



# SAMPLE

## Inclusive Education Implementation Plan

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### Membership on the Implementation Team:

Principal	Related Service Providers/s	Reading/Literacy Specialist
Special Education Administrator	Nurse	Library/Technology Specialist
School Counselor/Licensed Specialist in School Psychology/Social Worker	Special Education Teacher/s	Title I Coordinator/Teachers/Tutors
General Education Classroom Teacher/s	Paraprofessionals	Family Member

### Roles/Responsibilities:

- Model inclusive values and practices.
- Identify key issues/concerns and determine the discrepancy between your vision and current practice.
- Develop a plan for building consensus for change.
- Draft, vet, finalize, and share a **Mission Statement** regarding inclusive education.
- Create **Infrastructure** and oversee an **Implementation Plan**.
- Identify and use data management systems. How will we know how we (and our students) are doing?
- Plan and provide job-embedded professional development.
- Actively communicate with staff members, families, school board, community (internal/external stakeholders) regarding inclusive education.

### To Do's:

What	Who	When
Establish and orient Implementation Team.		
Schedule Implementation Team meetings.		
Get input into plan and establish who will be responsible and when the activity will be completed.		

# Enhance School Culture and Values

- **Celebrate diversity:**
  - Shift the paradigm of disability from deviance, deficiency, tragedy, to “just another kind of difference.”
  - Promote a school-wide shift in language. Use “people first” language. Describe students with disabilities as general education students. Describe 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.
  - Host a school-community screening of *Including Samuel* and/or *Intelligent Lives*.
  
- **Presume competence:**
  - Apply the “least dangerous assumption” of presuming every student’s competence... to learn... to communicate... to have friends... to go on to an inclusive life in the community.
  - Design students’ educational programs and supports based on the presumption of competence.
  - Don’t use the terms “retarded” or “low functioning.”
  
- **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. Do not reference students with disabilities as “belonging” to special educators.
  - Celebrate successes publicly.
  - Adopt school-wide Multi-Tiered System of Supports (MTSS).

## To Do’s:

What	Who	When
Share readings on presuming competence, disability as diversity, school culture.		
Use new language to talk about students with disabilities.		
Schedule celebrations throughout the year.		
Model “presuming positive intentions.”		
Display art and other visuals that communicate school values.		
Embed diversity lessons into the curriculum.		
Conduct activities to build staff cohesiveness and congeniality.		
Plan and host <i>Including Samuel</i> or <i>Intelligent Lives</i> screening.		

# Develop Infrastructures that Support Inclusive and Effective Education for All Students

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- **Merge/align 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:**
  - Develop one standards-based core instructional planning process that reflects students' varied cultures, interests and passions, temperaments, sensory and learning preferences, strengths and weaknesses.
  - Ensure that all students have access to all school resources and supports.
- **Write staff job descriptions to reflect shared ownership for all students' learning:**
  - Define the general education teachers' role as the primary instructor for all students.
  - Define the special education teachers' and Title I teachers' roles as collaborators with general education teachers to plan and deliver instruction and supports for students' learning & emotional needs.
  - Define related service staff roles as supporting students' participation in general education instruction, the social life of the school, and extra-curricular activities.
  - Define paraprofessionals' roles as supporting students to participate in general education instruction and to establish social relationships with other students.
- **Create the role of "Inclusion Facilitator" (IF) — one teacher who is responsible for 6-8 students with significant cognitive disabilities:**
  - Focus the IF's responsibilities on case management, collaborative instructional planning with general education teachers, creation of modified materials (beyond those universally accessible materials developed by general education teachers), facilitation of social relationships, development of person-centered futures plans, supervision of 1:1 paraprofessionals, and monitor transition.
- **Restructure school/teachers' schedules to create grade level teams:**
  - To the extent possible, staff every general education classroom with at least two adults in every room at all times.
  - Use systematic planning processes for designing UDL units, lessons, and targeted interventions.
- **Develop a school schedule that maximizes collaborative planning time among general educators, special educators (including related services), and Title I staff.**
- **Schedule one hour of weekly planning time for the few students with significant cognitive disabilities:**
  - Use systematic planning processes for team meetings to plan for the supports students will need to fully participate and learn within the general education classroom and other inclusive environments.

- **Develop a plan for using special education spaces differently. Possibilities include:**
  - Create inclusive (open to any student for remediation, quiet work space, enrichment) academic support centers.
  - Staff centers with certified staff or qualified tutors.
  - Assign each general education teacher to do 1 or 2 learning center blocks a month.
  - Assign learning specialists to academic support centers *after* their collaborative planning time and time in general education classrooms has been scheduled.
  
- **Select a few, key data sources, tools, collection processes and timetables, and strategies for using data to inform continuing efforts. Possibilities include:**
  - % time in general education
  - Engagement in general education instruction
  - Individualized Education Program (IEP) alignment with standards and other best practices
  - % of IEP objectives achieved
  - Disciplinary actions — “sent to office,” suspension, expulsion
  - Out of district placement rates
  - Progress monitoring
  - Grades
  - State assessment scores
  - Parent satisfaction
  - Participation in extracurricular activities
  - Quality of social relationships
  - Teacher satisfaction

**To Do’s:**

What	Who	When
Develop roles and responsibilities charts and get input from all staff.		
Embed inclusive roles and responsibilities into staff evaluation forms.		
Through Implementation Teams plan school schedule, use of spaces, staff schedules, and get input from all staff.		
Select a few, key data sources and develop plan for gathering and analyzing.		
Design and use <a href="#">UDL Lesson Plan Form</a> and process.		

