

SHELLEY MOORE



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An abstract graphic in the top right corner featuring a thick black line that starts as a straight line and then curves downwards and to the left, ending in a small hook. Below this line are several circles: one solid red circle, one hollow blue circle, and several solid blue circles of varying sizes.

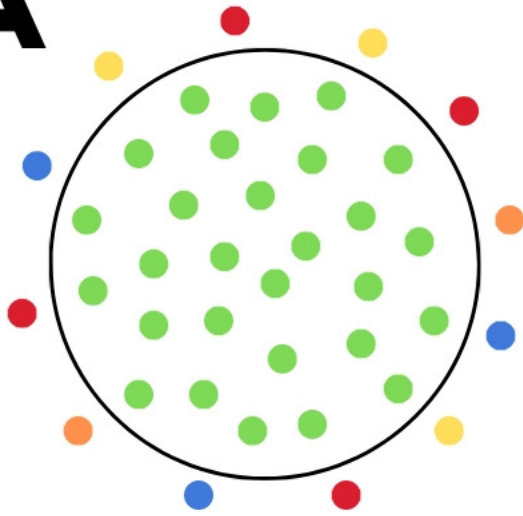
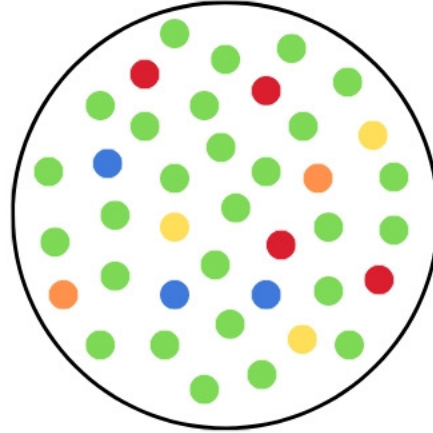
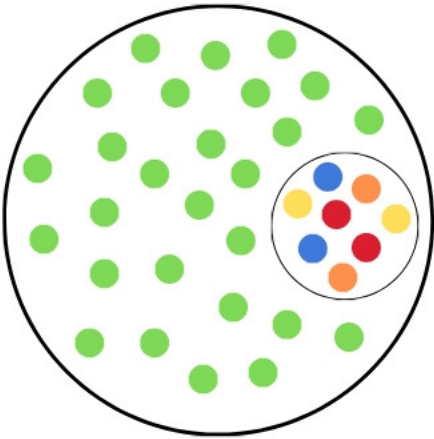
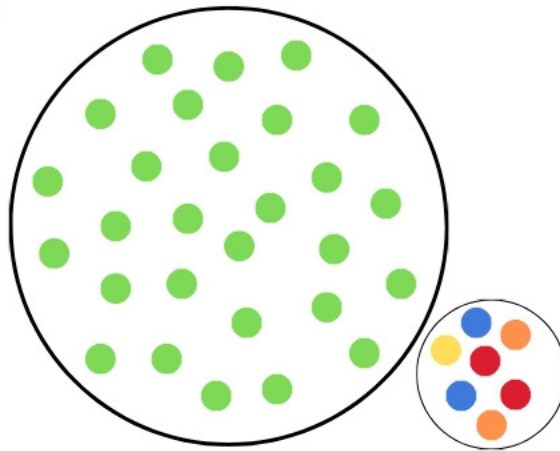
What does inclusion
mean to you?



WHAT DOES INCLUSION MEAN?

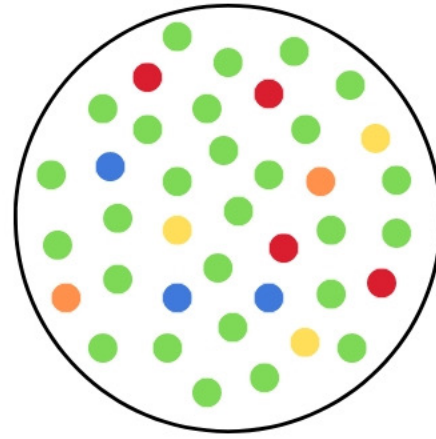


EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

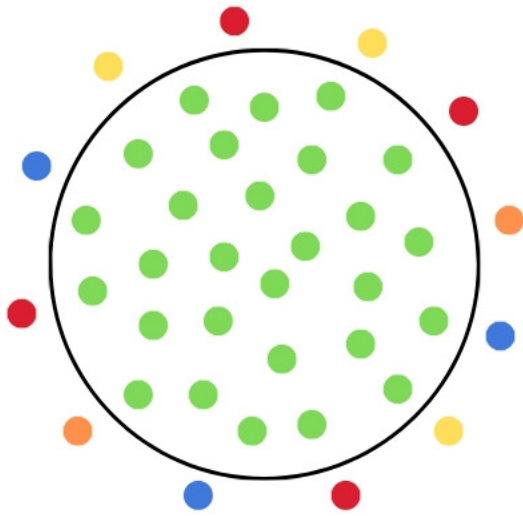
A**C****B****D**

EXCLUSION
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INCLUSION
SEGREGATION

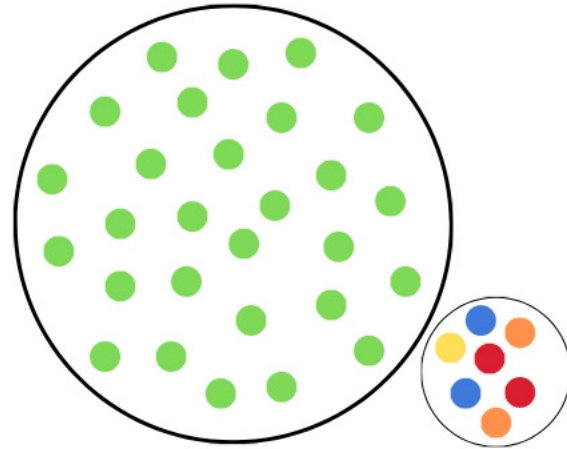
WHAT IS INCLUSION?



