# Inclusive Education Implementation Plan

**The Inclusive Education Implementation Plan is a fluid document. As the team progresses through their plan, they will continue to add, edit, and update action items along the way. The plan for each school will vary because of its unique resources and needs. For ideas on how to support the core elements of inclusive education, review the** [**Guide to Implementation of the Fundamentals of Inclusive Education**](http://sped.support/guide_to_implementation_fundamentals_inclusive_education)**.**

## Membership on the Implementation Team:

In this section, list the members of your inclusive education implementation team and the role they serve. You may have core members, who attend all meetings and supplementary members who support the team as needed. Members can include students, families, teachers, related services providers, administrators, or other support staff.

### Core

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

### Supplementary

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

## Roles/Responsibilities:

In this section, list the roles and responsibilities of the team itself regarding the inclusive education project. Examples may include engaging in professional development, developing a plan for change, advocating for inclusive education, etc.

## To Do’s:

In this section, list the very first action items for the team to get started. Examples may include establishing consistent meeting dates, specific professional development assignments to develop foundational knowledge, or completing fidelity checklists to establish a baseline for later progress monitoring.

|  |  |  |
| --- | --- | --- |
| **What**  | **Who** | **When** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

This document was designed to accompany the [Fundamentals of Inclusive Education](http://sped.support/scd_online_courses) from TX CAN.

## Demonstrate Dignity and Value

This document is aligned with the eight core elements of inclusive education from the [Fundamentals of Inclusive Education](http://sped.support/scd_online_courses) course. This section relates to the core element of Dignity and Value. In the top bulleted section, list the overarching large goal action items the team thinks are most important in improving fidelity for this core element. In the table at the bottom, create specific “To-Do’s” required to make those action items happen and assign them to a team member, with a due date.

### Goal Action Items:

### To Do’s:

|  |  |  |
| --- | --- | --- |
| **What** | **Who** | **When** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Support an Inclusive Vision

This document is aligned with the eight core elements of inclusive education from the [Fundamentals of Inclusive Education](http://sped.support/scd_online_courses) course. This section relates to the core element of an Inclusive Vision. In the top bulleted section, list the overarching large goal action items the team thinks are most important in improving fidelity for this core element. In the table at the bottom, create specific “To-Do’s” required to make those action items happen and assign them to a team member, with a due date.

### Goals Action Items:

### To Do’s:

|  |  |  |
| --- | --- | --- |
| **What** | **Who** | **When** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Presume Competence

This document is aligned with the eight core elements of inclusive education from the [Fundamentals of Inclusive Education](http://sped.support/scd_online_courses) course. This section relates to the core element of Presuming Competence. In the top bulleted section, list the overarching large goal action items the team thinks are most important in improving fidelity for this core element. In the table at the bottom, create specific “To-Do’s” required to make those action items happen and assign them to a team member, with a due date.

### Goal Action Items:

### To Do’s:

|  |  |  |
| --- | --- | --- |
| **What** | **Who** | **When** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Establish Valued Membership in General Education**

This document is aligned with the eight core elements of inclusive education from the [Fundamentals of Inclusive Education](http://sped.support/scd_online_courses) course. This section relates to the core element of Valued Membership in General Education. In the top bulleted section, list the overarching large goal action items the team thinks are most important in improving fidelity for this core element. In the table at the bottom, create specific “To-Do’s” required to make those action items happen and assign them to a team member, with a due date.

### Goal Action Items:

### To Do’s:

|  |  |  |
| --- | --- | --- |
| **What** | **Who** | **When** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Facilitate Students’ Social Relationships

This document is aligned with the eight core elements of inclusive education from the [Fundamentals of Inclusive Education](http://sped.support/scd_online_courses) course. This section relates to the core element of Reciprocal Social Relationships. In the top bulleted section, list the overarching large goal action items the team thinks are most important in improving fidelity for this core element. In the table at the bottom, create specific “To-Do’s” required to make those action items happen and assign them to a team member, with a due date.

### Goal Action Items:

### To Do’s:

|  |  |  |
| --- | --- | --- |
| **What** | **Who** | **When** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Provide Supports for Active Participation in General Education

This document is aligned with the eight core elements of inclusive education from the [Fundamentals of Inclusive Education](http://sped.support/scd_online_courses) course. This section relates to the core element of Participation in General Education. In the top bulleted section, list the overarching large goal action items the team thinks are most important in improving fidelity for this core element. In the table at the bottom, create specific “To-Do’s” required to make those action items happen and assign them to a team member, with a due date.

### Goal Action Items:

### To Do’s:

|  |  |  |
| --- | --- | --- |
| **What** | **Who** | **When** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Develop Collaborative Inclusive Teams

This document is aligned with the eight core elements of inclusive education from the [Fundamentals of Inclusive Education](http://sped.support/scd_online_courses) course. This section relates to the core element of Collaborative Teaming. In the top bulleted section, list the overarching large goal action items the team thinks are most important in improving fidelity for this core element. In the table at the bottom, create specific “To-Do’s” required to make those action items happen and assign them to a team member, with a due date.

### Goal Action Items:

### To Do’s:

|  |  |  |
| --- | --- | --- |
| **What** | **Who** | **When** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Encourage Visionary Leadership from School Administrators

This document is aligned with the eight core elements of inclusive education from the [Fundamentals of Inclusive Education](http://sped.support/scd_online_courses) course. This section relates to the core element of Administrative Support. In the top bulleted section, list the overarching large goal action items the team thinks are most important in improving fidelity for this core element. In the table at the bottom, create specific “To-Do’s” required to make those action items happen and assign them to a team member, with a due date.

### Goal Action Items:

### To Do’s:

|  |  |  |
| --- | --- | --- |
| **What** | **Who** | **When** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**For further clarification, view a** [**Sample Phase One Inclusive Education Implementation Plan**](http://sped.support/sample_phase1_inclusive_education_implementation_plan) **for a team beginning phase one of their inclusive education system change.**

Copyright © 2021. Texas Education Agency. All Rights Reserved 10  