# Promote All Students' Membership in General Education and Reciprocal Social Relationships

- **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. Don't overload certain classrooms with students with significant cognitive disabilities.**
  - Write standards-based IEPs.
  - Align instructional supports with the supports that will be available to students on large-scale assessments. In other words, don't expect students to do well on the assessment with just accommodations if they need modifications during instruction.
  
- **Actively welcome and recruit students with significant cognitive disabilities into extracurricular activities and provide them with supports that enable their full participation (per IDEA). Don't establish separate clubs or activities just for students with disabilities. Keep in mind natural proportion.**
  - Send information to parents/guardians about available and inclusive extracurricular activities.
  - Provide personnel or other supports to enable students to participate.
  - Assure that transportation is accessible (again, per IDEA).
  
- **Intentionally facilitate relationships between lonely, isolated students and their peers.**
  - Identify students who are lonely, isolated, do not have reciprocal social relationships.
  - Use strategies described in *Seeing the Charade* to remove barriers to friendships first and use strategies later.

## To Do's:

What	Who	When
Revise IEPs to reflect changes in placement.		
Revise current IEPs (or write new IEPs) that reflect grade-level standards, integrated delivery of services (with few exceptions), and that align supports with assessment.		
Do a social relationships analysis for selected students and provide friendship facilitation if warranted.		

# Create Universally Designed Curriculum & Instruction and Individualized Interventions

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- Adopt a standardized [UDL Lesson Planning Form](#).
- Teach and assess using UDL principles.
- Regularly review student work and other data and reflect on unit/lesson plans. When students don't meet standards, ask, "how can we revise our instruction and supports?"
- Create repositories (hard copies and shared digital files) of accessible instructional materials and technologies.
- Provide specialized instruction embedded within core general education classes (unless privacy or safety are paramount concerns).
- Schedule Tier 2 and 3 interventions (from Response to Intervention/Mult-Tiered System of Supports).
- Start a peer-tutoring program.

## To Do's:

What	Who	When
Design <a href="#">UDL Lesson Planning Form</a> and load onto teachers' laptops or tablets.		
Embed UDL practices into staff evaluation process.		
Design a structured process for reviewing student learning data and reflecting on unit/lesson plans.		
Schedule time for Title I, general and special education teachers, assistive technology specialists, and librarians to work on creating accessible materials and technology repositories.		
Examine research and resources on peer tutoring and start with a pilot effort.		

# Plan Individualized Supports for Students with Significant Cognitive Disabilities

- **Use a Systematic Supports Planning Process:**
  - Use an individualized supports planning process for students with significant cognitive disabilities that assures students’ membership, supports their full participation, assesses the *quality* of instruction and supports, and assesses what students know and are able to do.
  - Evaluate the quality and consistency of supports before judging whether student learning is reflective of their capabilities. When supports are not provided with 100% accuracy and consistency, develop plans to improve them.
  
- **Provide Assistive Technology (AT)/Augmentative and Alternative Communication (AAC):**
  - All students need a means to communicate about age-appropriate academic and social topics every minute of the day.
  - All students need access to print materials at their reading and understanding level.
  - All students need a way to express themselves in writing.
  - Almost all students should have “needs assistive technology” checked on their IEPs.
  
- **Conduct Functional Behavior Assessments (FBAs) and Positive Behavior Support (PBS) plans for students with challenging behavior.**

## To Do’s:

What	Who	When
Load planning forms onto teachers’ computers or tablets.		
Use an AT/AAC checklist for determining what AT/AAC students need and then monitor whether they have and use it.		
Conduct FBAs and develop PBS plans.		
Acquire needed technology and train staff, parents, and students in its use.		

# Professional Learning/Development

- **Provide didactic training for *all* staff in:**
  - Co-teaching
  - Collaborative communication and meeting skills, processes, and structures
  - Definition, research, and best practices of inclusive education
  - Establishing an inclusive school culture and climate
  - Universal Design for Learning
  - Planning supports for students with significant cognitive disabilities
  
- **Provide didactic training for *select* staff in:**
  - Augmentative and alternative communication
  - Assistive technology
  - Role of the Inclusion Facilitator
  - Writing standards-based IEPs
  
- **Create Professional Learning Community (PLC) teams to read, dialogue, try out, coach, and reflect on:**
  - Designing UDL units and lessons
  - Staff working collaboratively in the classroom
  - Designing intensive supports
  - Co-teaching
  - Facilitating and participating in effective and efficient planning meetings

## To Do's:

What	Who	When
Schedule didactic training.		
Create PLCs for book/article study, dialogue, problem-solving, peer observation and review, reflection.		
Select master teachers for additional training.		
Provide coaching for staff during implementation.		
If necessary, engage outside consultants to provide professional development and technical assistance.		



# Communicate with Staff, Students, and Community

- Host informal after-school chats for any staff person to “drop in” to talk with the Principal.
- Host information night for community regarding inclusive school improvement plans.
- Post regular updates and resources on school website.

## To Do's:

What	Who	When
Schedule after-school chats.		
Schedule and advertise (newspaper, flyers sent home with parents, email, on website) info nights.		
Assign responsibility for posting website resources and updates.		

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