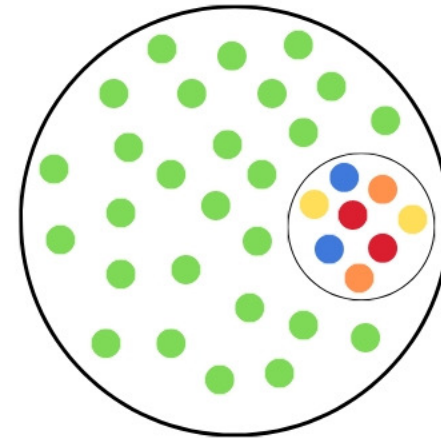
inclusion



exclusion



segregation



integration

Guiding Conditions & Structures of Inclusion: Place

ALL students are enrolled in & attending grade-based curricular classes with their peers

Finding the Balance for Enrollment

- **Strategic** Planning
 - Students are in classrooms with diverse peers
 - Students are working within the same curriculum as peers
 - Students have a **Replacement Curricular Goal** at an accessible level
- **Explicit** Planning
 - Students can be in smaller classrooms/groups with their identity peers
 - Students are working on cognitively appropriate or developmental goals (i.e. literacy, numeracy, life skills, OT, PT, SLP, toileting, eating, work experience etc.)
 - Explicit goals can still be met in inclusive classroom settings
 - Students have a **Supplemental Curricular Goal** at a developmental level

Guiding Ratios for Inclusive Program Planning for Students with Intellectual Disabilities

Grade	% Strategic Instruction/ day	% Explicit Instruction/ day
K-7	100%	Max 20%
7-9	75 %	25 %
10-11	50 %	50 %
12 – 12+	25%	75%

Amy's Enrolled Courses: Grade 11

Block	Term 1	Term 2
A	Support Block (OT/PT/SLP) (Literacy/Numeracy)	English 11 (choice academic)
Break		
B	Bio 11 (Choice academic)	PE 11/12 (non-choice elective)
C	Textiles 11/12 (Choice elective)	Support Block (OT/PT/SLP) (Literacy/Numeracy)
Lunch		
D	Work Experience (Volunteer)	Work Experience (PAID)

Strategy: Place Alignment Planner

- For students who are **not enrolled** in any places
- For students who are **partially enrolled** in some places
- For students who are **partially attending** some places
- For students who are **existing**, but not belonging in an inclusive place
- **NOT** for students who are already enrolled and attending successfully

Place Alignment Planner:

Student:		Grade:	Enrolled Class/ Grade:	Start Date:	Next Check in Date:	
Plan is Aligned to:		☐ Academics	☐ Electives	☐ In-School Activities	☐ Out-of-School Activities	
Student interest and/or Family Priority	Possible Place Opportunities (Typical Peer Opportunities)	Aligned	Next Step	As soon as Possible:	Not a priority at this time:	
		What this means: Student is enrolled and attending Next Step: Inclusive IEP Goals for Place	What this means: Student is enrolled and attending sometimes Next Step: Plan for and prepare place (Target teachers & peers)	What this means: Student is enrolled, not yet attending Next Step: Plan for new place (Target student & family)	What this means: Student is receiving supplemental programming Next Step: Re-evaluate student needs at next check in	

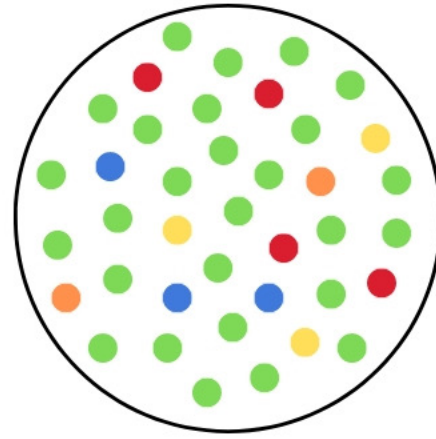
Place Alignment Planner: Elementary

Student: Vinaj P.		Grade: 2	Enrolled Class: Ms. Yee Grade 2	Start Date: October 15, 2020	Next Check in Date: Nov. 30, 2020
Plan is Aligned to:		✓ Academics	✓ Electives	☐ In-School Activities	☐ Out-of-School Activities
Student interest and/or Family Priority	Possible Place Opportunities (Typical Peer Opportunities)	Aligned	Next Step	As soon as Possible:	Not a priority at this time:
		What this means: Student is enrolled and attending Next Step: Inclusive IEP Goals for Place	What this means: Student is enrolled and attending sometimes Next Step: Plan for and prepare place (Target teachers & peers)	What this means: Student is enrolled, not yet attending Next Step: Plan for new place (Target student & family)	What this means: Student is not enrolled or attending and receiving supplemental programming Next Step: Re-evaluate student needs at next check in
	Outside before school			•	
	Arrival & morning meeting			•	
•	Reader's workshop	•			
•	Recess		•		
•	Literacy & Math Centers		•		
•	Math Workshop				Explicit Numeracy
	Lunch			•	
	Art				SLP Support
•	Music			•	
•	Gym		•		
	Science/Socials				Autism Support

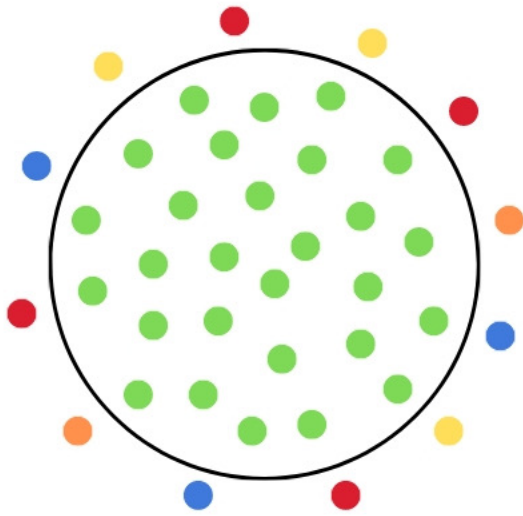
Place Alignment Planner – Middle and Secondary

Student: Sharice L. Grade: Grade 11		Enrolled Classes: Grade 11 Cohort		Start Date: Feb. 6, 2019		Next Check in Date: Oct. 1, 2019	
Plan is Aligned to: ☒ Academics ☒ Electives ☐ In-School Activities ☐ Out-of-School Activities							
Student interest and/or Family Priority	Possible Place Opportunities (Typical Peer Opportunities)	Aligned	Next Step	As soon as Possible:	Not a priority at this time:		
		What this means: Student is enrolled and attending Next Step: Inclusive IEP Goals for Place	What this means: Student is enrolled and may or may not be attending Next Step: Plan for and prepare place (Target teachers & peers)	What this means: Student is not yet enrolled or attending Next Step: Plan for new place (Target student & family)	What this means: Student is not enrolled or attending/ replacement. programing offered Next Step: Re-evaluate student needs at next check in		
•	Homeroom (cross grade)	•					
	Academic: Social Studies 11			•			
	Academic: Science 11			•			
	Academic: Math 11						Work Experience
•	Academic: English 11	•					
•	Elective (chosen): Art 11/12		•				
•	Elective (chosen): Band 11/12	•					
	French 11						OT/PT time
•	Physical Education 11		•				

