

Session Plan

Agenda

- Review of learning outcomes

Connecting Activity

- Session Reflection Survey

Presentation: Condition 2

Processing Activity: Reflecting Rotation

- School Assessment and Goal Setting

Transforming & Personalizing Activity

- Padlet Exit Slip



Learning Outcomes

Big Ideas

We understand:

- that inclusive placement is not just about location, but about belonging, participation, and access to meaningful roles within a community
- that systemic decisions (e.g., scheduling, streaming, and programming) create or limit equitable access to inclusive learning opportunities

Knowledge

We know:

- the research that supports inclusive placement for both students with and without disabilities
- how to identify patterns of access and inequity in inclusive classrooms using data
- We know key models and approaches (e.g., strategic vs. explicit programming, co-teaching, UDL) that support inclusive placement

Skills

We can:

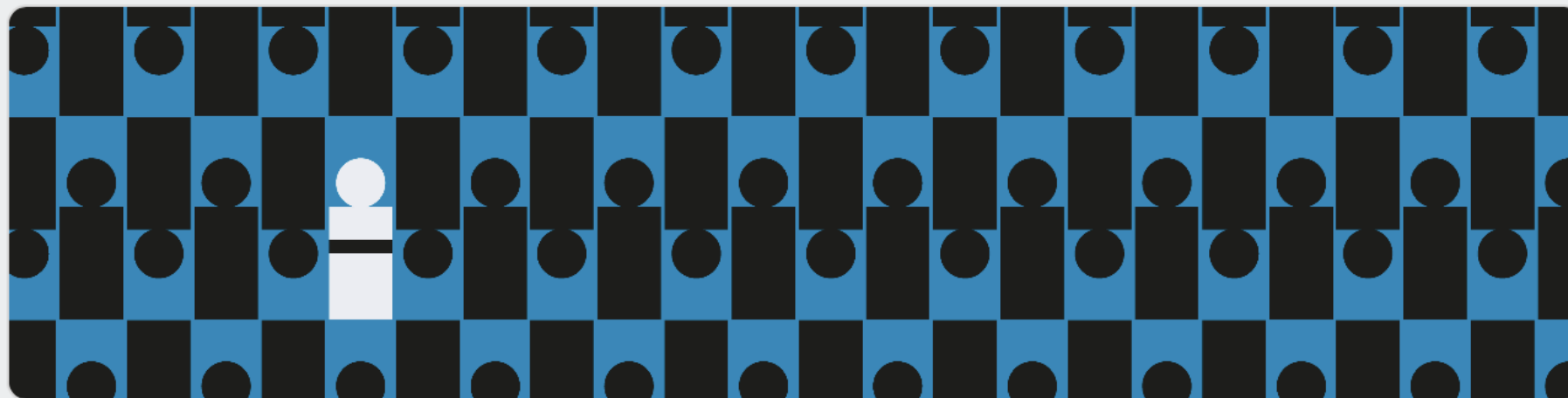
- analyze data to identify inequities in access to grade-level inclusive learning
- design schedules and programming that increase inclusive placement opportunities
- apply inclusive instructional strategies (e.g., co-teaching, embedded supports) to support diverse learners

Competencies

We are:

- **systems thinkers**
- **collaborative**
- **critical thinkers**
- **innovative**

Connecting Activity: On Your Own or as a School Team



Condition 2 - All students are enrolled and attending neighbourhood schools and grade level classrooms with their peers

When the **conditions** are
right, everyone can be

successful

Guiding Conditions of **inclusion** describe that all students...

are **PRESUMED**
competent and
as having
POTENTIAL
(positive mindset)

are **PLACED** in
and attending
inclusive
classrooms and
schools

are in **PROXIMITY**
to and
PARTICIPATING
with **PEERS**

have
PURPOSEFUL
roles and
responsibilities

are **PLANNED** for
from the start

Guiding Conditions of **inclusion** describe that all students...

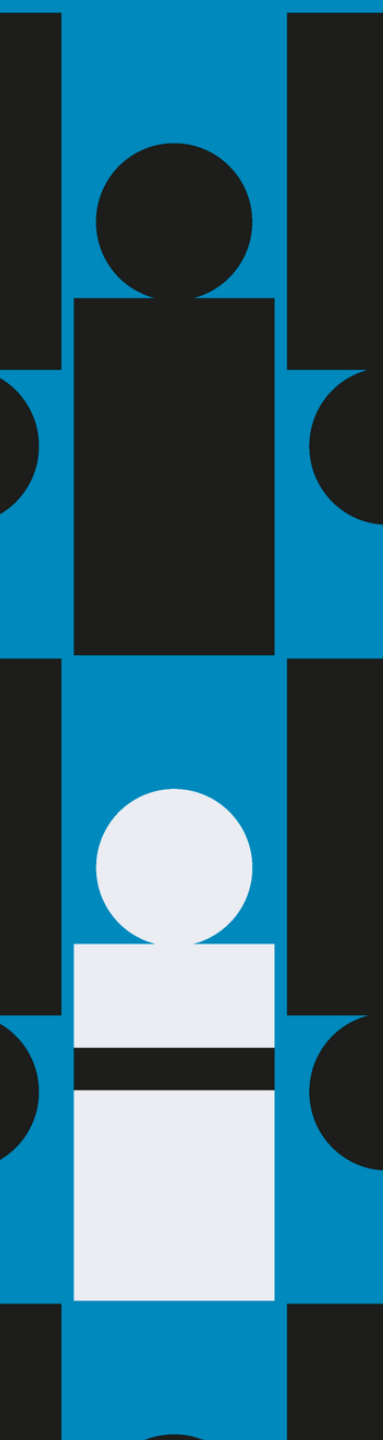
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Condition 2: ALL students are **Placed** in
and **Attending** inclusive **neighbourhood**
schools and **grade level classrooms**



Where are you ALREADY seeing:

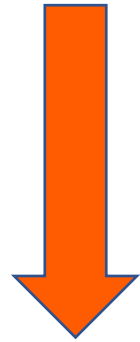
- **Inclusive enrollment and attendance**

**What are you noticing about students
when they are placed in inclusive
classrooms?**

Why does the word **place** matter?

Why does the word place matter?

Location vs. **Place**



Existence vs. **Belonging**

Place Based Planning

Historically programming for children with disabilities has not been connected to community, it has been connected to **individual deficit areas**

Place can influence what an individual's **roles, responsibilities** and **contributions** are

Place **connects** individuals within a **community** to each other

Place can **influence barriers** that individuals are experiencing

Place reflects an inclusive vision – increasing the places where individuals have **purpose and belonging**



