

GUIDING PRINCIPLES	ELEMENTS OF SUCCESS	DELIVERABLES OR HOW TO'S
ALL guiding principles	1. Ongoing support after inclusion takes place.	<ul style="list-style-type: none"> Annual report to RCCSD Board and to the community.
	2. Highly flexible structure.	<ul style="list-style-type: none"> Reflect ---> Review --> Adjust.
Ongoing Communication Strategy	3. Open communication from all and for all.	<ul style="list-style-type: none"> Ongoing district committee to oversee inclusion process. Partner with district communications committee.
Resource Allocation	4. Back-up plan for children who cannot be in gen ed school.	<ul style="list-style-type: none"> Develop process for "D" setting students as determined by IEPs.
Staffing Assignments (+RA as required)	5. Specialized teachers available at all grade levels.	<ul style="list-style-type: none"> Include language in CAPs to ensure adherence. Coordination of services provided by school counselor, PE, nurse, and related arts to include aspects of health and living skills curricula. Include language in CAPs to ensure adherence, ensure IDEA compliance within district, transition meetings.
	6. Guidance on staffing from district administration.	
	7. Adequate time for case management.	
	8. Inclusion coaches/specialists in the buildings as support.	
	9. Licensed mental health counselors in all schools.	
	10. Living skills programs in all schools.	
	11. Offering of Continuum of Services & Maintain Placement Settings.	
Student transition recommendation	12. Home school liaisons at IEP meetings - Not just EDs but anticipated case managers.	<ul style="list-style-type: none"> Include language in CAPs to ensure adherence, building admin identifies necessary team members, flexible location for transition meetings.
	13. Shadow program option for students, parents, and staff.	<ul style="list-style-type: none"> Individualized by student profile, parent-mentor program.
	14. Student-Mentor program.	<ul style="list-style-type: none"> Student-student and adult-student.
	15. Goal of being ready on the first day of school.	<ul style="list-style-type: none"> District communicates/shares step-by-step process and timeline.
	16. General Education school culture and environment prep program.	<ul style="list-style-type: none"> Engage PTAs/PTOs at individual schools. District hires outside expert to work with all stakeholders. Implement/build student empowerment programs.

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Training for all Stakeholder Groups (+OCS, RA, and SA as required)	17. Share Campus Action Plan (CAP) with each school.	<ul style="list-style-type: none"> • Include as required PD within each school.
	18. Targeted professional development for <u>all</u> staff (including paras).	<ul style="list-style-type: none"> • Share and implement district and building PD plans with parents and staff.
	19. PD and PD coaching for all components of inclusion.	
	20. Teachers observing inclusion within the building or outside their building.	<ul style="list-style-type: none"> • District and schools develop and implement programs.
	21. In-class Peer (Teacher) Coaching.	
	22. Peer Acceptance and Support Program.	
	23. Empowering IEP teams.	<ul style="list-style-type: none"> • Home-school liaison program. • Flexible location for transition meetings. • Offer parent IEP trainings (e.g., PIC). • IEP process flowchart. • Enhanced/increased parent involvement.
	24. Parent home support training opportunities.	<ul style="list-style-type: none"> • Parent collaboration with district and schools to develop a menu of training opportunities using RCCSD Parent University or similar forums. • Offer parent IEP trainings (e.g., PIC).
25. Parent education opportunities (gen ed and spec ed).		

