


Strategy #1 Improve the partnerships between educators and families to increase inclusive education opportunities

Core Component	Contribution to the Outcome	Expected Use in Practice 	Developmental Use in Practice	Unacceptable Use in Practice
Description of this component	Why this core component is important to achieving the outcome	Description of practitioner behavior	Description of practitioner behavior	Description of practitioner behavior
1. A continuum of service options is communicated to both educators and families and the specific needs of the child are prioritized.	Placement options must include a full continuum—from Regular education child’s program. This continuum must consider meeting both the needs of the family while addressing the individual needs of the child.	Use of Least Restrictive Environment chart/diagram and or program description; clear outline of options; Inclusive Early Child Special Education Services provided; use of ECTA guiding questions.	Continuum of placement options is available and; regular early childhood classroom placement is considered first.	A predetermined decision is made about placement prior to meeting with the families.
2. The child’s team (child’s family, related service providers, general education staff, child care staff, and medical) is comprehensive and includes all the people who contribute to the education and care of the child in decision making.	The family and all those who play a role in the child’s development are needed to make decisions that are comprehensive which then support the child’s educational needs.	Invite all team members of child (family, child care program staff, related service providers and medical); All team members collaborate to identify child’s needs.	Invite school personnel; Invite private child care; and all IEP team members are present.	No knowledge about the child prior to the meeting, required members of the team are not all present. Failure to provide a copy of procedural safeguards are not provided to the families.
3. An environment of mutual support is established, one that is culturally sensitive and one which fosters a family’s freedom to communicate openly about the needs of their child.	Because the Family and team members are; empowered, informed, and knowledgeable, they can contribute and communicate to effectively develop educational plans.	Invitation to participate is extended at each meeting; information is scaffolded to support families’ needs; in families’ home language. School based advocates are provided to support families at meeting. Awareness of cultural needs is established by listening to and respecting all perspectives by learning about each family’s beliefs and values.	Information about the special education process is provided in parent friendly language. Families are encouraged to bring a supportive adult or friend. A List of what input by the families will be expected is shared with families prior to the screening, MET, and the IEP meeting.	Culture of families is not prioritized or considered. Families are not comfortable communicating about their child’s educational needs.
4. Programs self-assess to build quality educational environments, inclusive settings and quality educational experiences.	Programs that self-assess are reflective and can engage in continuous improvement around relationships, environments and quality educational experiences.	Programs utilize the ECQUIP process to build interdependent relationships with local programs and align improvement strategies which focus on the relationship with families.	Programs self-assess using the example the ECQUIP process and develop an action plan based on the results.	Programs are not engaged in a process of quality improvement. As programs self-assess they do not evaluate or consider improvement around relationships, environments, and quality educational experiences.
5. There are ongoing educational opportunities and professional development to build the capacity of both families and educators.	Engaging in and providing professional development and additional educational opportunities enables all team members to be equal participants and contributors to the development of educational plans.	Parents and educators collaborate to identify aligned professional development and education; professional development and education opportunities are provided frequently that builds capacity for partnerships.	Educational opportunities are provided for families and educators to build an understanding of the special education process. Professional development around the topics of parental rights and the least restrictive environment are provided at least one time per year.	Minimal effort is given to provide educational opportunities for families and professionals that would support partnerships.