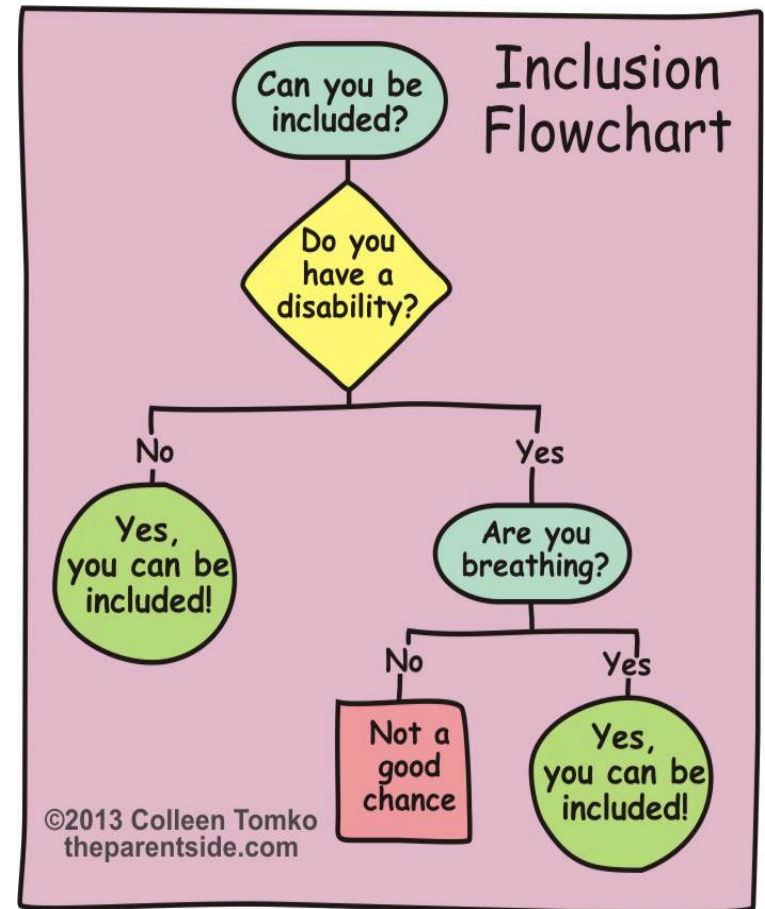


# Are we talking about ALL kids?

When/where are we including ALL kids?

When/where are we having a hard time including ALL kids

How can we work towards aligning places and purposes?



## Where are we learning?

- classroom, a school, a community, or the land



## Where are the many places that we learn?

- Do all student have access to many places of learning?

# students could learn?

Historically, IEPs have not connected to place, which has made it difficult to plan for specific contexts in an educational plan



**What places do students have access to?**

**How can we increase the number of places that students have access to?**

- The land
- Places within the community
- Areas in the school
- Specific classes
- Contexts within specific classes
- Individual spaces

# Strategic Placements

Go with the Goers!



If a student is not connected to the places of their peers, how can we move to include more places throughout their educational program?

Where is a good place to start?

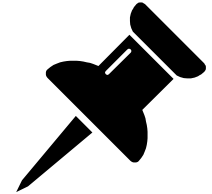
Strategic planning for moving towards inclusion looks at starting with:

- Supporting places
- Supportive peers
- Supportive teachers
- Supportive assistants

Consider students with disabilities and students in alternate programs, schools, locations...

# Strategic Placements

Go with the Goers!



Where students start their day (class, week, year, education) and end their day (class, week, year, education) is where we are communicating that they belong...

How can we increase the number of places that students feel connected to an **inclusive** and **diverse** community?

Because feeling included in only ONE place is NOT enough.

# Finding opportunities for inclusion to happen

- ▣ **Classrooms for Content**

- ▣ Social studies, math, science etc.