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Student Transition	<ol style="list-style-type: none"> 1. Comprehensive schools will expand their Continuum of Services to meet the needs of all learners on their home campus. 2. Campus tours for Central students will occur during Choice Open House season. (Particular efforts will focus on ensuring Central students have opportunities to apply for Choice and understand how the process works.) 3. Transition tools (positively framed/strength-based) to drive the transition process will be utilized, such as a Student Profile and IEP at a Glance. 4. The District must have specific process in place where IEPs/IEP at a Glance at each school are discussed with all teachers (GE and CTE) who instruct SWDs.
Training	<ol style="list-style-type: none"> 5. Tier 2 and 3 Teams will be utilized to turn around PD in their schools to increase capacity.
Resources	<ol style="list-style-type: none"> 6. Comprehensive schools will develop flexible schedules to allow for Least Restrictive Environments that meet compliance targets and the needs of their students. Schedules should be reviewed throughout the year. 7. Beginning SY 2015–16 resources must be in place: ADA compliance issues, adaptive equipment, texts, or devices ordered and distributed, etc. 8. Categorize/inventory district resources (equipment). 9. Designated time set aside for administrative collaboration and planning. 10. Substitute pay for Tier 3 Team meetings (1/2 day @ campus). 11. Bussing for parents/student tours. 12. Recognition for Cultural Change (Sharing success stories).
Staffing	<ol style="list-style-type: none"> 13. Effective this academic year, we will have three designated staff members (MS & HS) working as Inclusion Support Specialists. Their role is to help with the transition over the next few years by building capacity within each school to expand their Continuum of Services. Each school will have a designated plan of how to use current inclusion support specialists through a coordinated effort with all schools. 14. Repurposing staff to target needed areas – Inclusion Support Specialist, Transition specialist. 15. Purposeful check-in (meet & greet, debrief time) from sending school, etc. should do follow-up with students and ISS on a regular basis.
Communications	<ol style="list-style-type: none"> 16. Each parent of a Central student will be invited to visit comprehensive schools. 17. Choice window/calendar options should be visible such as tables at Central prior to Choice window advertising Choice windows. (Visibility online, in the building, access to comprehensive teachers, open house, IEP meetings, honor roll breakfast, etc.). 18. Parent Meetings within city limits and suburbs. 19. Direct mailing from schools. 20. Alert Now, Enews, Facebook, EdTV.
Sustainability	<ol style="list-style-type: none"> 21. The 3 Tier Structure should remain in place for a minimum of 5 years to increase the likelihood for sustainable improvements in the overall system. 22. A District Review Team should be established to help monitor the Campus Action Plans.

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Resource Allocation	<ol style="list-style-type: none"> 1. Bilingual office aide at all schools where there are at least 25% Spanish-speaking families (unless there is a secretary or clerk assigned to the school who speaks Spanish) and a bilingual floating office aide at the remaining elementary schools, as needed. 2. Provide interpreters at school events and rotate conference days to provide enough bilingual support. 3. Provide English Language Development (ELD) curriculum and additional materials, as needed.
Training for All	<ol style="list-style-type: none"> 4. Differentiated PD for all staff on meeting the needs of our English Language Learners. 5. Parent ESL classes and expand Spanish classes for our teachers.
Staff Assignment	<ol style="list-style-type: none"> 6. Designated ELL Coach that would provide ELD support (50% of the time) and teacher support to all schools with at least 25% ELLs and an ELL teacher that would receive a stipend/EPER to provide teacher support at the remaining elementary schools. 7. Communication on the process of staffing schools based on ELL needs.
Ongoing Communication	<ol style="list-style-type: none"> 8. Keeping all stakeholders informed, in their native language, through the website, School Messenger, student mail, US mail, newsletters, email, text messages, etc. 9. Development of an ELL Resource Guide for schools that will provide processes and procedures for ELL registrations, interpreter requests, translation requests, accessing ELL data on DSC, transition plan completion, etc. 10. Development of an informational pamphlet for parents regarding ELL services at all schools and frequently asked questions. 11. Individual meetings to be scheduled with school administrators to discuss programming models for incoming ELLs.
Student Transition	<ol style="list-style-type: none"> 12. Kindergarten-Fourth grade to transition at once in the 2015–2016 school year and provided 5th grade families the option to stay at the existing school. 13. Use of the Transition Plan for English Language Learners for all students transitioning to a new school in the 15/16 school year. 14. Provide opportunities for students and families to visit their new school prior to the transition.

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ALL guiding principles	1. Ongoing support after inclusion takes place.	<ul style="list-style-type: none"> Annual report to RCCSD Board and to the community. 	
	2. Supportive structure at all schools in compliance with DDOE guidelines for services, specifically for ELD (English Language Development) instruction by certified staff. Number of sessions required will be determined by ACCESS results from prior spring.	<ul style="list-style-type: none"> Reflect ---> Review --> Adjust based on annual spring ACCESS results and cut scores as determined by DDOE. 	
Ongoing Communication Strategy	3. Open communication from all and for all with access to all communications in multiple languages. 4. Advance communication of events supporting parent engagement and information about instruction in languages as required. 5. Interpreters support available to all schools. 6. Translation support provided to all schools.	<ul style="list-style-type: none"> Ongoing district ELL committee to oversee inclusion process. Partner with district Communications and Diversity Committees. 	
Resource Allocation	7. Specific plan for children who are newcomers.	<ul style="list-style-type: none"> Develop districtwide process for identification and support. 	
Staffing Assignments	8. Certified staff available for all middle grade levels.	<ul style="list-style-type: none"> Reflect ---> Review --> Adjust based on annual spring ACCESS results and cut scores as determined by DDOE. 	
	9. Guidance on staffing from district administration.		
	10. Adequate time for ELAP review.		
	11. ELL Instructional coaches/specialists in the secondary buildings as support will be needed in the initial three years of the program implementation. 12. Two secondary Language Acquisition Coaches to support staff throughout the secondary level.		
	13. Bilingual office support available at all middle schools.		
	14. ELD/Language Central available at all schools, specifically for students who receive a composite score 1–3.9 on the ACCESS.		<ul style="list-style-type: none"> Coordination of services provided by school counselor, PE, nurse, and related arts to include aspects of health and living skills curricula.
	15. Offering of continuum of supports/ELD sessions based on ACCESS results in the area of reading, writing, speaking and listening.		<ul style="list-style-type: none"> Coordination of school schedules with the ELL Office.