Place Based Planning

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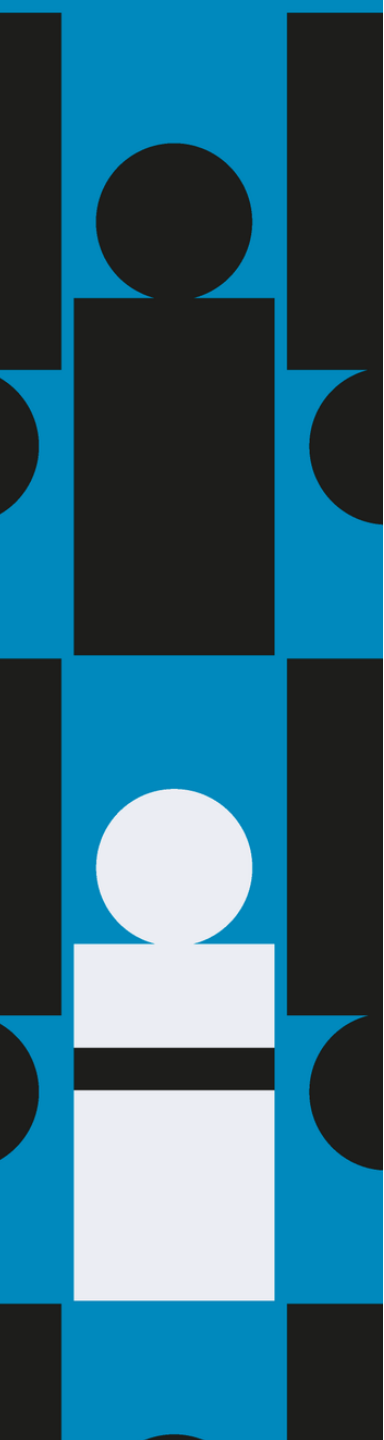
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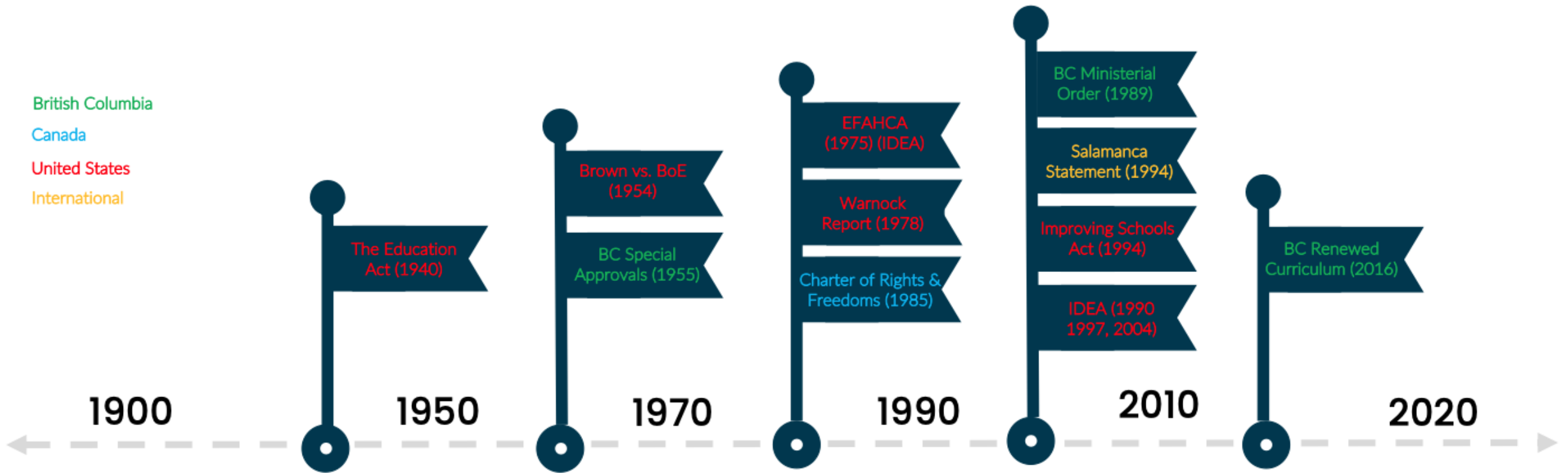




What does inclusive Placement mean?

History of Inclusive Placements for Students with Disabilities

British Columbia
Canada
United States
International



1900

1950

1970

1990

2010

2020

Initial Attempts at Inclusion

- Mandatory Attendance
- Separate Schools & Institutions
- Categorical Programming
- Functional/Vocational
- Parental Advocacy

Attending Neighbourhood Schools

- Mainstreaming
- Special Education Classes

Integration Into General Education Classrooms

- LRE
- Integration
- Special Education Needs
- Learning Difficulty
- IEPs

Increasing Access to Inclusive Education

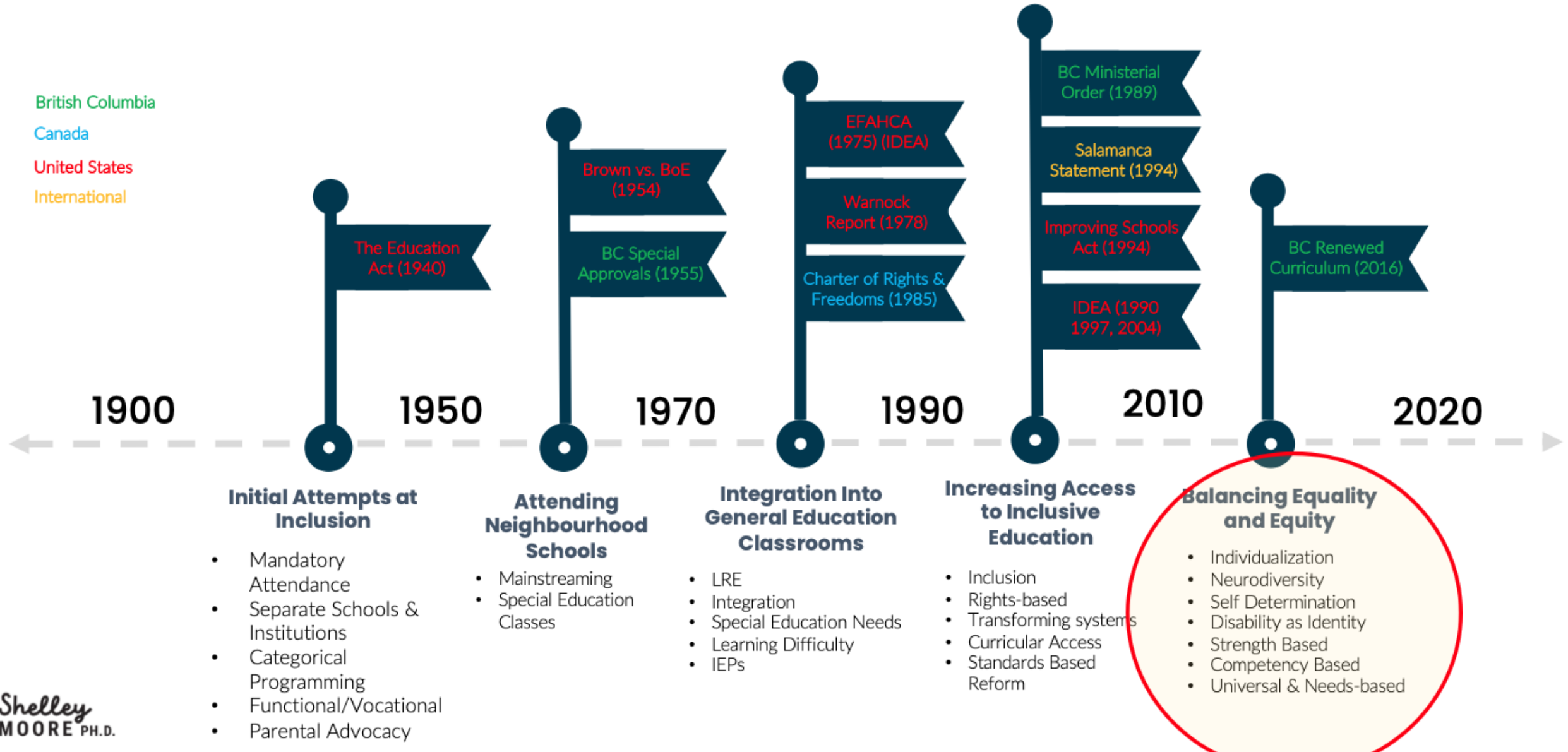
- Inclusion
- Rights-based
- Transforming systems
- Curricular Access
- Standards Based Reform

Balancing Equality and Equity

- Individualization
- Neurodiversity
- Self Determination
- Disability as Identity
- Strength Based
- Competency Based
- Universal & Needs-based

History of Inclusive Placements for Students with Disabilities

British Columbia
Canada
United States
International



What does the research say?

When students with disabilities are **placed** and **attending** grade level classes with their non-disabled peers...

1

...higher achievement, better math and reading outcomes

2

...stronger social and communication skills

3

...Fewer behaviour difficulties, better attendance and engagement

4

...More positive long term life outcomes (e.g., increased graduation, post secondary, employment and living independently)

What does the research say?

When students without disabilities are **placed** and **attending** grade level classes with disabled peers...