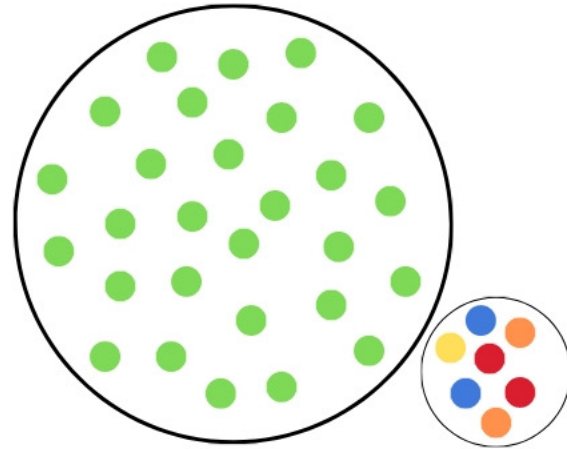
5MM Video 1



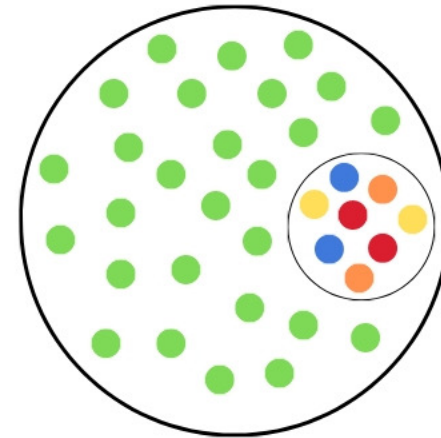
inclusion



exclusion

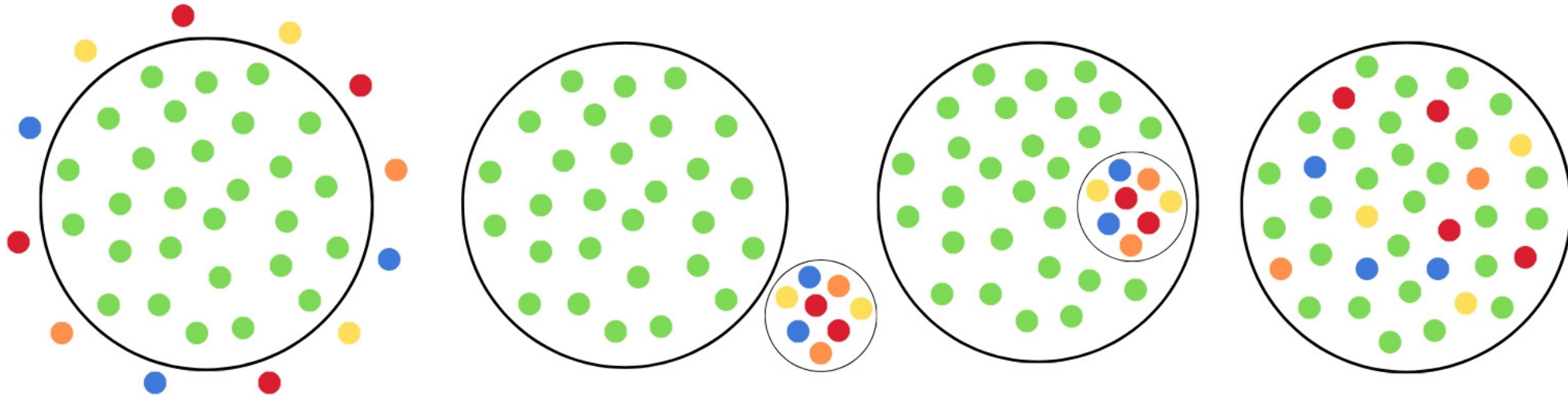


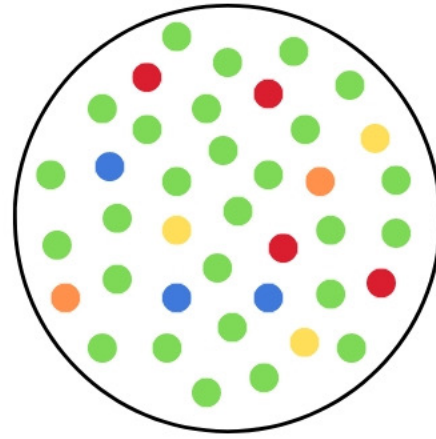
segregation



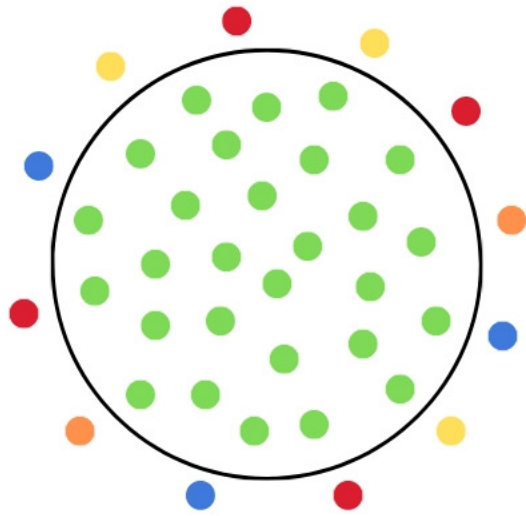
integration

WHAT IS INCLUSION?