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<p>Student transition recommendation</p>	<p>16. The committee recommends that ELL middle schools students be assigned to their default attendance zone feeder beginning SY 2015–16.</p> <p>17. All rising 6th and 7th grade ELL students enrolled in AIMS/Conrad during SY 2014–15 should be afforded the opportunity to remain at the school until the end of the middle school program with transportation provided.</p>	<ul style="list-style-type: none"> The committee’s recommendation is for personal contact with the families at AIMS and Conrad, subject to Board action in October.
	<p>18. Home school liaison to plan parent classes and information nights.* *With child care provided.</p>	<ul style="list-style-type: none"> Annual calendar of classes and information nights developed in conjunction with Goal 5 program manager. ACCEP classes to be advertised more widely.
	<p>19. Development of profile enhancing portions of DSC/I-tracker.</p>	<ul style="list-style-type: none"> Individualized by student profile shared at meeting.
	<p>20. Student-Mentor program.</p>	<ul style="list-style-type: none"> Student-student and adult-student.
	<p>21. Goal of being ready on the first day of school.</p>	<ul style="list-style-type: none"> District communicates/shares step-by-step process and timeline on or around November 1 of year prior to implementation.
	<p>22. General Education school culture and environment prep program.</p>	<ul style="list-style-type: none"> Engage PTAs/PTOs at individual schools.
<p>Training</p>	<p>23. Share DDOE/ELAP program with all schools (more information available after September 3).</p>	<ul style="list-style-type: none"> Include as required PD within each school
	<p>24. Targeted professional development for <u>all</u> staff (including paraprofessionals).</p>	<ul style="list-style-type: none"> District to secure services of vendor/consultant to assist with the delivery of tiered PD for staff over a three-year period. In an effort to build internal capacity, the training model is to be a train the trainer model with a stipend position at each secondary school and substitute coverage for training of the respective building trainers. (After year 3, the expectation would be that each school would have internal capacity to provide differentiated professional development to support staff knowledge to meet student needs.) Spanish classes for staff to be offered. Share and implement district and building
	<p>25. PD and PD coaching for all components of inclusion (see staffing assignments).</p>	

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		<p>PD plans with parents and staff.</p> <ul style="list-style-type: none"> • Provide peer support to staff throughout all secondary buildings in the use of language development strategies and analyses of ACCESS data to help guide scaffolding within lessons, and increasing students' language proficiency. • Review survey results of professional development with focus on improving subsequent sessions.
	26. Teachers observing research-based ELD instruction.	<ul style="list-style-type: none"> • District and schools develop and implement programs.
	27. In-class Peer (Teacher) Coaching.	
	28. Peer Acceptance Support Program.	
	29. Empowering ELAP teams.	<ul style="list-style-type: none"> • Home-school liaison program. • Flexible location for needed meetings. • Offer parent ELAP trainings. • ELAP process flowchart. • Enhanced/increased parent involvement.
	30. Parent home support training opportunities.	<ul style="list-style-type: none"> • Parent collaboration with district and schools to develop a menu of training opportunities using RCCSD Parent University or similar forums. • Offer parent IEP trainings (e.g., PIC).
	31. Parent education opportunities (gen ed and ELL).	
Parent Outreach	32. English classes for parents of ELL students, to help increase their English proficiency and engage them in the educational process.	<ul style="list-style-type: none"> • Arrange/coordinate classes with Groves and identified vendor. • Offer at central locations. • Collect data as to participation and participants' satisfaction. • Bring information to our parent/family community about existing classes at local community centers, churches and other venues. • Provide a directory on the website directing families to the already established locations. • Identify district staff to provide ELL-specific information to families at venues across the district.