

# 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

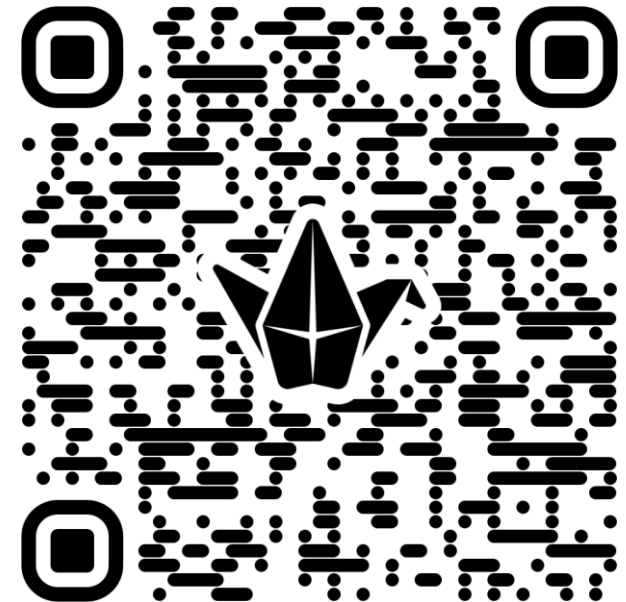
- Choose one **highlighting colour**
- On your own or as a team, read through the continuum and highlight indicators reflective of **what is already happening for** you and/or your context

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