1

... no academic harm, no negative impact on achievement

2

... greater empathy and understanding of diversity, reduced prejudice, fear and stigma

3

...stronger social-cognitive development (e.g. perspective taking, theory of mind, moral reasoning)

4

...improved collaboration and communication skills

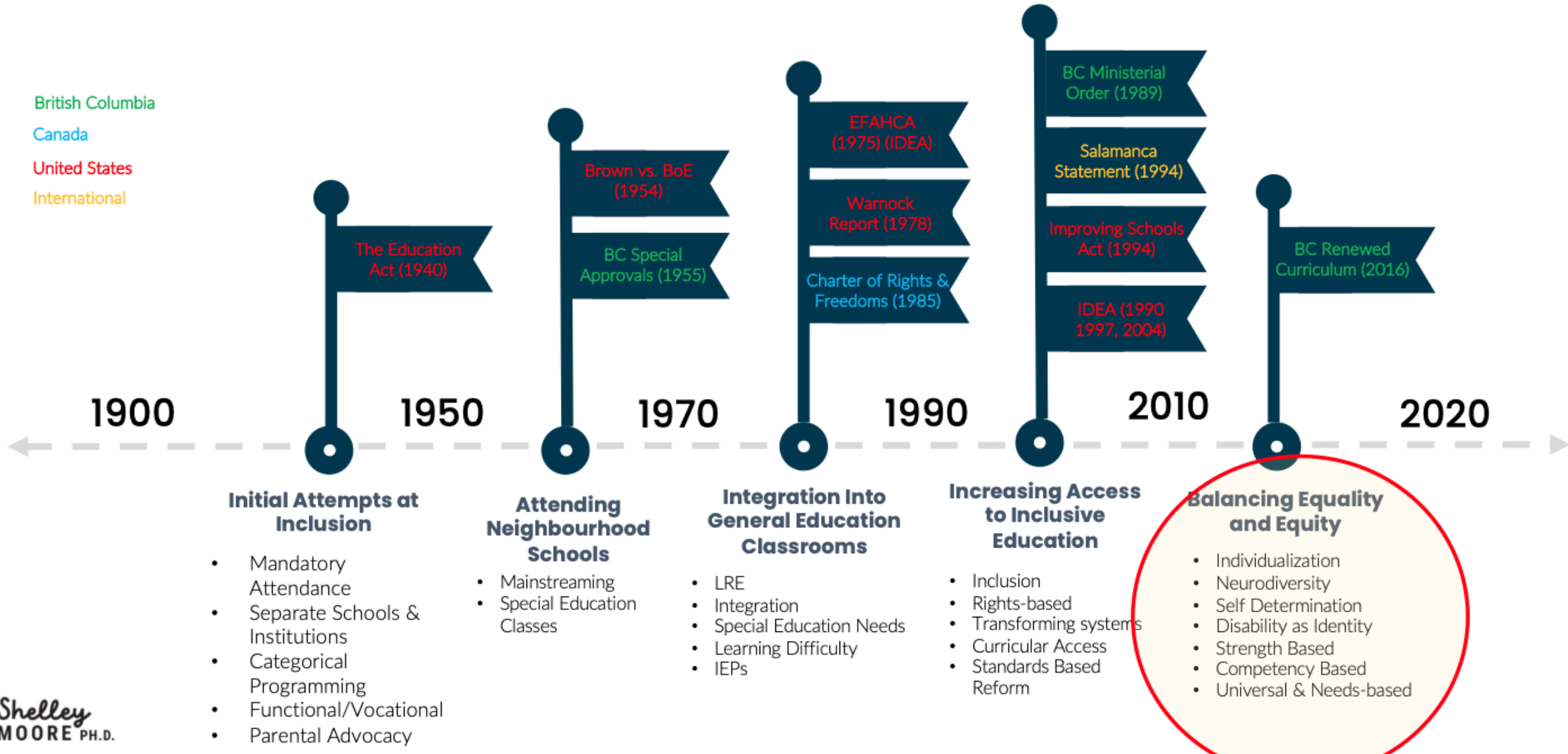


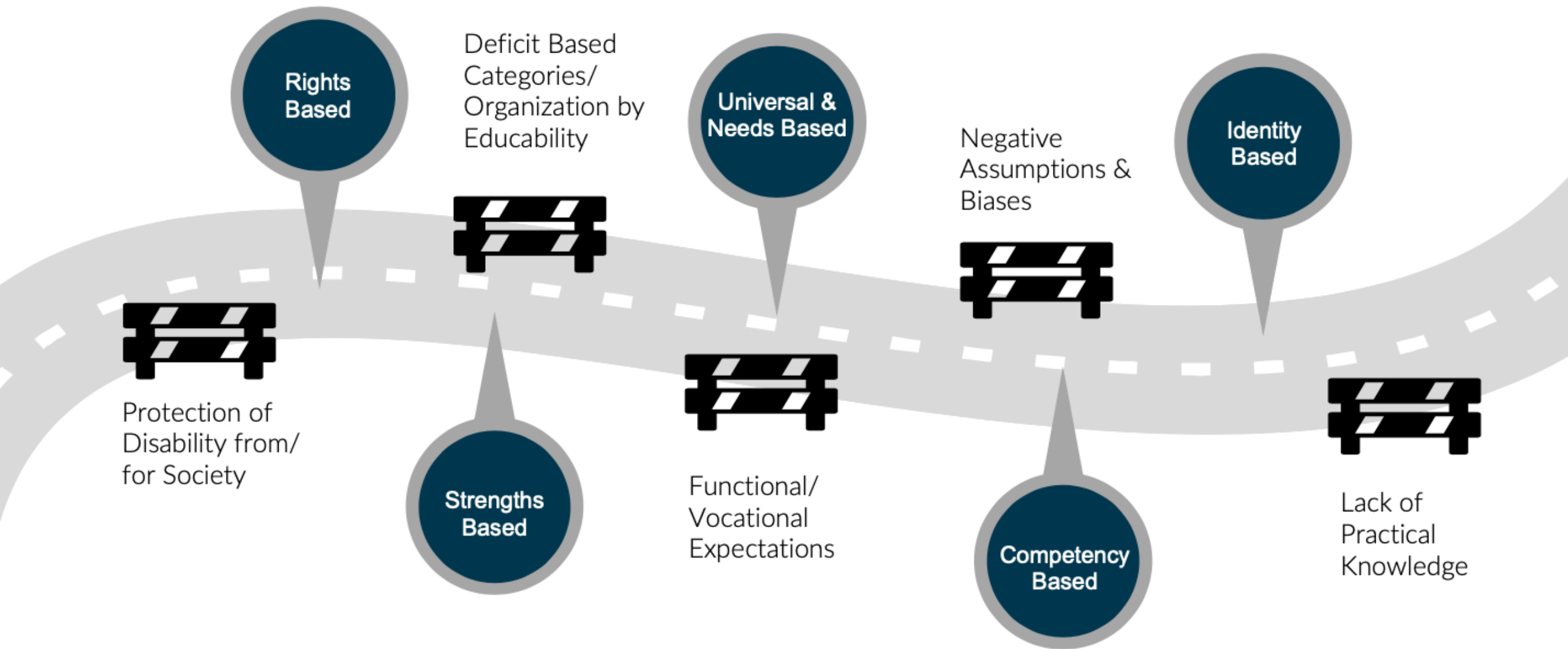
What are you thinking and connecting to?

- What confirms what you already believed?
- What challenges your current thinking?

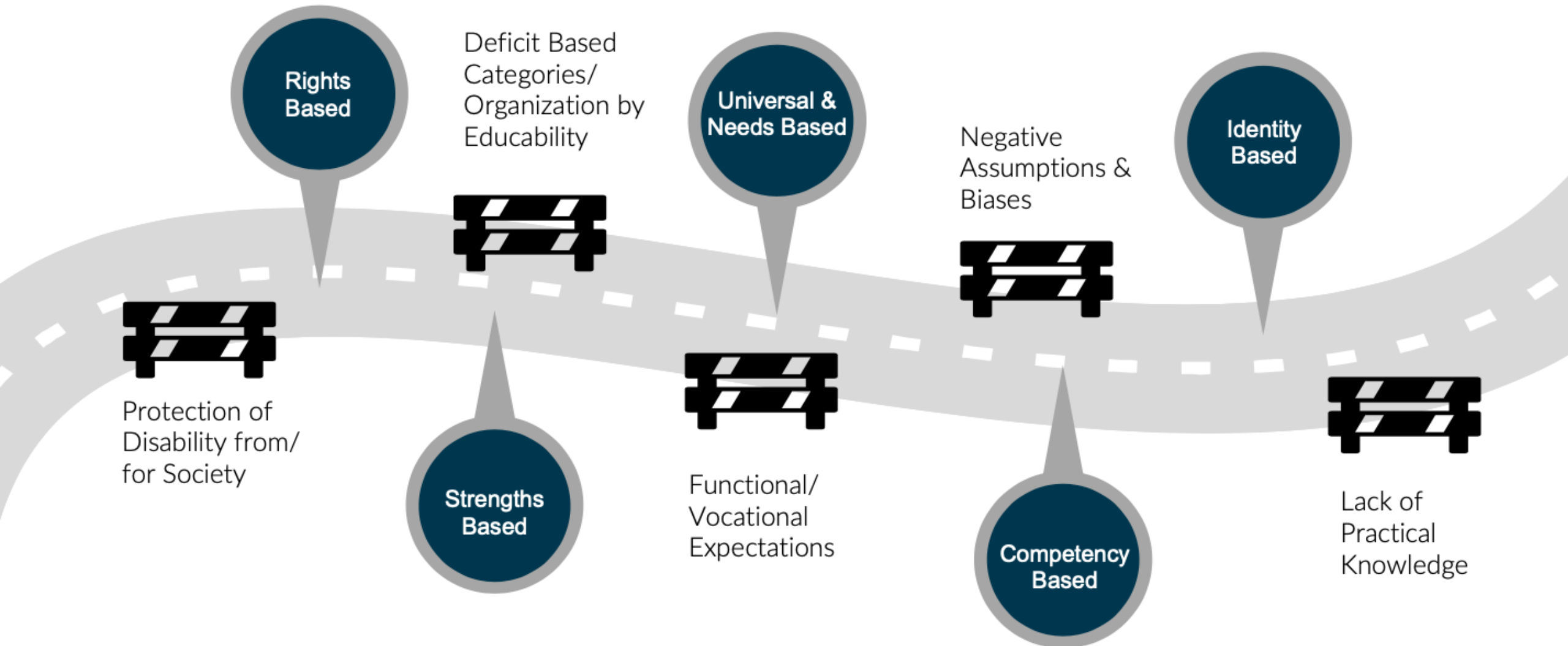
History of Inclusive Placements for Students with Disabilities