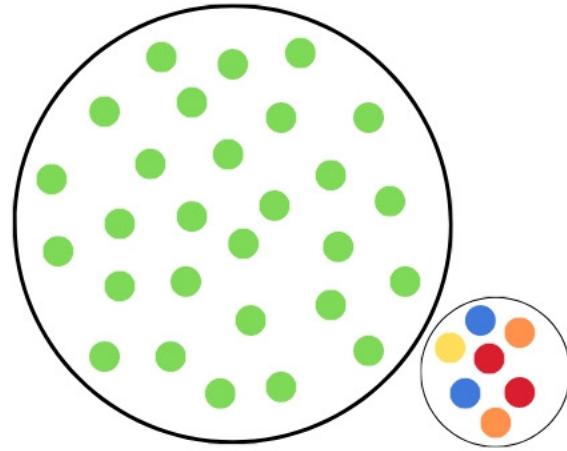




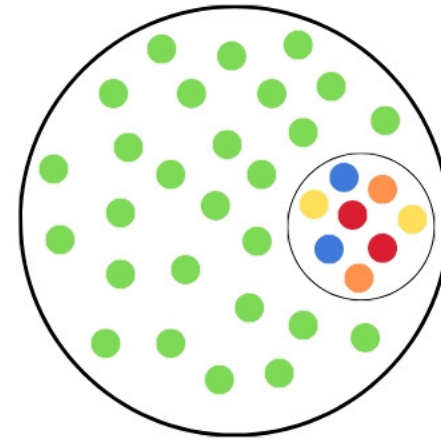
inclusion



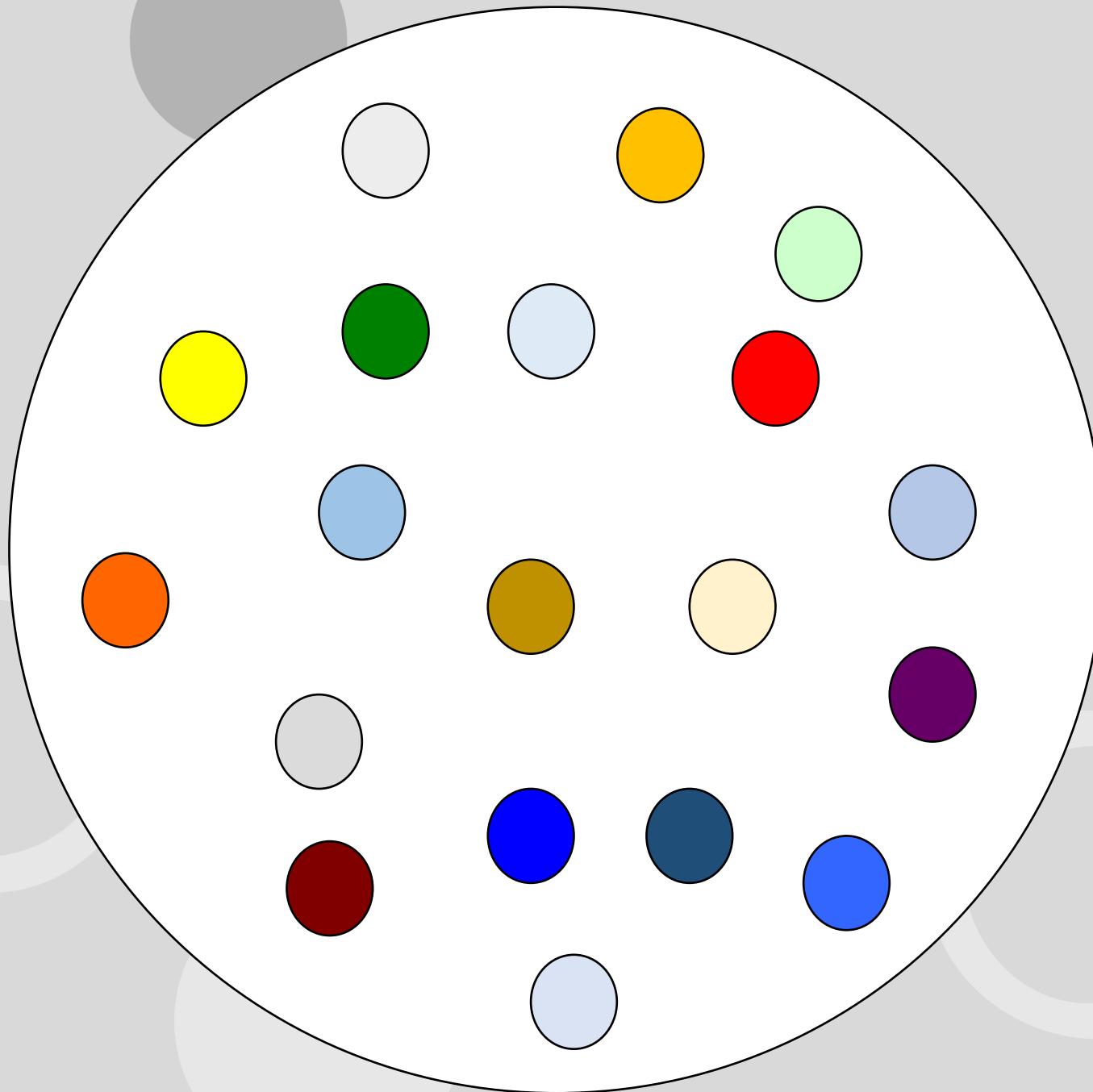
exclusion



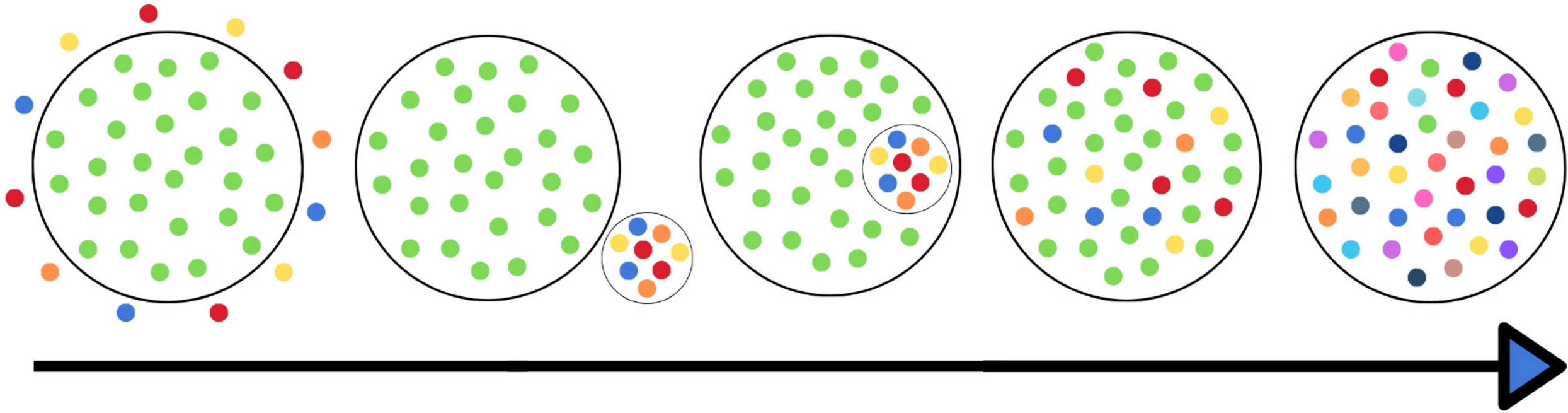
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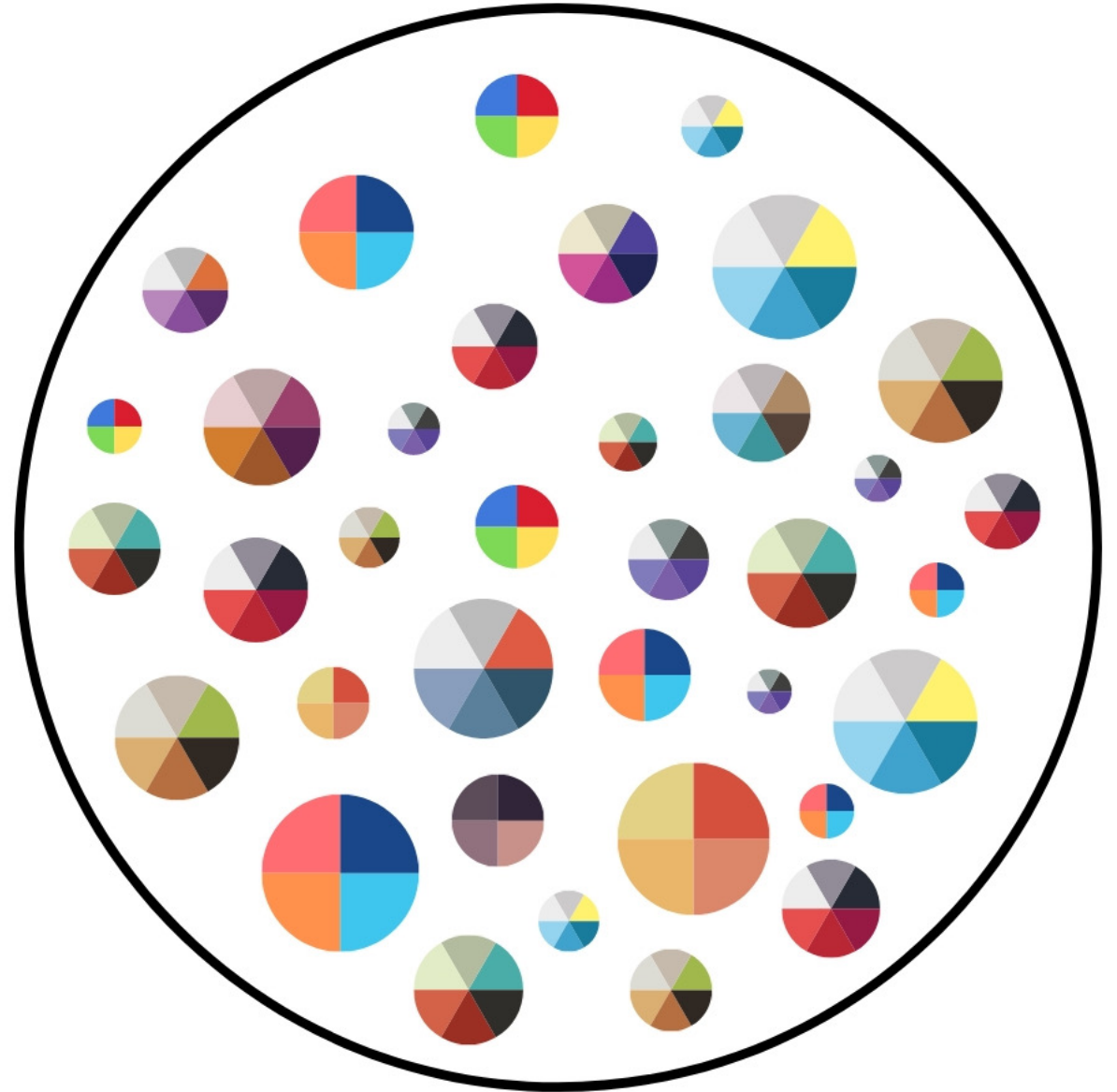
Where are you on this continuum? What's the next step?



WHO IS INCLUSION?



WHO IS INCLUSION?



What are your
colours?

Do we value ALL
colours equally?



How do we build communities of identity?



How do we build communities of diversity?

How do we move away from groupings based on deficits?

