



SAMPLE

Inclusive Education Implementation Plan

Membership on the Implementation Team:

CORE

Principal	Special Education Administrator	Diagnostician/Case Manager
School Counselor/Licensed Specialist in School Psychology/Social Worker	Library/Media/Technology Specialist	Speech Language Pathologists/Related Service Providers
General Education Classroom Teacher/s	Special Education Teacher/s	Paraprofessionals

SUPPLEMENTARY

Nurse	Reading/Literacy Specialist	Math Specialist
Title I Coordinator/Tutors	Family Members	Student Leaders

Roles/Responsibilities:

- Model and communicate inclusive values and practices.
- Identify areas of improvement needed to obtain a truly Inclusive Education for all students.
- Develop a plan for change.
- Monitor fidelity by completing fidelity checklists.
- Engage in and provide professional development.

To Do's:

What	Who	When
Establish and orient Implementation Team.	Coach	August
Schedule Implementation Team meetings.	Implementation Team	August
Professional Development (PD) – take TX CAN courses – Fundamentals of Inclusive Education and Presuming Competence .	Implementation Team	August
Establish baseline by completing fidelity checklists for Fundamentals of Inclusive Education and Presuming Competence ; complete checklists every three months to document progress.	Implementation Team	August
Use fidelity checklist results to create action items for this Inclusive Education Implementation Plan.	Implementation Team	continuous

Demonstrate Dignity and Value

- Celebrate diversity:
 - Shift the paradigm of disability from deviance, deficiency, tragedy, to “just another kind of difference.”
 - Promote a school-wide shift in language to using “people first” language. Describe students with disabilities as general education students first, describing their learning needs, not their labels.
 - Embed lessons about diversity — and disability as a kind of diversity — into the curriculum through guest speakers, literature, videos, guest presentations, etc.

- Nurture a collaborative school culture:
 - Do adult and student team building activities throughout the year.
 - Shift language so that all staff has ownership for all students, they are all “our students” – not referencing students with disabilities as “belonging” to special educators.

To Do’s:

What	Who	When
At weekly faculty meetings, conduct short team-building activity and include discussions on disability as diversity and school culture. Begin by reviewing the “Demonstrate Value and Respect for Students” section of the Guidelines for Fundamentals of Inclusive Education .	Principal	Begin September-continuous
Embed diversity lessons for all students during weekly Library class.	Librarian	Begin September-continuous
Conduct team-building activities for all students during Physical Education (PE) once a month.	PE Teacher	Begin September-continuous
Professional Development – TX CAN “It’s More Than “Just Being In” Book Study .	Implementation Team	September-October

Support an Inclusive Vision

- Hold a meeting using the process outlined in the McGill Action Planning System (MAPS) for each student with significant cognitive disabilities and complex access needs.
- Include an inclusive vision in each student’s Present Level of Academic Achievement and Functional Performance (PLAAFP) section of their IEP.

To Do’s:

What	Who	When
Design campus training on MAPS meetings from information gathered in PD (It’s More Than “Just Being In” Book Study and Fundamentals of Inclusive Education).	Implementation Team	November
Hold campus training on MAPS meetings for general education teachers, special education teachers, related service providers, and diagnosticians/case managers.	Implementation Team presenting	November
Schedule MAPS meeting two months prior to each student’s annual Admission, Review, and Dismissal (ARD) meeting.	Diagnostician/Case Managers	Post training – begin for ARDs two months out; continuous
At upcoming annual ARDs, place an inclusive vision statement in each student’s PLAAFP.	Diagnostician/Case Managers	Late January – continuous

Presume Competence

- Apply the “least dangerous assumption” of presuming every student’s competence.
- Avoid using the terms “retarded” or “low functioning” and use strengths-based language to talk about students with disabilities.
- Create high-quality IEPs for all students with complex access needs based on the presumption of competence.
- Address behaviors with the understanding that behavior is communication.
- Honor communication attempts and use shaping to assign meaning.

To Do’s:

What	Who	When
Professional Development – all campus staff complete TX CAN training on Presuming Competence .	Principal and special education administrator assign to all staff	September
Professional Development - all special education teachers take TX CAN training A Step Toward IEP Quality and Rigor .	Principal assign to special ed teachers; Implementation Team completes to be able to provide support	October
Professional Development - all campus staff complete TX CAN training Three C’s of Behavior Management .	Principal and special education administrator assign to all staff; Implementation Team completes to be able to provide support	October
After completion of all PD above, revise Inclusive Education Implementation Plan action items as needed to increase fidelity.	Implementation Team	November; continuous

Establish Valued Membership in General Education

- Include all students in an age-appropriate, heterogeneous, general education classroom where they receive their core instruction in all subject areas.
 - Be mindful of each class having a natural proportion of students with and without disabilities, to not overload certain classrooms with students with significant cognitive disabilities.
 - Provide “push-in” related services, where therapies are integrated into common classroom activities.
- Actively welcome and recruit students with significant cognitive disabilities into extracurricular activities and provide them with supports that enable their full participation.
 - Send information to parents/guardians about available and inclusive extracurricular activities.
 - Provide personnel or other supports to enable students to participate.
 - Assure that transportation to extracurricular activities is accessible.

