## INCLUSIVE SCHOOL EDUCATION ACTION PLAN

**School:** Frances Hazel Reid ES

### ACTION STEPS:
(based off survey quality indicators)

<table>
<thead>
<tr>
<th>ACTION</th>
<th>Person(s) Responsible</th>
<th>Resources Needed</th>
<th>Time Frame</th>
<th>Evidence of Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Incorporate common planning time for special and general education teachers to have common planning to collaborate and co-plan.</td>
<td>Admin team</td>
<td>flexible master schedule</td>
<td>summer 2018</td>
<td>Master Schedule 2018-2019</td>
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<td>2. Special education teachers will review BIPs with classroom teachers and specialists.</td>
<td>Special education case managers</td>
<td>Time during specialist planning block</td>
<td>August 2018</td>
<td>meeting notes, fully incorporated BIP in specials and classrooms</td>
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<td>3. Dedicated special education staff in every grade level for collaboration in CLTs and team planning meetings.</td>
<td>Admin team</td>
<td>Master Schedule with common planning</td>
<td>Summer 2018</td>
<td>CLT meeting notes</td>
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<td>4. Incorporate team teacher for DHH program.</td>
<td>Admin, DHH teacher</td>
<td>time to co-plan between DHH and classroom teacher</td>
<td>1st and 2nd quarter</td>
<td>team-teaching model in 2nd and 3rd grade</td>
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<td>5. Support MANDT relational training for general education teachers involved with students with BIPs.</td>
<td>Admin team, general education teachers</td>
<td>Substitutes for staff to attend MANDT relational training.</td>
<td>Fall 2018</td>
<td>Teachers employing best practices in supporting during student crisis.</td>
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