaden peer buddy program to increase face-to-face time between general education students and special education students, particularly our self-contained students	Admin; counselor; classroom teachers	General education students willing to participate with identified special education students	On going	Peer Buddy Time Evidence from 2017-2018: Two students recognized for Excellence in Supporting Special Education Award
Conduct quarterly BIP review meetings at the beginning of each quarter for students who are identified as at-risk for a decrease in general education time	Case Managers, general education teacher and any other staff who work with the student	BIP and relevant staff	On going	meeting notes; BIP reviews
Consistent communication with collaboration between general education teacher and self-contained teachers to ensure self-contained students are given the grade level exposure and activities	Admin	Shared lesson plans	on going	shared lesson plans
Inclusive schools week Celebration with assembly	sped team, admin and IFT	Assembly space and time	December, 2018	Assembly held
Bi-monthly Pupil Services Student Support Team Meetings to discuss ways in which students can be more successful and increase participation in general education	Sped supervisor, social worker, ed diagnostician, school psychologist, case managers, sped contact, consulting teachers	none	on going	action items as a result of meetings