To Do's:

What	Who	When
Professional Development – all special education teachers and diagnosticians/case managers take TX CAN training Transitioning a Student from a Self-Contained to a General Education Classroom .	Principal and special education administrator assign to appropriate staff; Implementation Team completes to be able to provide support	January
Establish baseline by completing fidelity checklist for Transitioning a Student from a Self-Contained to a General Education Classroom ; complete checklist after each new student is transitioned to document progress.	Implementation Team	January
After completion of all PD above, revise Inclusive Education Implementation Plan action items as needed to increase fidelity.	Implementation Team	February; continuous
At upcoming annual ARDs, begin offering push-in services.	Speech Language Pathologists/Related Service Providers	February; continuous

Facilitate Students' Social Relationships

- Intentionally facilitate relationships between lonely, isolated students and their peers:
 - Identify students who are lonely, isolated, do not have reciprocal social relationships.
 - Assess and address barriers to friendships before using friendship facilitation strategies.

To Do's:

What	Who	When
Professional Development – take TX CAN training Creating and Sustaining Peer Networks .	Implementation Team	February
Establish baseline by completing fidelity checklist for Creating and Sustaining Peer Networks ; complete checklist after every three months to document progress.	Implementation Team	February
After completion of all PD above, revise Inclusive Education Implementation Plan action items as needed to increase fidelity.	Implementation Team	March; continuous

Provide Supports for Active Participation in General Education

- Merge Response to Intervention (RtI)/Multi-Tiered System of Supports (MTSS), Inclusive Education, Universal Design for Learning (UDL)/Differentiated Instruction, and Positive Behavior Interventions and Supports (PBIS) into one unified system for all students.
 - Ensure that all students have access to all school resources and supports.
 - Use a campus-wide UDL lesson plan format.
- For students with significant cognitive disabilities and complex access needs transitioning to or currently in general education:
 - Individual student teams will meet weekly to plan specialized supports for participation in general education classes and monitor the fidelity of the implementation of those supports – focusing on communication for academics/social, accessibility of instructional materials, and methods for the student to engage in what is being taught and express what they have learned.
- Provide staff and student-specific training as needs arise (example: assistive technology device training, seating and positioning practice, co-teaching strategy workshops, UDL lesson design, etc.).

To Do's:

What	Who	When
Professional Development – all special education teachers, general education teachers, and paraprofessionals take TX CAN training – Universal Design for Learning .	Principal assign to appropriate staff; Implementation Team completes to be able to provide support	April
Establish baseline by completing fidelity checklist for Universal Design for Learning ; complete checklists every three months to document progress.	Implementation Team	April
Professional Development – all special education teachers, general education teachers, and paraprofessionals take TX CAN training Accessible Instructional Materials .	Principal assign to appropriate staff; Implementation Team completes to be able to provide support	April
Establish baseline by completing fidelity checklist for Accessible Instructional Materials; complete checklists every three months to document progress.	Implementation Team	April
Professional Development – all special education teachers, general education teachers, speech-language pathologists, and related service providers take TX CAN training – Supports for Participation .	Principal and special education administrator assign to appropriate staff; Implementation Team completes to be able to provide support	May
Establish baseline by completing fidelity checklist for Supports for Participation ; complete checklists every three months to document progress.	Implementation Team	May
After completion of all PD above, revise Inclusive Education Implementation Plan action items as needed to increase fidelity.	Implementation Team	May; continuous

Develop Collaborative Inclusive Teams

- Staff roles to reflect inclusive mindset:
 - General education teachers - primary instructor for all students
 - Special education teachers - collaborators with general education teachers to plan and deliver instruction and supports for students' learning & emotional needs
 - Related services - support students' participation in general education instruction and extra-curricular activities
 - Paraprofessionals - support students' participation in general education instruction and establishing social relationships with peers

- Hold regular Inclusive Education Implementation Team meetings.

- Grade level team meetings weekly to plan UDL lessons.

- Individual student teams (for students with significant cognitive disabilities and complex access needs transitioning to or currently in general education) meet weekly to plan for the provision of supports for participation in general education.

- Weekly faculty meetings to include inclusive topics (UDL, Accessible Instructional Materials (AIM), differentiation, interventions, etc.).

- Guidance and mediation provided by coach, member of Implementation Team, or administrator as appropriate.

To Do's:

What	Who	When
Cover inclusive topics at weekly faculty meetings (assignments of PD outlined in this plan and follow-up discussions).	Principal	Begin September - continuous

Encourage Visionary Leadership from School Administrators

- Develop a school schedule that maximizes collaborative planning time among staff for:
 - Regular Inclusive Education Implementation Team meetings
 - Weekly grade level team meetings
 - Weekly individual students’ team meetings
 - Weekly faculty meetings
- Assign “catch-up” professional development to new staff hired throughout the Inclusive Education Implementation Process.
- Allocate necessary resources and materials to support the participation of students with significant cognitive disabilities and complex access needs in general education classrooms.
- Plan for long-term sustainability of programs and resources.
- Evaluate staff using a variety of tools and encompassing inclusive best practices.

To Do’s:

What	Who	When
Revise campus schedule as needed.	Principal	As needed
Assign “catch-up” professional development to new staff.	Principal and Special Education Administrator	As needed
Embed inclusive roles and responsibilities into staff evaluation forms.	Principal and Special Education Administrator	August
Monitor budget.	Principal and Special Education Administrator	Continuous

This document was designed to accompany the [Fundamentals of Inclusive Education](#) training from TX CAN.