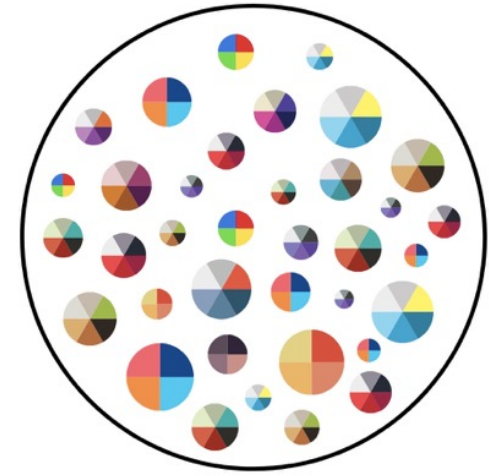
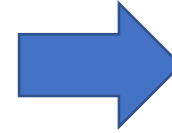
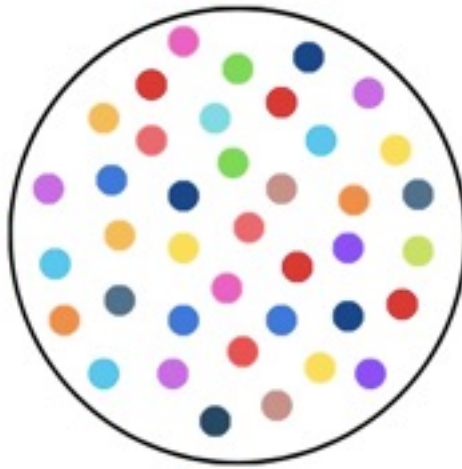
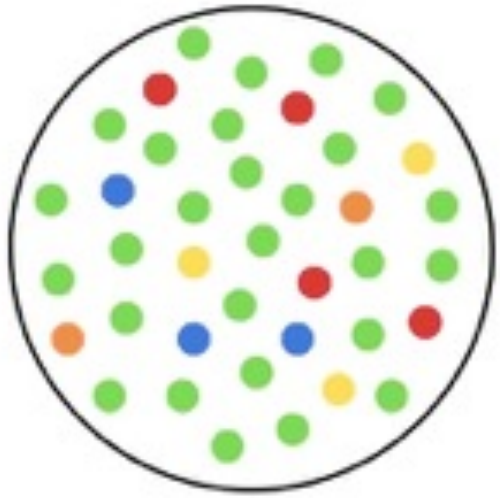


How do we make sure that we are welcoming & valuing all colours?

An abstract graphic in the top right corner featuring a thick black line that starts as a straight line and then curves downwards and to the left, ending in a small hook. Below this line are several circles: one solid red circle, one hollow blue circle, and several solid blue circles of varying sizes.