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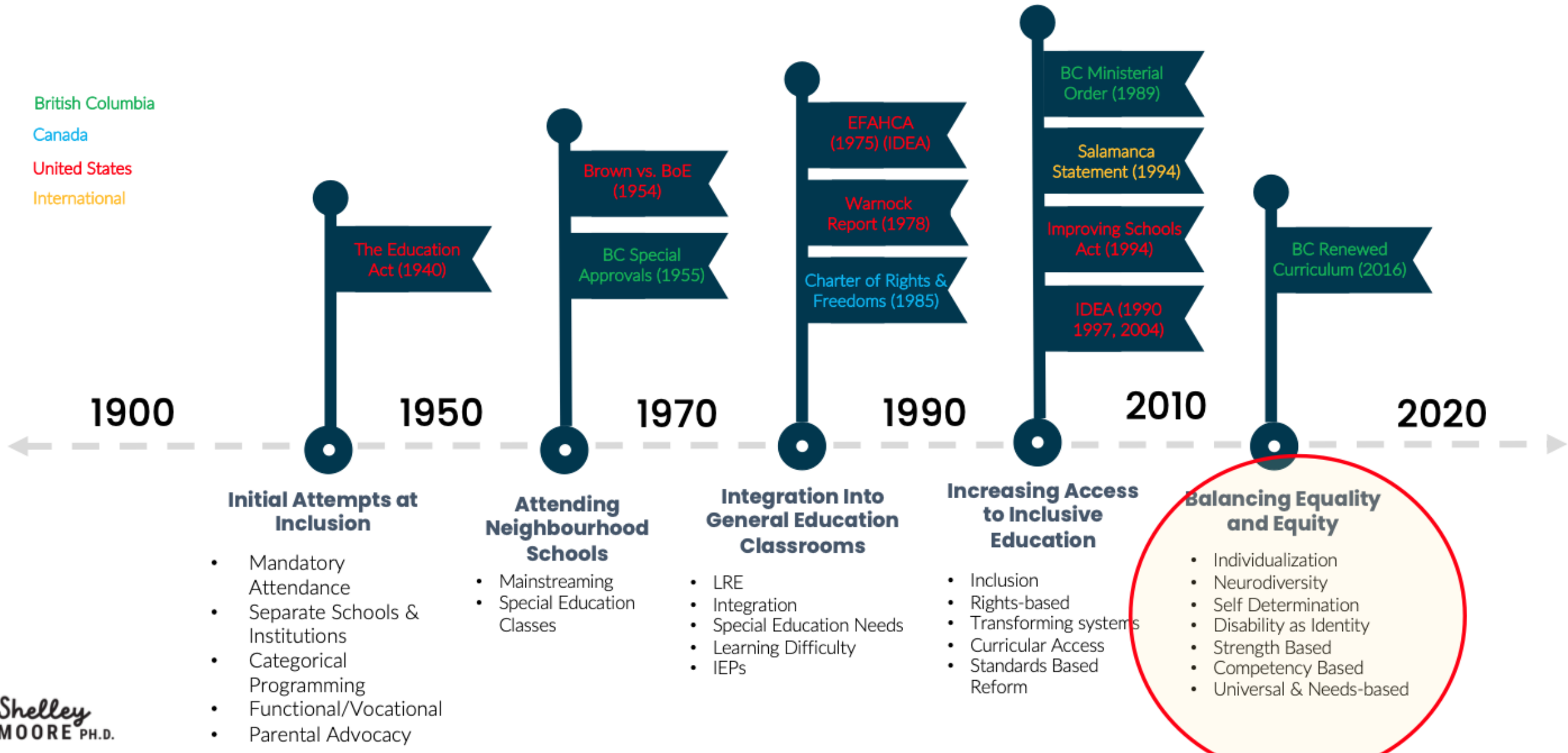


What is driving the evolution of grade level inclusive placement? What barriers are getting in the way of grade level inclusive placement?



History of Inclusive Placements for Students with Disabilities

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Example: Two Urban Secondary Schools

Context

- Neighbourhood schools
- Diverse student population (about 1500+ students each school)

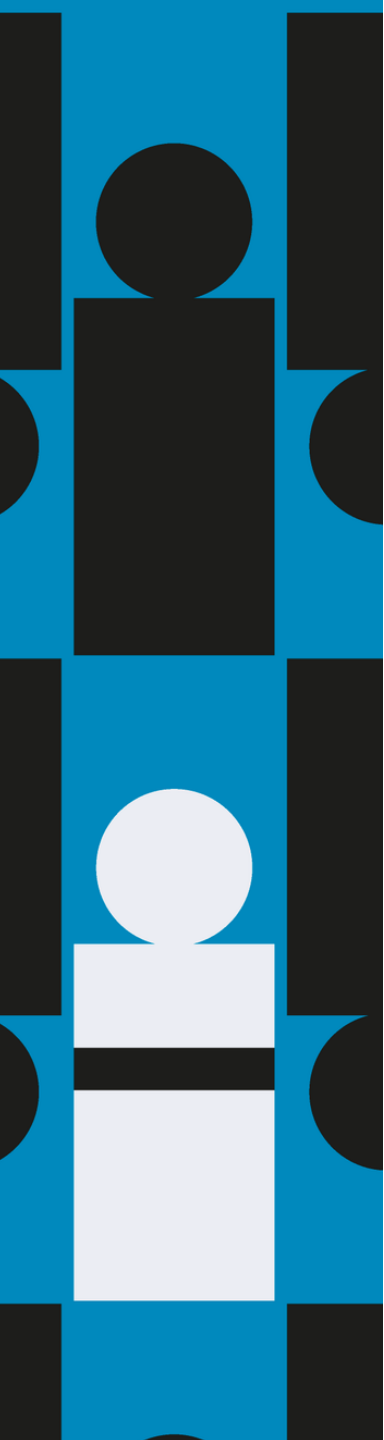
Data Collected

- Master Schedule
- Sampling of classes for each grade
- Self contained/ segregated classes do exist at this school, but they were not included in the data
- Identifying student markers
 - Identified Disability, Non-Identified Disability, English Language Learners, Self Identified Indigenous

Data Set

Course Sample (16 classes)
Grade 9 - De-streamed Math
Grade 9 - Locally Developed Math
Grade 10 English – Academic
Grade 10 English – Applied
Grade 10 English – Locally Developed
Grade 11 World Religions
Grade 11 Anthropology (College)
Grade 11 Anthropology (University)
Grade 11 Law
Grade 11 Accounting (Mixed)
Grade 11 Biology (College)
Grade 11 Biology (University)
Grade 11 Hospitality and Tourism
Grade 11 Transportation Technology (College)
Grade 12 Business Leadership
Grade 10/11/12 Transportation Technology

Student Representation Analyzed Total students (2176)	
Ontario Ministry Category or Grouping	% of sample
Behaviour (1)	• 0.05%
Communication	
- Autism (7)	• 0.3 %
- Language Impairment (13)	• 0.6%
- Learning Disability (17)	• 0.8%
- Speech Impairment (0)	• 0%
- Deaf & Hard of Hearing (1)	• 0.05%
Intellectual	
- Mild Intellectual (8)	• 0.4%
- Developmental Disability (0)	• 0%
- Gifted (0)	• 0%
Physical	
- Physical Disability (0)	• 0%
- Blind/Low Vision (0)	• 0%
Multiple (4)	• 0.2%
Non-Identified (491)	• 22.6%
ELL (266)	• 12.2 %
Self Identified Indigenous (57)	• 2.6%



**Who has access to
inclusive courses?**

What do you notice?

