



**CAN**

California AfterSchool Network

CONNECT. CONVENE. INSPIRE.

# Welcome to the Fall 2024 ELO-P Academy!

## *Building Quality Expanded Learning Programs*

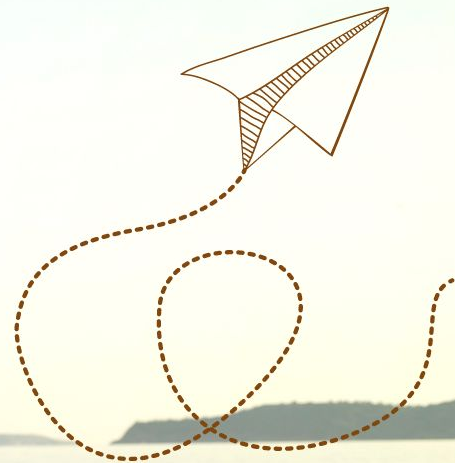
## Inclusive Expanded Learning Environments

Day 2: Thursday, September 12, 2024



12:00 PM

[tinyurl.com/26hqqnoa](https://tinyurl.com/26hqqnoa)





# Mindful Moment

# We will begin recording now.



# *Today's Agenda*

10:00 AM: Welcome!

**10:15 AM: Workshop Session:**

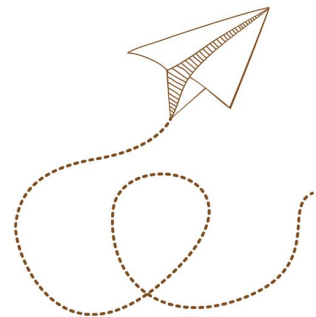
**Inclusive Expanded Learning Environments**

11:15 AM: Closing Comments

**11:20 AM: Field Spotlights: Promising Practices in Action**

11:40 AM: Interactive Breakout Sessions

12:00 PM - Zoom Ends



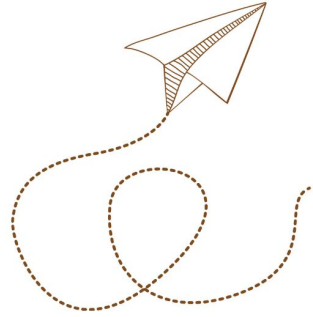
# Shared Learning Spaces

We hold our workshops as shared learning & collaborative spaces and often update materials with content & resources lifted throughout the presentation.

We will share resources and contact info via a Google Doc that all participants can access.

*(note: for security reasons the full chat cannot be downloaded)*

Presentation materials, including the recording will be available shortly (within 24 hours) after the workshop.





*Register Today!*



*Fall 2024*

## ELO-P ACADEMY

Put your Explorer hat on and join us for a multi-day virtual convening of workshops to support CA ELO Programs in Building Quality Expanded Learning Programs.

**10:00 AM - 12:00 PM**

Workshop Topics:

- 9/11: From Policy to Practice: Supporting Quality in Expanded Learning Programs
- 9/12: Inclusive Expanded Learning Environments
- 9/17: Leveraging Multiple Funding Streams to Build Quality Expanded Learning Programs
- 9/18: Supporting Our Youngest Learners with Quality Expanded Learning Program

**[Registration & Details!](#)**



## Registration & Details

**[bit.ly/4bDrFzt](https://bit.ly/4bDrFzt)**



*Scan me*

*You are Invited to...*

# Fall 2024 ELO-P Office Hours

Office Hours include the latest ELO-P developments as well as time for Q&A, discussion, and sharing of promising practices.

**12:00 PM - 1:30 PM**

**September 27**

**October 25**

**November 8 & 22**

[Registration & Details](#)



**SCAN ME**

Co-Hosted by members of the  
System of Support for Expanded Learning (SSEL)