What does inclusion
mean to you?

What is inclusion?



How do we include
people who are
different

How do we teach
to diversity?

How do we
teach to identity?

What are your
colours?

Do we value ALL
colours equally?

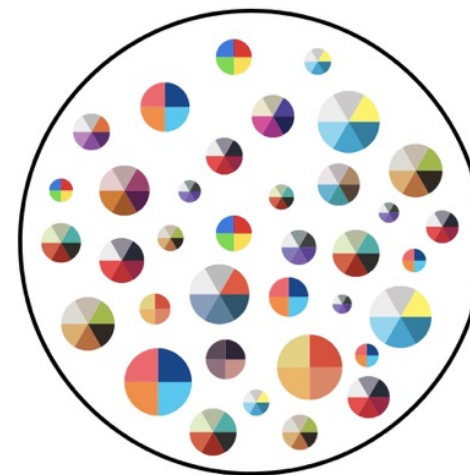
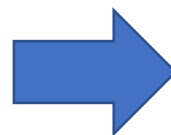
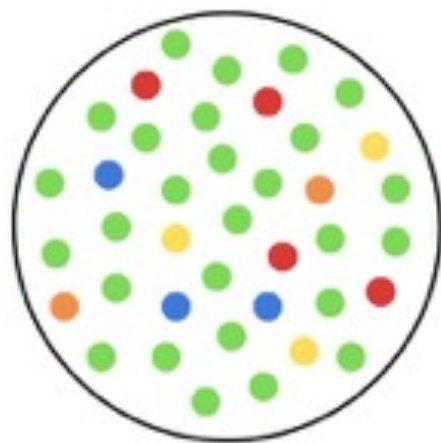


A decorative graphic in the top right corner consisting of a thick black line that starts as a straight line, then zig-zags and curves downwards. Below this line are several circles: one solid red circle, one solid blue circle, and one blue circle with a white outline. There are also other solid red and blue circles scattered in the bottom right area of the slide.

What is an idea you have
heard so far that you want
to share with someone
who isn't in this session?



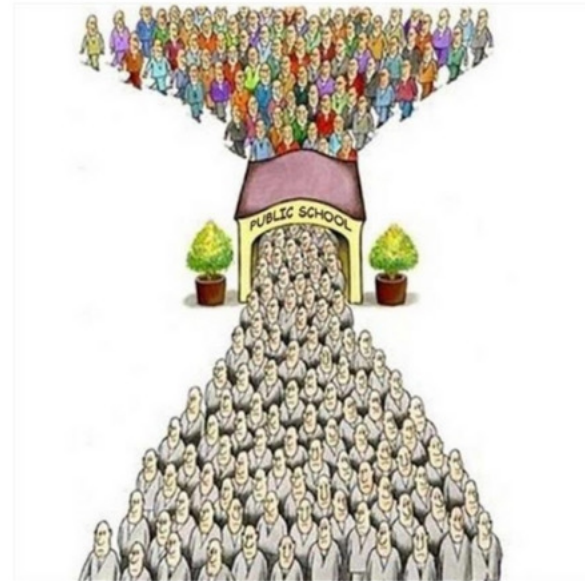
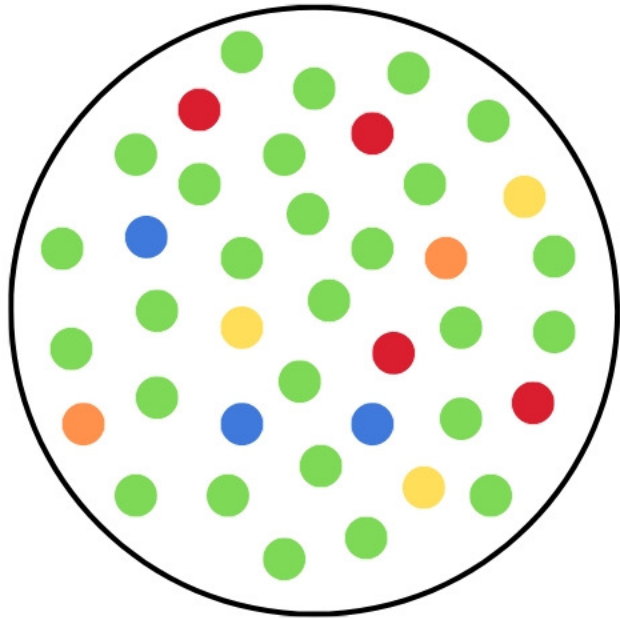
WHAT DOES INCLUSION MEAN?



How do we include
people who are
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How do we teach
to diversity &
identity?

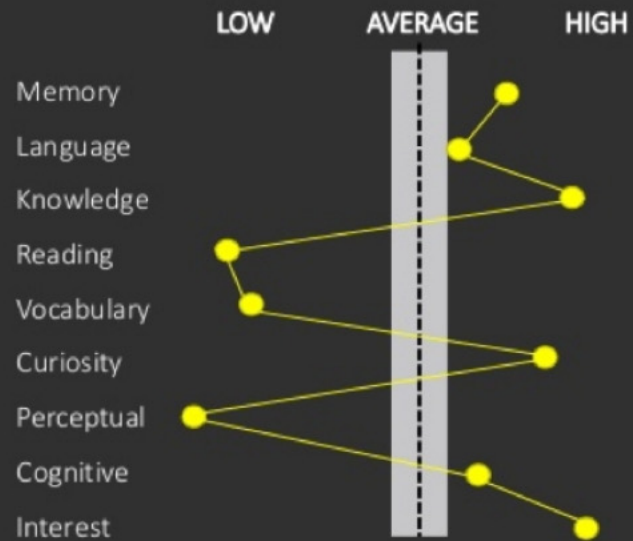
WHERE DID **GREEN** COME FROM?