- ▣ **Classrooms for Electives**

- ▣ Phys Ed, Music, Home Ec., Art etc.

- ▣ **Activities/spaces inside the school**

- ▣ Hallways, cafeteria, lunch room, assemblies etc.

- ▣ **Activities/ spaces outside the school**

- ▣ Recess, field trips, extra curricular activities, sports teams etc.

- What do we have to do to make the places we go have meaning?

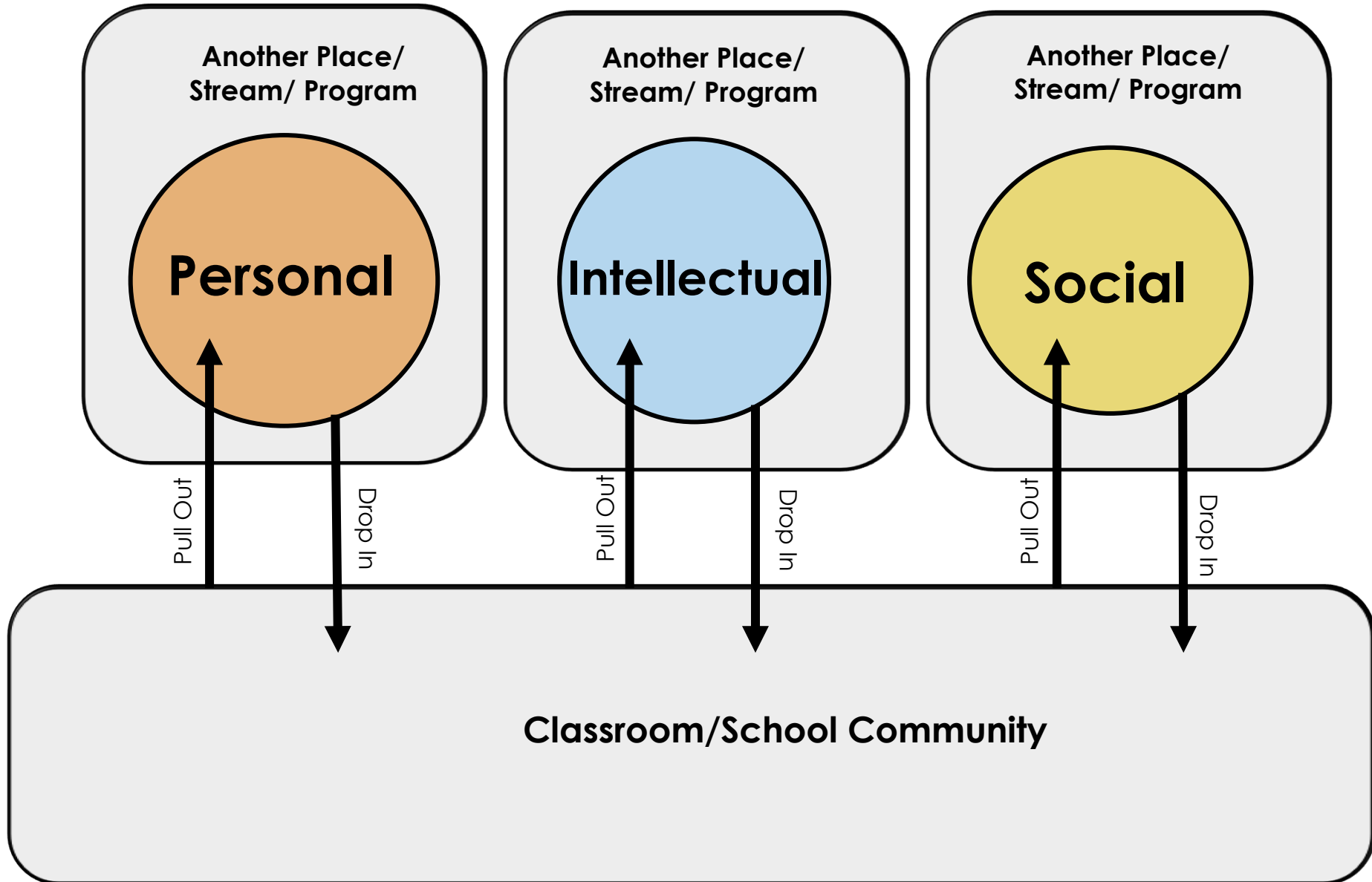


## Step 2: Inclusion: Making places purposeful

- **Personal purpose**
  - Goals to help students be included in the physical community
- **Social purpose**
  - Goals to help students be included in the social-emotional community
- **Intellectual purpose**
  - Goals to help students be included in the learning community