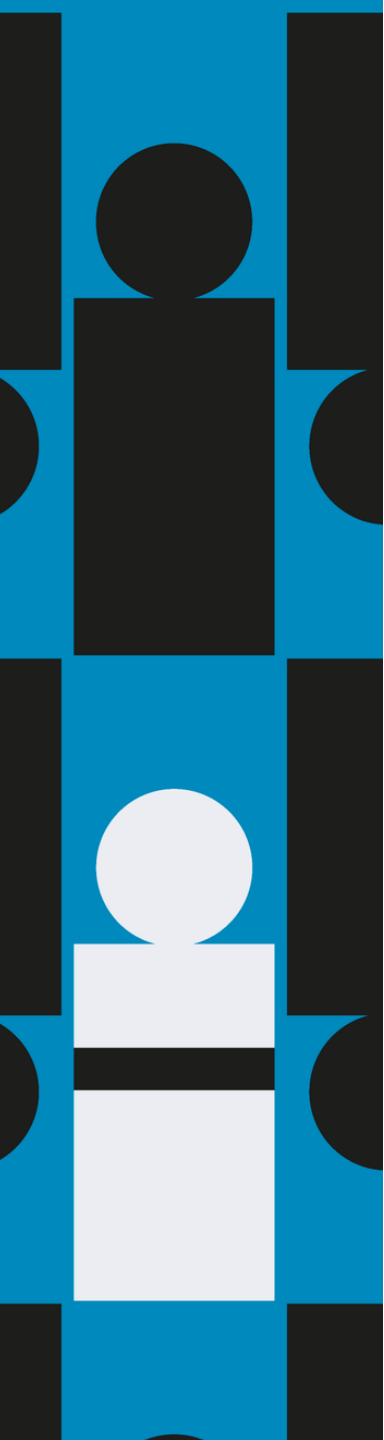
Student Representation Analyzed		Total students (2176)
Ontario Ministry Category or Grouping	% of sample	Ontario Prevalence
Behaviour (1)	• 0.05%	• 1-3 %
Communication - Autism (7) - Language Impairment (13) - Learning Disability (17) - Speech Impairment (0) - Deaf & Hard of Hearing (1)	• 0.3 % • 0.6% • 0.8% • 0% • 0.05%	• 2-4% • 2-4% • 8-15% • 1-3% • 0.2-0.5%
Intellectual - Mild Intellectual (8) - Developmental Disability (0) - Gifted (0)	• 0.4% • 0% • 0%	• 1-2% • 1-2% • 1-2%
Physical - Physical Disability (0) - Blind/Low Vision (0)	• 0% • 0%	• 0.1% • 0.3%
Multiple (4)	• 0.2%	• 0.5-1%
Non-Identified (491)	• 22.6%	• 10-20%
ELL (266)	• 12.2 %	• 10-25%
Self Identified Indigenous (57)	• 2.6%	• 2-5%

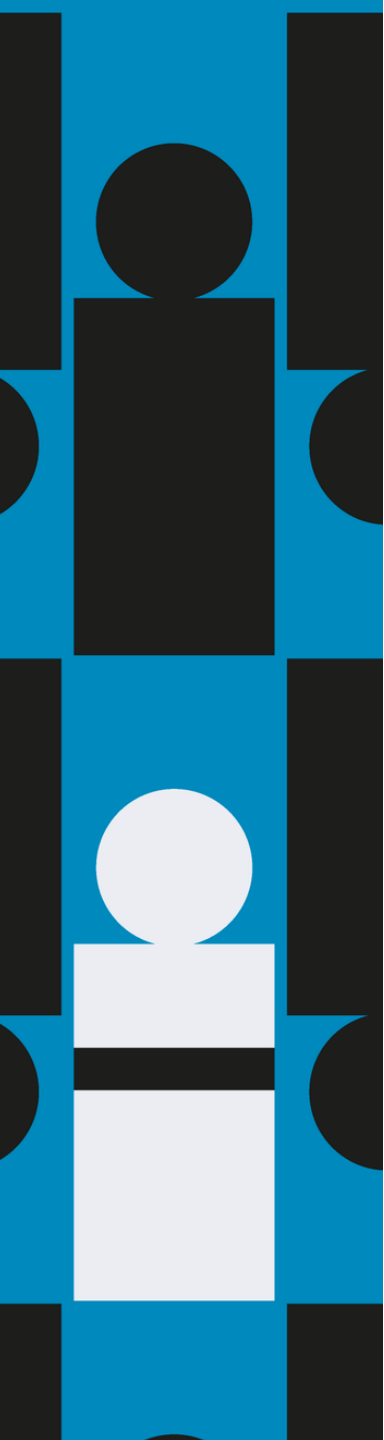
What do you notice?

Student Representation Analyzed Total students (2176)			Representation
Ontario Ministry Category or Grouping	% of sample	Ontario Prevalence	
Behaviour (1)	• 0.05%	• 1-3 %	• Underrepresented
Communication			
- Autism (7)	• 0.3 %	• 2-4%	• Underrepresented
- Language Impairment (13)	• 0.6%	• 2-4%	• Underrepresented
- Learning Disability (17)	• 0.8%	• 8-15%	• Underrepresented
- Speech Impairment (0)	• 0%	• 1-3%	• No representation
- Deaf & Hard of Hearing (1)	• 0.05%	• 0.2-0.5%	• Underrepresented
Intellectual			
- Mild Intellectual (8)	• 0.4%	• 1-2%	• Underrepresented
- Developmental Disability (0)	• 0%	• 1-2%	• No representation
- Gifted (0)	• 0%	• 1-2%	• No representation
Physical			
- Physical Disability (0)	• 0%	• 0.1%	• No representation
- Blind/Low Vision (0)	• 0%	• 0.3%	• No representation
Multiple (4)	• 0.2%	• 0.5-1%	• Underrepresented
Non-Identified (491)	• 22.6%	• 10-20%	• Overrepresented
ELL (266)	• 12.2 %	• 10-25%	• Proportionally represented
Self Identified Indigenous (57)	• 2.6%	• 2-5%	• Proportionally represented

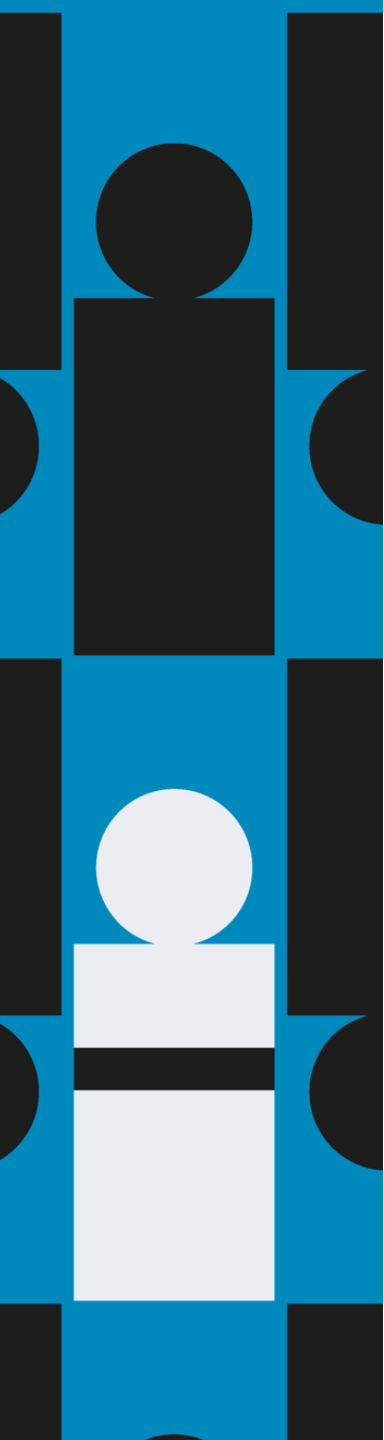
What does this data tell us?