# Connect with us!



/CaliforniaAfterSchool



@ca\_afterschool



@caafterschoolnetwork



/ca-afterschool-network



/CaliforniaAfterSchoolNetwork

**Get our latest  
info in one place!**



**SCAN ME**

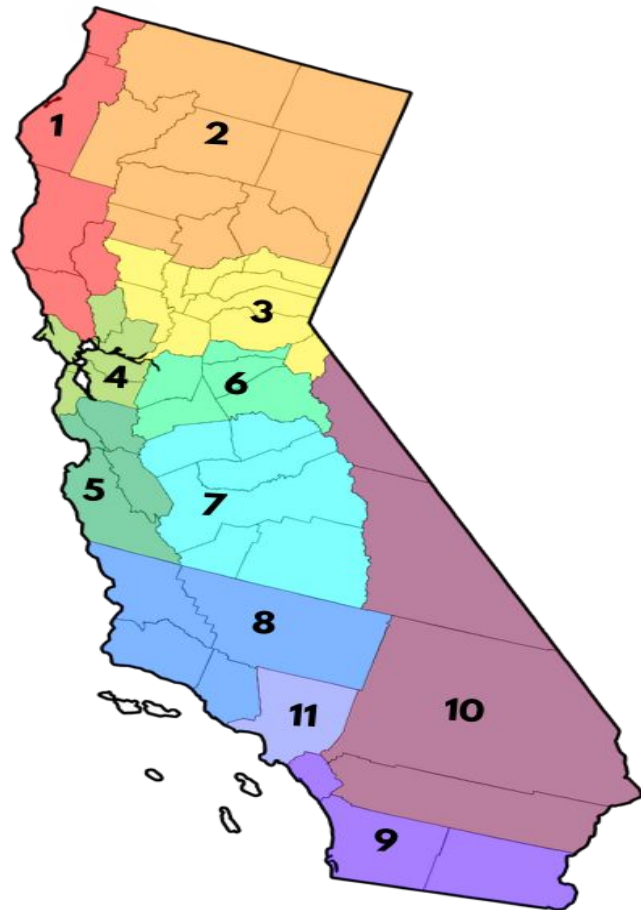
# We're here to support YOU!

Contact the System of Support  
for Expanded Learning:

[bit.ly/SSELcontact](https://bit.ly/SSELcontact)



SCAN ME

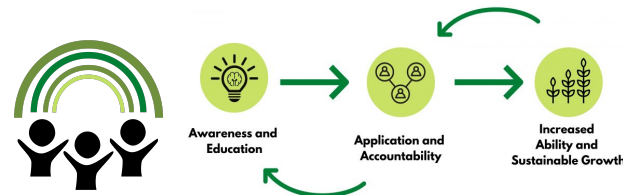


# CAN's Expanded Learning Pedagogical Methodology

We believe every child, youth, and the adults that live, love, and work with them deserve just and affirming spaces and opportunities that enrich, empower, enlighten, educate, and elevate them. We know learning happens in every context and young people are assets in supporting their own learning, and co-creating the solutions to the issues and challenges they face.

Expanded Learning/OST spaces can be cultivated by anchoring in some core beliefs and shared mindsets:

- We are rooted in love and love is shown in our actions and our words.
- We are asset-anchored AND driven.
- We are aspirational in our mindsets, words, and actions.
- We are connected by our differences because that is what gives us strength and creates our collective. The appreciation of every culture, language, and lived experience is what we leverage to grow and nurture our collective spaces.
- We make decisions based on elevating the intrinsic gifts, talents, and wisdom of those closest to the problems we work collaboratively to solve.
- We learn by doing and we grow by reflecting on that learning.



## Day 2: Inclusive Expanded Learning Environments



**Jeff Davis**  
Executive Director



# What is Expanded Learning?

## Ed Code:

**8482.1.** For purposes of this article, Article 19 (commencing with Section 8420), and Article 22.6 (commencing with Section 8484.7), the following definitions shall apply:

