



INCLUSIVE EDUCATION: SCHOOL

ACTION PLAN

SCHOOL: Hamilton

Hamilton is safe, students and adults care about each other and learning is a top priority. This evidence is clear in our perceptual data, discipline data and attendance data. Possible root causes include the staff commitment to PBIS. Meeting agendas and PBIS action plan detail a specific PBIS plan that addresses positive reinforcement along with teaching and review of school-wide expectations. In addition to the common language throughout the school, Hamilton has two Autism programs and teachers work together to teach students about learning differences. Hamilton has a peer buddy program that encourages sensitivity and understanding of others. The school counselor teaches character traits and we award a Hamilton character student of the month. All of these efforts create a climate where people treat each other with respect, minimizes discipline issues and makes Hamilton a place where students want to come.

ACTION STEPS: (based off survey quality indicators)	Person(s) Responsible	Resources Needed	Time Frame	Evidence of Mastery
1. Opportunities for collaboration between special education teachers and general education teachers.	Kelly Meisenzahl	Quarterly planning time	June 2019	evidence of quarterly planning meetings, after school planning, during the day meetings
2. Peer Buddies	Terrie Simmers	Training of students and general education teachers of peer buddy program model and responsibilities	November 2018	General Education Students helping Special Needs Students
3. Whole School Disability Awareness Training/ PBL project	PBL Team	Planning Time	November 2018	Completed PBL projects and "unique" rocks.

<p>4. Specialists will have a scheduled meeting time with case manager where they will discuss each student's services, needs, or supports and be able to ask/answer questions that they have about individual IEPs and behavior plans.</p>	<p>Case managers</p>	<p>Student IEPs/BIPS meeting space</p>	<p>September 2018</p>	<p>My Learning Plan</p>