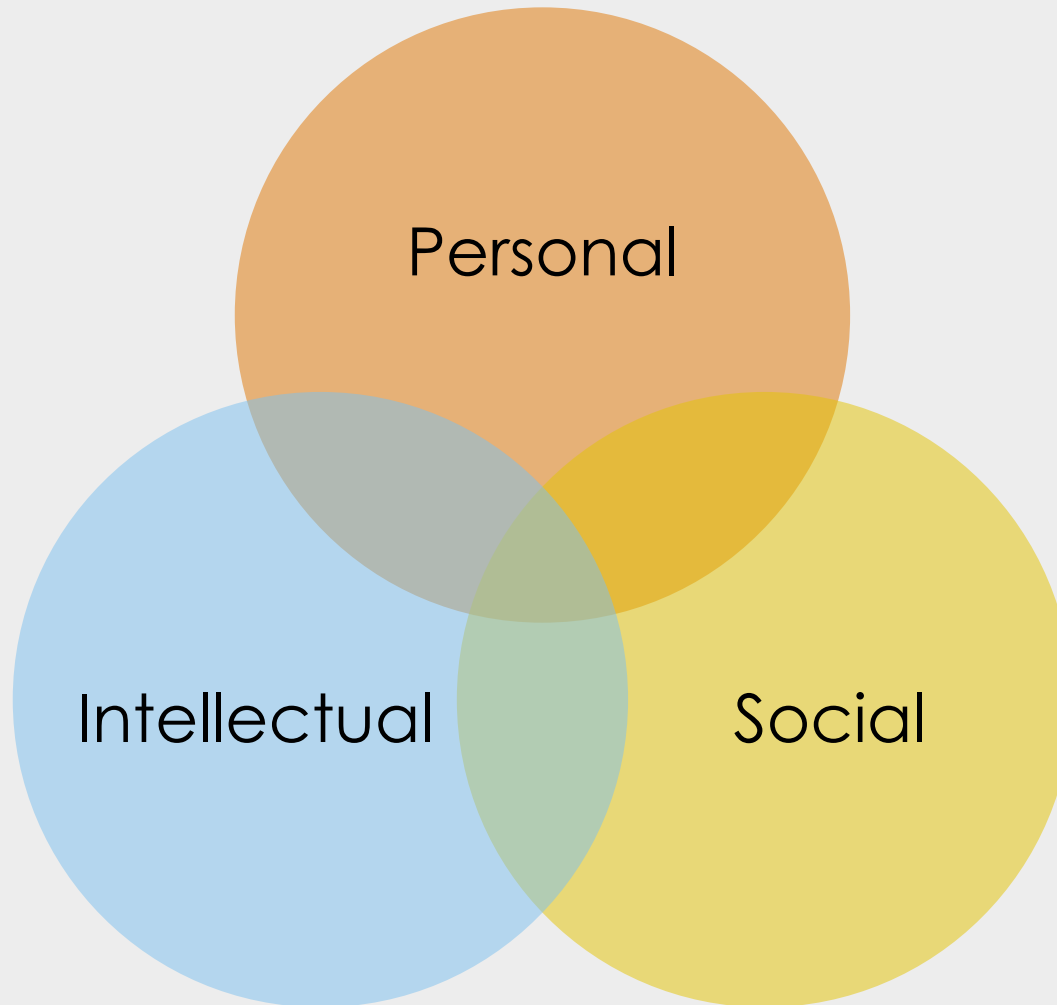


# Old Paradigm: Pull students out to address deficit areas and then drop them back into a classroom

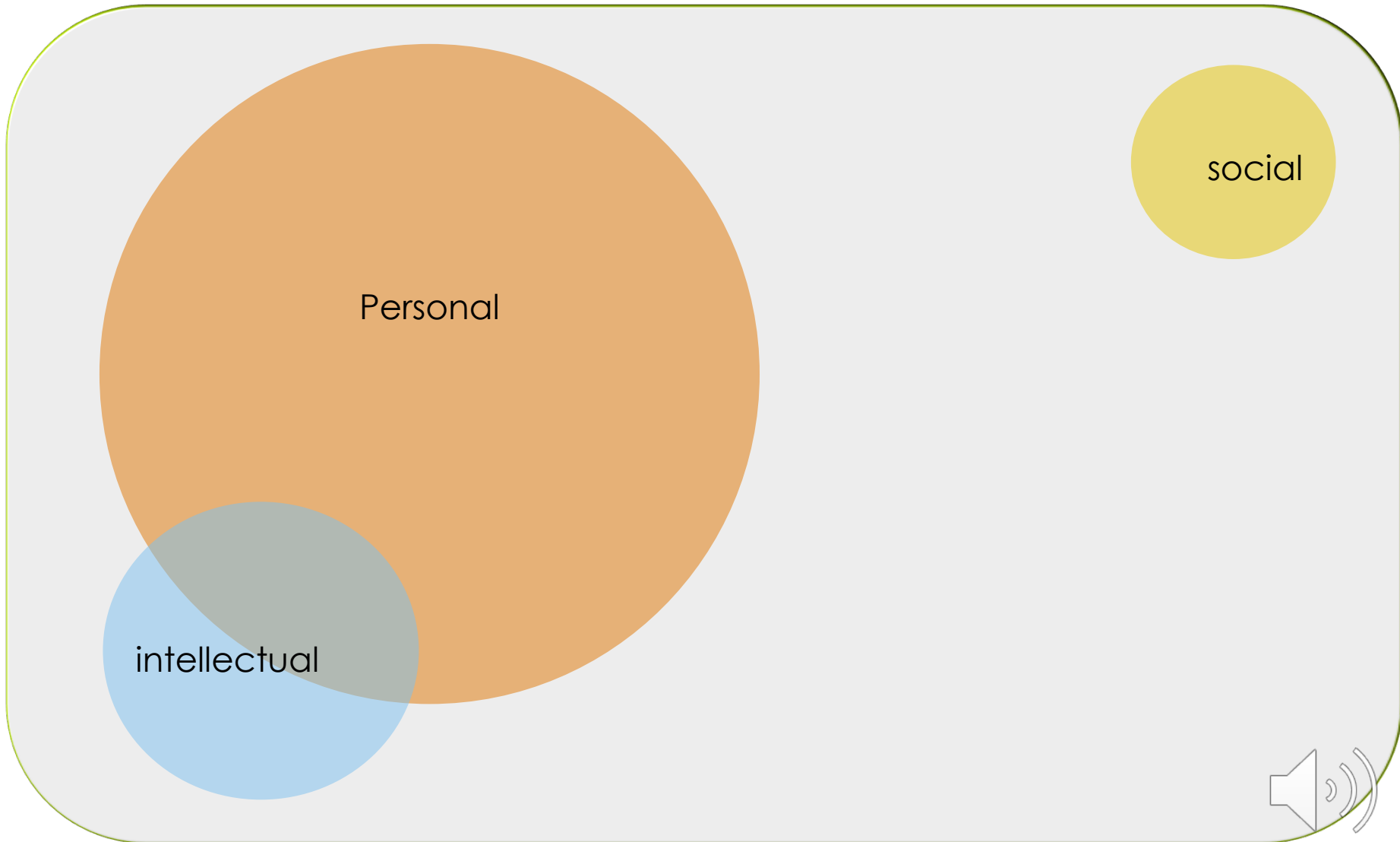


# Purposes **IN** a Place: Competency Goals

**Place**



# New paradigm: Balance the bubbles (build competencies) in the place of application





# How can we move? Increasing Inclusive Places

## The Place Planner: Elementary

Inclusive Plan for: Jon		Class: Mr. Teacher	Grade: 3	Year: 2017			
Peer Activities/ Classes (When peers are...)	Place (...they are located...)	Student Activities/ Classes (...and this student is...)	Place (...and they are located...)	Aligned/ in progress	Immediate next step	As soon as possible	Not a priority at this time
Math	classroom	Math	Resource room			✓	
Recess	Outside the school/ playground	Recess	Outside the school/ playground	✓			
Science	Classroom/ Land	OT	Resource room		✓		
Lunch	Lunch room	Lunch	Resource room			✓	
Washroom	School washroom	Washroom	Handicapped washroom				✓
Silent reading	Choice of place	Reading	At desk		✓		
Music	Music Room	Music	Resource room			✓	
Phys Ed	Gym	Phys Ed	Gym	✓			

