Peers: Students are within proximity to and participating in shared learning experiences with peers

	Access	Essential	Developing	Confident	Extending
Attitudes Towards Disability & Inclusion	**Awareness**	**Attitudes**	**Practices**	**Collaboration & Communication**	**Personal & Professional Growth**
	• School and staff are aware of what access students with disabilities have to school culture, and what they do not have access to • School and staff have identified barriers to school culture for students with disabilities • Staff are aware of and understand that communication aids and that they are essential to a student's well-being in a school community (they must be used and cannot be taken away) • Staff are aware of why peer connection is important for students with and without disabilities • Staff have been provided research and had opportunities to hear from self-advocates and families with lived experience on the value and impact of peer connection	• Schools and classrooms foster inclusive environments by welcoming students with disabilities in all aspects of school culture including school clubs, extra-curricular activities, sports teams, school leadership, lunch, break, locker placement, entrance to building, social events, etc. • Students with and without disabilities are within proximity to each other in classrooms and in school activities while being social and learning together • Resources are reserved and used to increase access to school and classroom activities that promote peer connection in school culture (e.g. physical access, staffing for extra-curricular activities, collaboration and planning time for staff) • There are still opportunities for students with Disabilities to be together, if they choose, and as long as, it is not the only option for community	• School has opportunities for peers to learn how to interact with, connect to and communicate with students with disabilities (peer connection, mentorship, etc.) • Support staff work with a group of students that may include a student with a disability and avoid one-on –one arrangements • Support staff increase proximity to allow for students with and without disabilities to socially connect • Support staff decrease proximity when students with and without disabilities re learning together • Support staff "do with–not for" • Support staff act as a connector between students with and without disabilities • Support staff circulate and avoid being stationary • Students with and without disabilities work in groups together	• School has opportunities for peers to learn how to interact with, connect to and communicate with students with disabilities (peer connection, mentorship, etc.) • Teachers actively collaborate to create opportunities for students with and without disabilities to share social and learning opportunities • The school actively involves the student and family in decision making processes, seek their input and provide regular communication regarding classroom and school events and activities • The voice of students with disabilities are included in decisions about school culture	• School offers ongoing professional development opportunities that increase knowledge in skills in how to foster shared social and learning opportunities between students with and without disabilities • Staff are provided professional development about how to create accessible social and learning opportunities for all students to engage in • Classroom teachers and paraprofessionals collaborate together to support all students to have shared social and learning experiences together

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