- ELL and Self-identified Indigenous Students are well represented in inclusive classes
- Identified students are under/not represented in inclusive classes
- Non identified students are over-represented (which may contribute to the underrepresentation of specific categories)





**Who has access to grade level
inclusive classes?
(i.e., not streamed)**



**What course are inclusive?
(i.e., what courses increase access
to grade level learning for students)**

Course	Grade level/ De-streamed	Grade level/Streamed	Not Grade level
Grade 9 - De-streamed Math	•		
Grade 9 - Locally Developed Math			•
Grade 10 English – Academic	•		
Grade 10 English – Applied		•	
Grade 10 English – Locally Developed			•
Grade 11 World Religions	•		
Grade 11 Anthropology (College)		•	
Grade 11 Anthropology (University)	•		
Grade 11 Law	•		
Grade 11 Accounting (Mixed)	•		
Grade 11 Biology (College)		•	
Grade 11 Biology (University)	•		
Grade 11 Hospitality and Tourism	•		
Grade 11 Transportation Technology (College)		•	
Grade 12 Business Leadership	•		
Grade 10/11/12 Transportation Technology	•		

Lester B. Pearson			
Course	Grade level/ De-streamed (most access)	Grade level/Streamed (restricted access)	Not Grade level (least access)
Grade 9 - De-streamed Math	•		
Grade 9 - Locally Developed Math			•
Grade 10 English – Academic	•		
Grade 10 English – Applied		•	
Grade 10 English – Locally Developed			•
Grade 11 World Religions	•		
Grade 11 Anthropology (College)		•	
Grade 11 Anthropology (University)	•		
Grade 11 Law	•		
Grade 11 Accounting (Mixed)	•		
Grade 11 Biology (College)		•	
Grade 11 Biology (University)	•		
Grade 11 Hospitality and Tourism	•		
Grade 11 Transportation Technology (College)		•	
Grade 12 Business Leadership	•		
Grade 10/11/12 Transportation Technology	•		

What do you notice?

Lester B. Pearson									
ON Categories		Behavioural	Communication	Intellectual	Physical	Multiple	Other groups		
Grade level	School 1		Autism (2) Lang Im (4)	Mild (1)			Non-ID (49)	ELL (88)	I (3)
	School 2		Autism (2) Lang Im (6)	Mild (2)		Multi (2)	Non-ID (235)	ELL (159)	I (25)
Grade Level/ De-streamed	School 1	Behav (1)	Lang Im (1)		D/HH (1)	Multi (1)	Non-ID (19)	ELL (48)	I (6)
	School 2		Lang Im (2)			Multi (1)	Non-ID (78)	ELL (14)	I (6)
Grade level/ Streamed	School 1						Non-ID (10)	ELL (14)	I (0)
	School 2		Autism (1)				Non-ID (40)	ELL (23)	I (3)
Locally Developed (not grade level)	School 1		Autism (1)	Mild (3)			Non-ID (22)	ELL 17)	I (6)
	School 2		Autism (1)	Mild (2)			Non-ID (21)	ELL (3)	I (3)

What does this data tell us?

- Students who are non identified and ELL have the most access to grade level inclusive classes
- Students with language impairments are largely supported within grade level classes, rather than streamed
- Some students with Autism and multiple exceptionalities have access to grade level classes (although numbers are small)
- Students with mild intellectual have limited access to grade level inclusive classes
- There are still some groups who have no access to grade level classes (developmental disabilities, behaviour etc.)
- Access to grade level classes varies significantly by school for Indigenous students



What are limitations of the dataset?

- Data does not include all students or programs
- Small sample sizes – patterns not reliable
- Full categories are missing – does not capture the full range of need
- High proportion of non identified students
- Lack of detail within category (e.g. multiple exceptionalities)



What are you thinking and connecting to?

- What findings are you connecting to?
- What challenges your current thinking?
- Where do you see tension between belief and practice?
- How could you use data to learn more about inclusive placement in your context?

Taking Action: What can we do?

Guiding Conditions of **inclusion** describe that all students...

are **PRESUMED**
competent
and as having
POTENTIAL
(positive mindset)

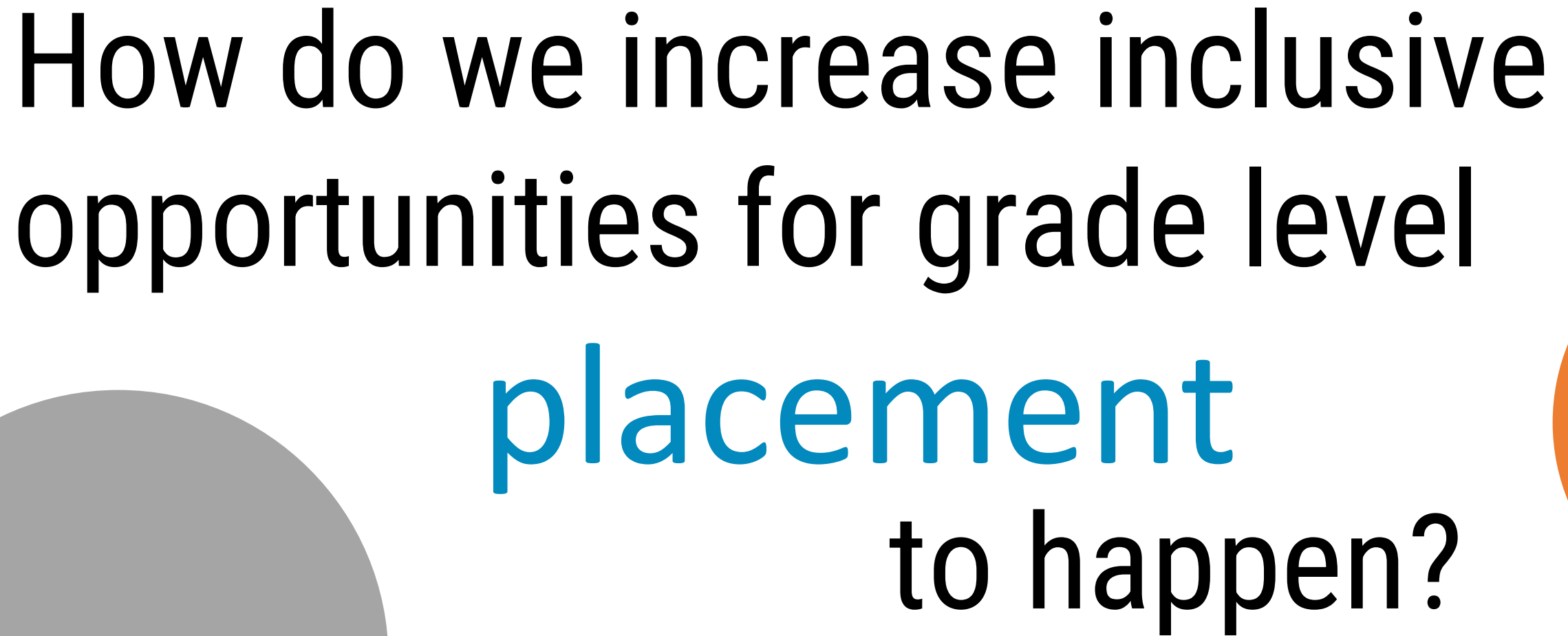
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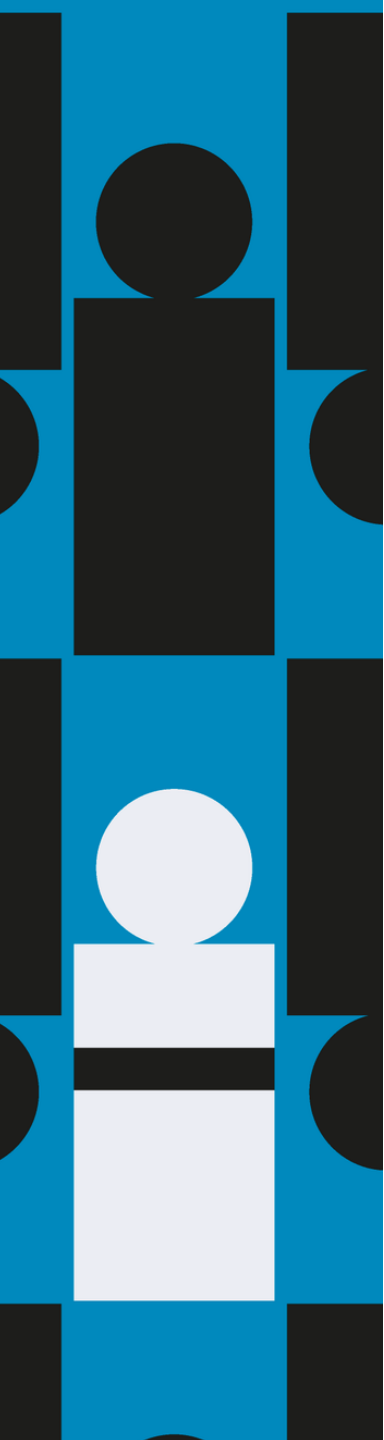
have
PURPOSEFUL
roles and
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are **PLANNED**
for from the
start

Start with Finding the Balance of Enrollment



How do we increase inclusive
opportunities for grade level
placement
to happen?



How do we increase inclusive **placement** in grade level classes in secondary?

