**2009-2010: School System Snapshot**

* 24 separate PreK classes with 30 Title I PreK
* Implemented 5 Title I and Special Education blended classes
* No plan for classroom support nor professional development to prepare teachers
* Significant push-back from teaching staff and Title I PreK leadership

**2010-2011 Began Inclusion Initiative: Exploration and Adoption** [**http://nceln.fpg.unc.edu/inclusionresources**](http://nceln.fpg.unc.edu/inclusionresources)

* Creating the Preschool Inclusion Initiative Cross-Sector Leadership Team
* Develop a mission and vision statement for early childhood inclusion
* Taking Stock -- Assessment of Strengths and Needs
* “Mapping” where the children with IEPs are served throughout the district

**2011-2013: Program Installation**

* Developed the strategic classroom staffing plan through a Title I and Special Education agreement at the Director level using existing resources
* Developed guidance for IEP teams to consider when making LRE decisions using such as factors as:
  + Child language developmental levels
  + Child social developmental levels
  + Child ability to make transitions
  + Classroom curriculum requirements and accommodations/supports needed
  + Size of various classes and their staffing patterns
* **Collaborated with Title I to intentionally design balanced classroom configurations**
* **Developed and implemented a professional development plan with the SEA Office of Early Learning PD system.**
  + SEA: Embedded Intervention: A Team Approach
    - A series of connected professional development activities intended to:
      * Promote buy-in from classroom teacher teachers
      * Support itinerant teachers as they transitioned from conducting pull-out sessions to acting as a coach to classroom teachers
      * Improve skills of classroom staff and itinerant staff on *“embedded instruction”*
      * Facilitate team building
  + SEA: “Coaching in the Inclusive Classroom”
    - *Implemented Coaching Agreement between special education funded coach and Title I funded PreK teachers*
    - *Developed Embedded Intervention Lesson Plan*
    - *Developed and implemented Data Collection process for progress monitoring*
    - *Developed and implemented “Coaching Log” to document frequency and purpose of coaching “conversations” as evidence to Leadership*
  + LEA facilitated a Professional Learning Community and teachers and coaches conducted an individual child “Case Study”
  + SEA: Developing high-quality, functional IEP goals & priority learning targets