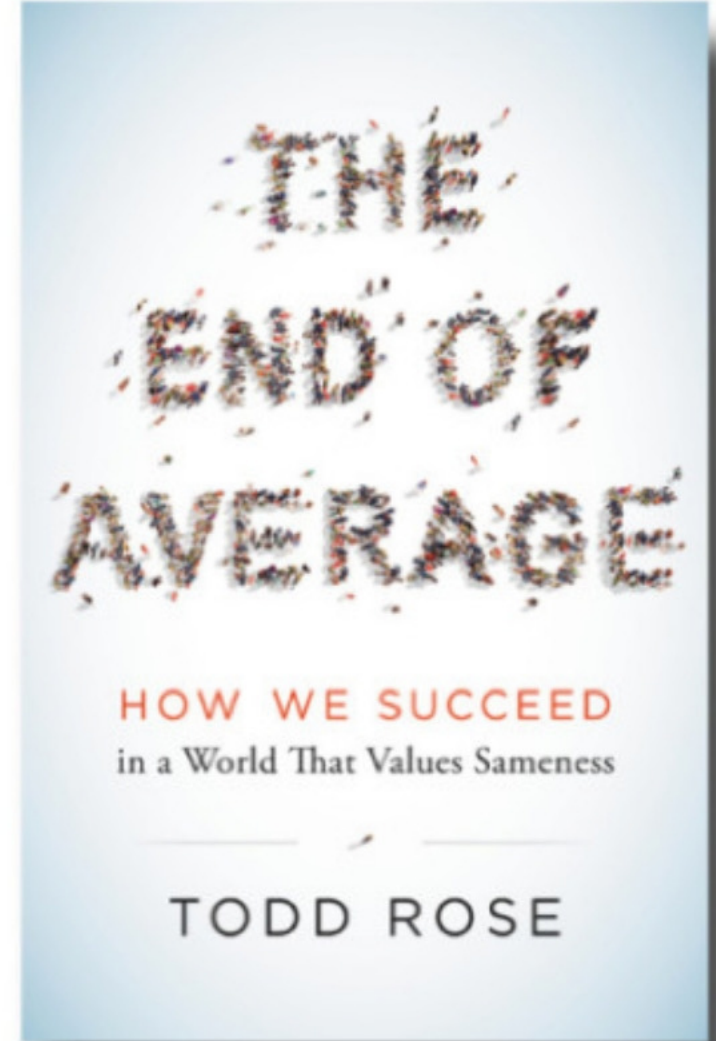
GREEN = AVERAGE

The End of Average!

The average student is a myth



The Myth of Average: Todd Rose at TEDxSonomaCounty: <https://www.youtube.com/watch?v=4eBmyttcfU4>



THE AIRPLANE DILEMMA...

Effectiveness: Building individualized
planes for every pilot

Efficiency: Building one standardized
plane for ALL pilots

THE CURRICULUM DILEMMA...

Effectiveness: Building individualized education plans for every student

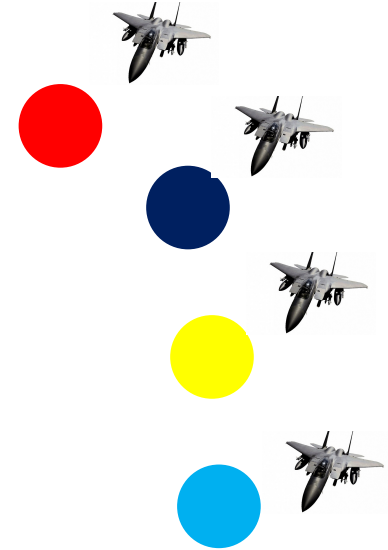
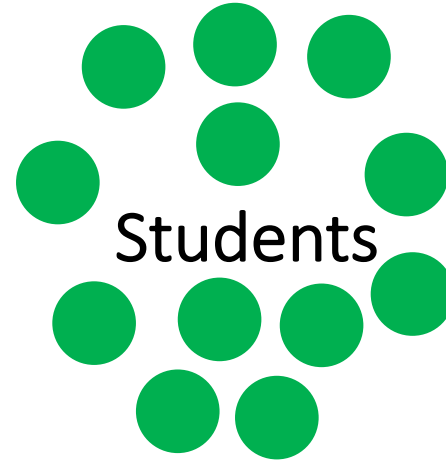
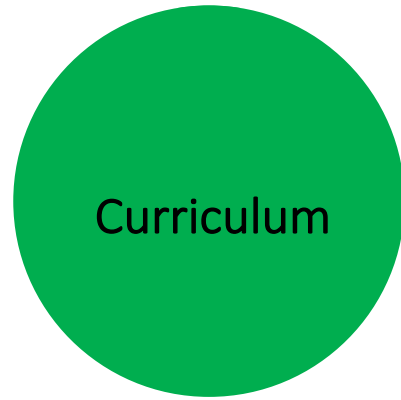
Efficiency: Building one standardized curriculum for ALL students

A SOLUTION?! Effective & Efficient?

An **adjustable** plane designed for a
range of **dimensions**

An **adjustable** curriculum designed for
a **range** of **diversity**

WHAT'S THE DIFFERENCE?



DESIGN: THE MOST UNDERUTILIZED SUPPORT



HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

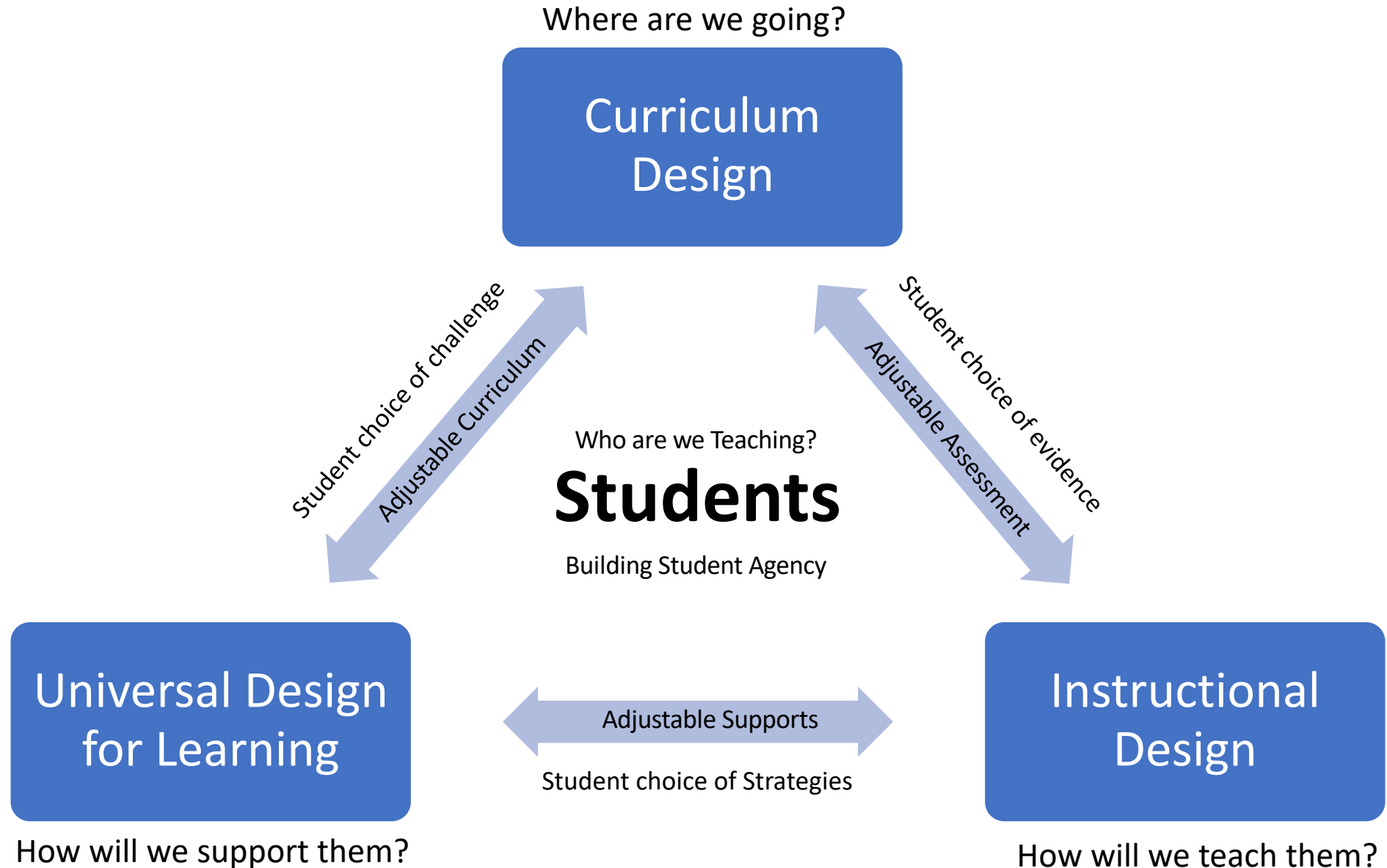
- who are the pilots? what is the range of dimensions?
- what kind of planes are the pilots flying?
- How is the plane responsive to the pilot's dimensions?
- How do the pilots make the adjustments they need to fly the plane?