Explicit Programming

Strategic Programming



How do we increase inclusive placement in secondary?

Explicit Programming


- Students have the option to take a learning/life skills support block with their disability identity-based peers as an elective class
- Students are working toward developmentally appropriate goals that reflect life/community-based skills (e.g. literacy, communication, physiotherapy, work experience etc.)
- The goal is to “close the gap”

Strategic Programming

- Students are enrolled in grade level classrooms with their peers
- Students work towards/within grade level learning standards of the course (e.g. math 10, PE 8)
- The goal is not to “close the gap”
- The goal is to build accessibility and multiple pathways

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%



How do we ensure that explicit programming **supplements** (rather than **replaces**) strategic programming?

- Parallel Block Scheduling & Extension
- Coteaching Models
- Embedded Instruction (UDL + MTSS)



Parallel Block Scheduling & Extension

- Block 1 (60 min): Classroom teacher provides uninterrupted, strategic, whole class instruction
- Block 2: (1/2 of Block 1 time e.g., 30 min): Students grouped into reading/writing/math explicit or enrichment clusters
- Block 2: specialized services are delivered
- Can do multiple rotations



Coteaching Models

- Whole class instruction of grade level content (strategic)
- Small group rotations for enrichment or targeted instruction during “work” time (explicit)
- Small groups are flexible and constantly rearranged to avoid stigma
- Parallel teaching opportunities
- Station teaching opportunities



Embedded Instruction (UDL + MTSS)

- IEP goals are woven into classroom routines in authentic ways (e.g. OT works with students during recess or writing)
- W.I.N. Time (What I Need): Students have a role in determining what they need support for during a set time

Example Schedule (Grade 2) Goal 80-100%

time	Activity	Staffing	Format/Programming	
8-815	Morning Meeting	CT/Para	Strategic/Whole Group	Sensory support - individual
815-915	ELA Reading	CT/ST coteach	Strategic/Whole Group	
915-945	WIN Literacy	CT/ST/Para (2x/week)	Small group/individual explicit/enrichment rotations/ Embedded SLP	
945-1030	ELA Writing & Speaking	CT/ST parallel teach	Strategic Whole group	Station rotations/ embedded SLP
1030-1050	Recess	Recess staff	Strategic/Whole Group	
1050-1150	Math	CT/ST coteach	Strategic/Whole Group Co-Teaching	
1150-1210	WIN Numeracy	CT/ST/Para (2x/week)	Small group/individual explicit/enrichment rotations	
1210-110	Lunch	Lunch staff/para	Strategic/Whole Group	Sensory support - individual
110-140	Socials/Science	CT	Strategic/Whole Group	
140-200	Recess	Recess staff/ OT & PT (1x/month)	Strategic/Whole Group	Embedded OT/PT
200-230	Art/Music/PE	Elective Teacher/ OT & PT (1x/month)	Strategic/Whole Group	Embedded OT/PT
230-245	Closing Circle	CT/Para	Strategic/Whole Group	Sensory support - individual

Bilal's Enrolled Courses: Grade 8

Block	Term 1	Term 2
A	Support Block (OT/PT/SLP) (Literacy/Numeracy)	Hum 8 (non-choice academic)
Break		
B	Sci 8 or Math 8 (Choice academic)	PE 8 (non-choice elective)
C	Fine Art Rotation (non-choice elective)	Support Block (OT/PT/SLP) (Literacy/Numeracy)
Lunch		
D	Hum 8 (non-choice academic)	Tech Rotation (non-choice elective)

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)

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

Strategy: Place Alignment Planner

- For students who are **not included** in any places
- For students who are **partially included** in some places
- For students who are **existing**, but not belonging in an inclusive place (AND have some **challenging behaviour**)
- **NOT** for students who are already included
- **NOT** for students who are not having challenging behaviour

Strategy: Place Alignment Planner

- For students who are not enrolled and/or attending in any places
- For students who are partially enrolled and/or attending in some places
- For students who are enrolled and attending AND having some challenging behaviour
- NOT for students who are already enrolled and/or attending AND NOT having challenging behaviour

Guiding Conditions & Structures of Inclusion

**ALL students are enrolled in & attending
curricular classes**

Strategic Programming Guidelines

**Do ALL students have access to inclusive programming
connected to:**

- Academics
- Electives
- Activities/events in the school
- Activities/events outside the school

Place Alignment Planner

Student: Vinaj	Grade: 2	Enrolled Class/ Grade: Ms. Yee	Start Date: Oct 15 2023	Next Check in Date: Nov 30 2023	
Plan is Aligned to: <input checked="" type="checkbox"/> Academics <input type="checkbox"/> Electives <input type="checkbox"/> In-School Activities <input type="checkbox"/> Out-of-School Activities					
Student Interest and/or Family Priority	Possible Place Opportunities Class Schedule	Aligned	Working on it	Next Step	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 (Prepare teachers)	What this means: Student is receiving supplemental programming Next Step: Re-evaluate student needs at next check in
	Morning Meeting				Sensory support
x	ELA Reading 2		x		
	WIN Time Literacy				Small group literacy
	ELA writing/Speaking				Sensory support/ SLP
x	Recess		(x)	x	Choice small or large group/ OT/PT
x	Math 2			x	Small group numeracy
	WIN Time Numeracy				Sensory support
	Lunch				Choice small or large group
Sci	Socials or Science				Sensory support
Music/PE	Art or Music or PE			PE	Small group music/art activity
	Closing Circle				Sensory support

Goal 80-100%

Oct-Nov: 18%

Place Alignment Planner

Student: Vinaj		Grade: 2	Enrolled Class/ Grade: Ms. Yee	Start Date: Nov 30, 2023	Next Check in Date: Jan 15, 2024
Plan is Aligned to: <input checked="" type="checkbox"/> Academics <input checked="" type="checkbox"/> Electives <input checked="" type="checkbox"/> In-School Activities <input type="checkbox"/> Out-of-School Activities					
Student Interest and/or Family Priority	Possible Place Opportunities Class Schedule	Aligned	Working on it	Next Step	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 (Prepare teachers)	What this means: Student is receiving supplemental programming Next Step: Re-evaluate student needs at next check in
	Morning Meeting				Sensory support
x	ELA Reading 2	x			
	WIN Time Literacy				Sensory support/ SLP
	ELA writing/Speaking				Choice small or large group/ OT/PT
x	Recess	x			Choice small or large group
x	Math 2		x		
	WIN Time Numeracy				Sensory support
	Lunch		(x)		Choice small or large group
Sci	Socials or Science		(x)	Science	Choice/ Sensory support
Music/PE	Art or Music or PE		PE	Music	small group art/music
	Closing Circle				Sensory support

Goal 80-100%

Oct-Nov: 55%

Place Alignment Planner

Student: Vinaj	Grade: 2	Enrolled Class/ Grade: Ms. Yee	Start Date: Jan 15, 2024	Next Check in Date: March 1, 2024	
Plan is Aligned to: <input checked="" type="checkbox"/> Academics <input checked="" type="checkbox"/> Electives <input checked="" type="checkbox"/> In-School Activities <input type="checkbox"/> Out-of-School Activities					
Student Interest and/or Family Priority	Possible Place Opportunities Class Schedule	Aligned	Working on it	Next Step	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 (Prepare teachers)	What this means: Student is receiving supplemental programming Next Step: Re-evaluate student needs at next check in
	Morning Meeting				Sensory support
x	ELA Reading 2	x			
	WIN Time Literacy		x		
	ELA writing/Speaking			x	Sensory support/ SLP
x	Recess	x			Choice small or large group
x	Math 2	x			
	WIN Time Numeracy				Sensory support
	Lunch		(x)		Choice small or large group
Sci	Socials or Science		(x)		Choice/ Sensory support
Music/PE	Art or Music or PE	PE		Music	Choice/small group art
	Closing Circle				Sensory support

Goal 80-100%

Oct-Nov: 64%

Place Alignment Planner

Student: Vinaj		Grade: 2	Enrolled Class/ Grade: Ms. Yee	Start Date: March 1, 2024	Next Check in Date: April 15, 2025
Plan is Aligned to: <input checked="" type="checkbox"/> Academics <input checked="" type="checkbox"/> Electives <input checked="" type="checkbox"/> In-School Activities <input type="checkbox"/> Out-of-School Activities					
Student Interest and/or Family Priority	Possible Place Opportunities Class Schedule	Aligned	Working on it	Next Step	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 (Prepare teachers)	What this means: Student is receiving supplemental programming Next Step: Re-evaluate student needs at next check in
	Morning Meeting		(x)		Sensory support
x	ELA Reading 2	x			
	WIN Time Literacy		x		
	ELA writing/Speaking			x	Sensory support/ SLP
x	Recess	x			Choice small or large group
x	Math 2	x			
	WIN Time Numeracy				Sensory support
	Lunch		(x)		Choice small or large group
Sci	Socials or Science		Science		Choice/ Sensory support
Music/PE	Art or Music or PE	PE	Music		Choice/small group art
	Closing Circle				Sensory support

