***SAMPLE* Inclusive Practices Action Plan (year)**

**Goal: By the beginning of the (2019-20) school year, inclusive program classes will be formed, and co-teaching model will be implemented.**

**PLANNING PHASE**

| **Strategy** | **Projected Time Frame** | **Person(s) Responsible** | **Other Resources Needed** | **Evidence of Implementation of the Strategy** | **Status Update** |
| --- | --- | --- | --- | --- | --- |
| Gain support from administrators to plan for and implement an inclusive model in preschool classes. |  |  |  |  |  |
| Forms building-wide inclusion planning team with representation from ECSE, VPI, Head Start, administrators, and other key stakeholders and begins to plan for inclusive classes within their preschool program. |  |  | T/TAC | Team in place and meeting |  |
| Determine regular meeting times for building inclusion team. |  |  | T/TAC | Team meeting XX times per month |  |
| Review “Role of Building Level Team” and determines tasks. |  |  | T/TAC |  |  |
| Gather information about the current classes (number of ECE, program standards, number of ECSE children enrolled…). |  |  |  |  |  |
| Determine appropriate inclusion model to meet needs of students (collaborative, consultative). |  |  |  |  |  |
| Determine any physical classroom modifications needed to accommodate children with disabilities (changing area, wide spaces for wheelchairs….). |  |  |  |  |  |
| Review of the PD modules and determination of needed PD and dates*\*\* conduct PD module 2, 5, 7 prior to beginning* |  |  |  |  |  |
| Conduct classroom observations using ECERS-R and PreK CLASS for purposes of program improvement. |  |  | T/TAC | Classroom summary reports are developed and reviewed |  |
| Develop classroom action plans within each inclusive classroom based on needs identified from ECERS-R/PreK CLASS observations. |  | All team members | T/TAC | Action Plan is developed |  |
| Provide training on teaming and use of a structured meeting process. |  | All team members | T/TAC | Use process at monthly meetings |  |
| Gather information about the current state of affairs in early childhood programs (number of children, classes available within the system). |  | All team members | T/TAC | Observations, visits to each preschool program |  |
| Develop a process for soliciting input from full staff/faculty (suggestions, comments, questions) about inclusive classes. |  |  |  | Suggestion box or other process is in place and explained to staff/faculty |  |
| Determine times to update preschool center staff//faculty of on-going actions of the building level inclusion team. |  | Team Members | T/TAC | Faculty meeting agenda |  |
| Visit quality programs implementing inclusive placement options for preschoolers and gather information about these programs. |  | Team members |  | Meeting minutes  Responses related to questions |  |
| Identify barriers and solutions to implementing the inclusive classes. |  | Team members |  | Team meeting minutes |  |
| Develop policies, procedures, and guidelines to support the inclusive program, including philosophies, definitions. |  | Team members | T/TAC will provide samples from other IPOP teams | Handbook completed |  |
| Recommend job revisions for staff implementing inclusive options (roles and responsibilities). |  | Team members | T/TAC to provide sample roles and responsibilities | Roles and responsibilities incorporated into the handbook |  |
| Share information about inclusive options with key stakeholders in XXX (VPI, faculty, PTO, etc.). |  |  | T/TAC to assist with presentation as requested | Presentation dates/handouts |  |
| Provide ways for ECE and ECSE staff and related service providers to learn more about each other’s programs. |  | Team members  Administrators | T/TAC | Through meetings, coaching and training |  |
| Plan for and conduct professional development on effective practices in co-teaching/inclusive practices options. |  | Team members | T/TAC | Through meetings, coaching, and training (include dates of training) |  |
| Develop brochure or other materials (e.g., general description, benefits) about the continuum of placement options to be offered. |  | Team members | Sample from other teams | Brochure |  |
| Develop a process for making placement decisions in inclusive options. |  | Team members  Administrators | T/TAC | Use of the matrix of supports to determine level of supports needed and best placement and support strategies |  |
| Plan for and conduct orientation activities to introduce and create awareness of the inclusive options (e.g., open house for families, presentations to key stakeholders). |  | Team members  Administrators | T/TAC | Open House or Parent Night completed |  |
| Plan for ongoing evaluations (for staff, pre-post testing for students, families) and use the results to improve the inclusive model. |  | Team members |  | Evaluations disseminated, summarized, and used for program improvement |  |

**IMPLEMENTATION PHASE**

| **Strategy** | **Projected Time Frame** | **Person(s) Responsible** | **Other Resources Needed** | **Evidence of Implementation of the Strategy** | **Issues for Division-wide Team** |
| --- | --- | --- | --- | --- | --- |
| Begin inclusive classes. |  |  |  |  |  |
| Conduct observations using the Inclusive Classroom Profile (ICP) to develop baseline and action plan related to inclusive practices being implemented. | Beginning of school year | T/TAC |  |  |  |
| Determine regular scheduled weekly meeting times for ECSE/ECE teachers implementing co-teaching models (designate one time per month for related service providers to attend). |  | ECSE/ECE co-teaching pair | Structured team meeting template | Regular meeting times exist |  |
| Continue on-going meetings of the building level planning team. |  | Building level team | T/TAC | Calendar of meetings, meeting notes |  |
| Begin coaching in classrooms. |  | T/TAC | VPI/PDD instructional specialists | Coaching logs, site visit notes |  |
| Conduct regularly scheduled training, follow-up technical assistance, and team meetings with participants in the inclusion model. |  | VPI/PDD instructional specialists | Outside PD |  |  |
| Present to stakeholder groups (e.g., school board, faculty, PTO, special education advisory council) about the proposed *continuum of placement options*, elicit concerns, gain support. |  |  |  |  |  |
| Conduct ongoing evaluations (for staff, pre-post testing for students, families) and use the results to improve the inclusive model. |  |  |  |  |  |
| Conduct observations using the Inclusive Classroom Profile (ICP) to determine status of inclusive practices being implemented, update action plan. | End of school year |  |  |  |  |

| **Strategy** | **Projected Time Frame** | **Person(s) Responsible** | **Other Resources Needed** | **Evidence of Implementation of the Strategy** | **Issues for Division-wide Team** |
| --- | --- | --- | --- | --- | --- |
| Develop process for orienting new staff to the inclusion class model. |  |  |  |  |  |
| Become a tangible part of the school division/preschool center (e.g., interview questions/job descriptions adopted by school division, training on co-teaching for new staff, ongoing professional development plan). |  |  |  | Guidelines in the handbooks, hiring procedures for new teachers |  |

**SUSTAINABILITY/CONTINUATION PHASE**