# How can we move? Increasing Inclusive Places

## The Place Planner: Secondary Curricular

Inclusive Plan for: Mia		Grade: 10		Year: 2017			
Peer Activities/ Classes (When peers are...)	Place (...they are located...)	Student Activities/ Classes (...and this student is...)	Place (...and they are located...)	Aligned/ in progress	Immediate next step	As soon as possible	Not a priority at this time
Language Arts	Classroom	Functional Literacy	Resource Room		✓		
Math	Classroom	Functional Math	Resource Room			✓	
French	Classroom	Work Experience	Resource Room			✓	
Science	Classroom	Science	Classroom	✓			
Social Studies	Classroom	Life Skills	Resource room				✓
Phys Ed	Gym	Phys Ed	Resource Room		✓		
Applied Skills	Computer, Wood Shop, Metal shop, Home Ec, Foods etc.	Applied Skills	Computer, Wood Shop, Metal shop, Home Ec, Foods etc.	✓			
Fine Arts	Drama, Art, Ceramics, Dance etc.	Fine Arts	Drama, Art, Ceramics, Dance etc.	✓			

# How can we move? Increasing Inclusive Places

## The Place Planner: Secondary non-enrolling

Inclusive Plan for: Jay		Grade: 9		Year: 2017			
Peer Activities/ Classes (When peers are...)	Place (...they are located...)	Student Activities/ Classes (...and this student is...)	Place (...and they are located...)	Aligned/ in progress	Immediate next step	As soon as possible	Not a priority at this time
Visiting, eating, transitioning from class to class	Hallways	Waiting for crowds to clear	Sensory regulation room				✓
Eating, buying food, visiting with peers	Cafeteria/ Vending machines	Eating food from home	Resource room		✓		
Arriving/ departing to/from school	Main Entrance	Arriving/ departing to/ from school	Side entrance			✓	
Need to go to the washroom	Public Washrooms	Goes to the washroom on a schedule	Private handicapped washroom				✓
Managing their belongings	Locker	Managing their belongings	Locker (in a separate area)			✓	
Attending large group gatherings (e.g. assemblies)	Gym, Foyer	Doing choice activities	Resource room				✓
Sports Teams/Clubs	Afterschool	Has left	home				✓

# Remember...

- Being an inclusive educator does not mean deciding if students go to all the places that they are enrolled
- Being an inclusive educator does mean ensuring all students have access to similar learning opportunities and places as their peers, and providing the supports they need to be successful in those places

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