Goal 80-100%

Oct-Nov: 73%

Place Alignment Planner

Student: Vinaj		Grade: 2	Enrolled Class/ Grade: Ms. Yee	Start Date: April 15, 2025	Next Check in Date: June 25, 2025
Plan is Aligned to: <input checked="" type="checkbox"/> Academics <input checked="" type="checkbox"/> Electives <input checked="" type="checkbox"/> In-School Activities <input type="checkbox"/> Out-of-School Activities					
Student Interest and/or Family Priority	Possible Place Opportunities Class Schedule	Aligned	Working on it	Next Step	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 (Prepare teachers)	What this means: Student is receiving supplemental programming Next Step: Re-evaluate student needs at next check in
	Morning Meeting		x		Sensory support
x	ELA Reading 2	x			
	WIN Time Literacy		x		
	ELA writing/Speaking		X / embedded SLP		
x	Recess	x			Choice small or large group
x	Math 2	x			
	WIN Time Numeracy				Sensory support
	Lunch	x			Choice small or large group
Sci	Socials or Science	x			Choice/ Sensory support
Music/PE	Art or Music or PE	PE/ Music			Choice/small group art
	Closing Circle				Sensory support

Goal 80-100%

Oct-Nov: 82%

Place Alignment Planner – Middle and Secondary

Student: Sharice L.		Enrolled Classes:		Start Date:		Next Check in Date:	
Grade: Grade 11		Grade 11 Cohort		Feb. 6, 2019		Oct. 1, 2019	
Plan is Aligned to: <input checked="" type="checkbox"/> Academics <input checked="" type="checkbox"/> Electives <input type="checkbox"/> In-School Activities <input type="checkbox"/> Out-of-School Activities							
Student interest and/or Family Priority		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		•				

Session Activity

Being Inclusive is not about doing everything, it is about moving forward.

The attached continuum is strength-based reflection tool to assist individuals and collaborative teams to identity what is already happening in this context, and what a next step could be to move forward.

Activity Instructions:

I Must: Reflect

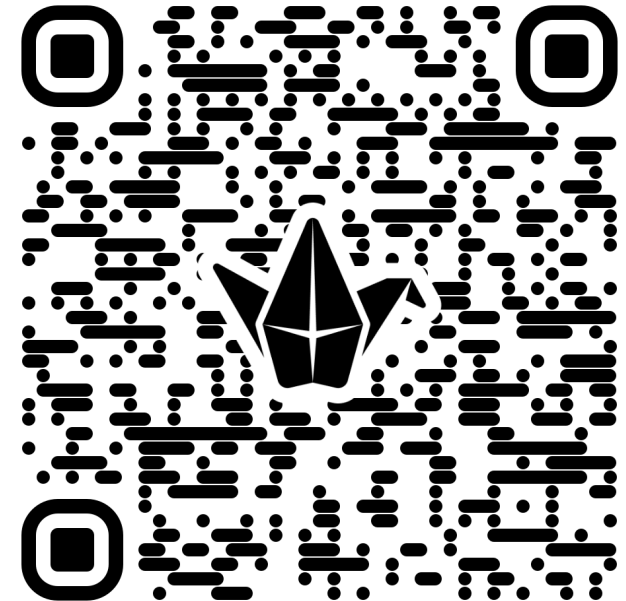
- Choose one **highlighting colour**
- On your own or as a team, read through the continuum and highlight indicators reflective of **what is already happening for** you and/or your context

I Can: Look Forward

- Choose a second **highlighting colour**
- Read through the continuum and highlight indicators reflective of **possible next steps for** you and/or your context

I could: Make a Commitment

- Choose a third **highlighting colour**
- Read through the continuum and highlight ONE **commitment** to learning more about/ shifting practice in
- Share your commitment Padlet



Place: Students with Disabilities are Placed in Inclusive Grade Level Classrooms and Neighbourhood Schools

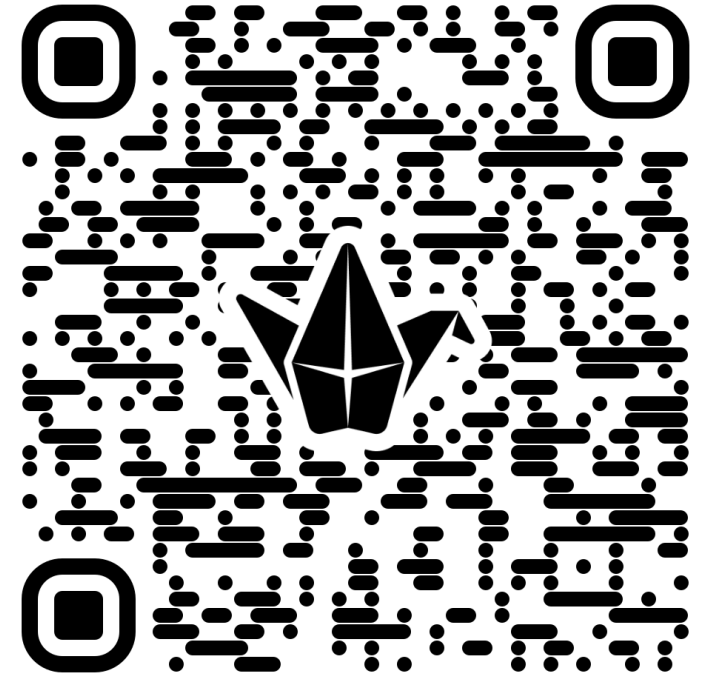
	Access	Essential	Developing	Confident	Extending
	Awareness	Attitudes	Practices	Collaboration & Communication	Personal & Professional Growth
Indicators of Success and Next Steps	<ul style="list-style-type: none"> School has a self-contained and/or segregated program for students with disabilities and are aware that a shift towards more inclusive programming needs to occur Staff are aware that there are students missing from their classroom and/or school community Staff are aware of barriers to enrollment, including physical facilities, learning materials, technology, professional development, attitudes, etc. Staff have been provided research and had opportunities to hear from self-advocates and families with lived experience on the value and impact of inclusive enrollment and attendance All students are enrolled in a grade-based homeroom classroom with their peers 	<ul style="list-style-type: none"> Students with disabilities are enrolled in interest and strength based elective classes with their peers Decisions on enrollment are influenced by positive attitudes and beliefs of the classroom teacher towards Disability and inclusion Staff are working towards increasing enrollment for students with disabilities who have not historically attended the school and/or classrooms with peers Attendance of students with disabilities in increasing/ a plan is in place to increase attendance in enrolled classes Students and families are consulted about which classes to enroll student with disabilities in Students with disabilities are enrolled in classes first to ensure there is adequate space Enrollment numbers for students with disabilities in elective and academic classrooms are increasing 	<ul style="list-style-type: none"> Attendance and retention rates of students with disabilities who are enrolled reflect rate of students without disabilities School keeps track of and decreases disproportionality data including disciplinary actions, school completion, graduation, enrollment and attendance rates All students attend school for the full number of hours as directed by law Students with disabilities are given equal opportunity to enroll and attend any elective and academic class with their peers All students with disabilities are attending grade level classes with their peers Students with Disabilities receive supplemental services outside of instructional time 	<ul style="list-style-type: none"> Classroom teachers are collaborating with support teachers and support staff to ensure placement within the class in purposeful School is receiving positive feedback from students and families about enrollment and attendance School is offering information about the importance of diversity and inclusion, that include Disability School has a process of reporting and tracking exclusionary events and practices School implements a layered support model that allows for services to be offered to students in ways that are anchored and universal 	<ul style="list-style-type: none"> Staff are seeking out missing Disabled voices in their classes and advocating for inclusive placement for students with disabilities Staff are addressing bias in the disproportionality of data being gathered Staff are addressing exclusion being reported by students and families Staff are provided opportunities and attending professional development on universal design and layered support models Staff are provided opportunities to collaborate to support students in universal and needs based ways

Personalizing & Transforming Activity: On Your Own

Think about your **experienc** from this session

e

- Scan the QR code or go to the Padlet link on the dashboard
- Choose a question/prompt on the Padlet
- Respond with word or picture



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