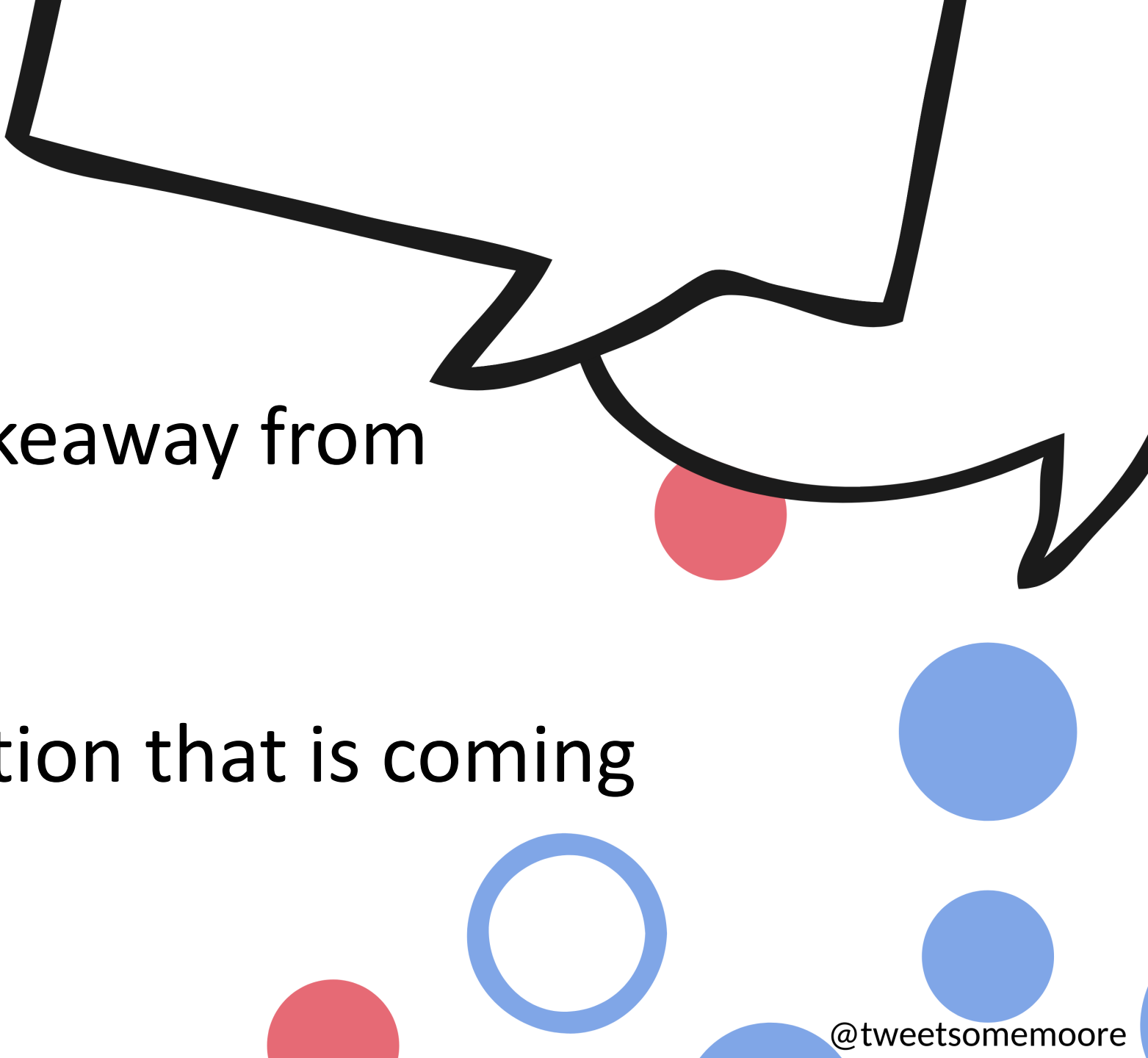
HOW DO WE **DESIGN** AN ADJUSTABLE **CURRICULUM**?

- who are the **students**? what is the range of **diversity**?
- what kind of **curricula** are the students learning?
- How is the curriculum **responsive** to the students dimensions?
- How do the students make the **adjustments** they need to use the curriculum?

How can we change the system?

Designing with Equity in Mind



An abstract graphic in the top right corner featuring a thick, black, hand-drawn line that starts at the top, goes down, then zig-zags to the right, and finally curves down towards the bottom right. Below this line are several circles: one solid red circle, one blue circle with a white outline, and another solid blue circle. There are also other solid red and blue circles scattered in the bottom right area of the slide.

What is one takeaway from today?

What is a question that is coming up for you?

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