(a) “Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

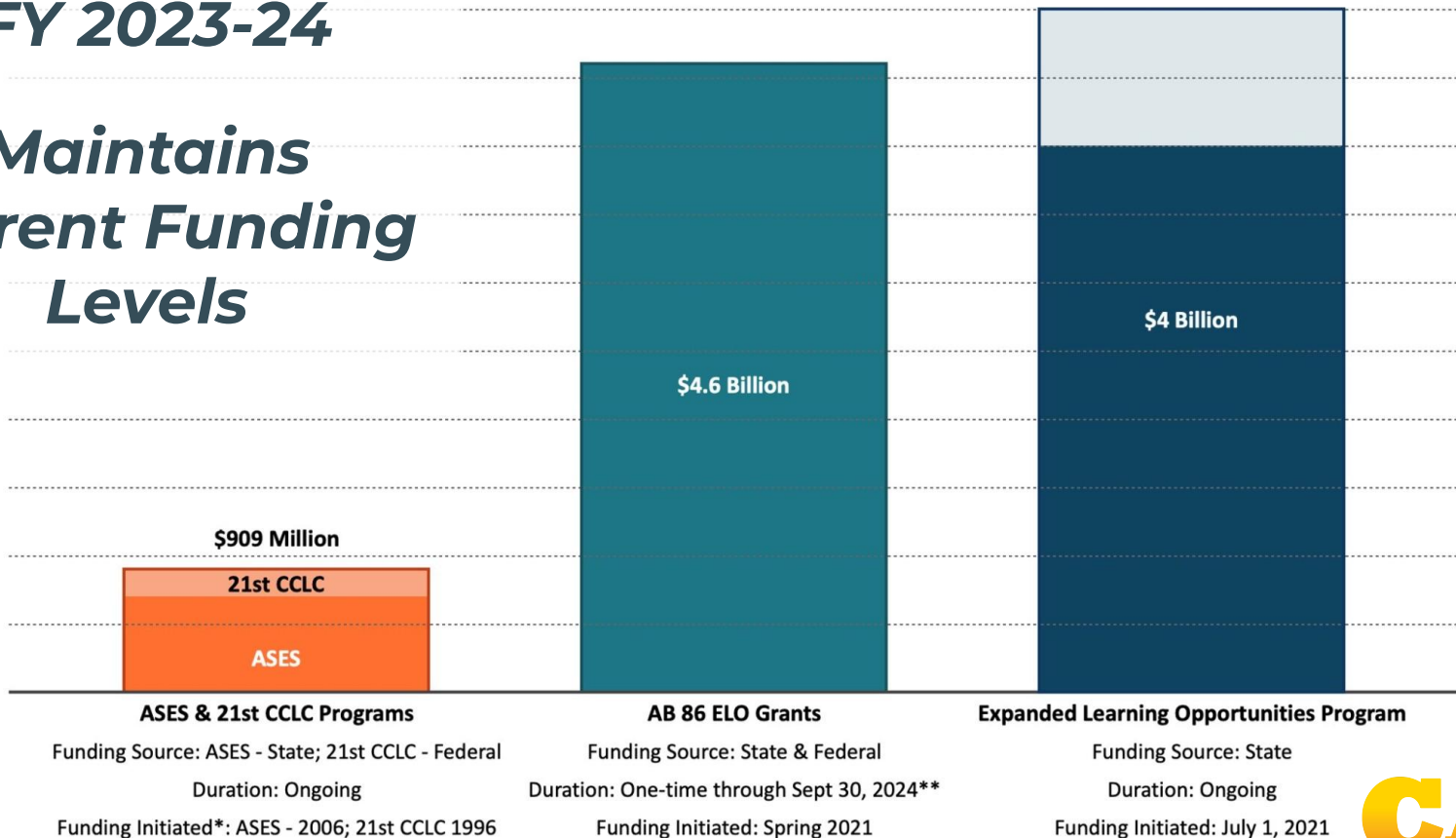
## What does it mean?

“Expanded learning means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that all Expanded Learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.”

- California Department of Education

# FY 2023-24

## Maintains Current Funding Levels



*\*Initiated refers to the first year that funding was released. Programs were created in earlier legislation and ASES evolved out of an earlier state-funded after school program established in 1998.*

*\*\*Funded through 2 state resource codes and 4 federal resource codes with different expenditure dates and reporting requirements. Can be utilized Expanded Learning supports as well as other learning recovery strategies.*



CONNECT. CONVENE. INSPIRE.

# The Intent of ELO-P

## ***ELO-P Funding Ensures All Districts\* Provide Expanded Learning***

LEA's (local educational agencies) benefit from **billions of dollars** in funding to holistically support students before school, after school, and during summer/non-school days.

This unprecedented funding allocation goes to ALL LEAs\* that serve students in grades TK-6 to ensure that all students in California have equal access to comprehensive and transformative Expanded Learning opportunities.

[California Education Code Section 46120](#)

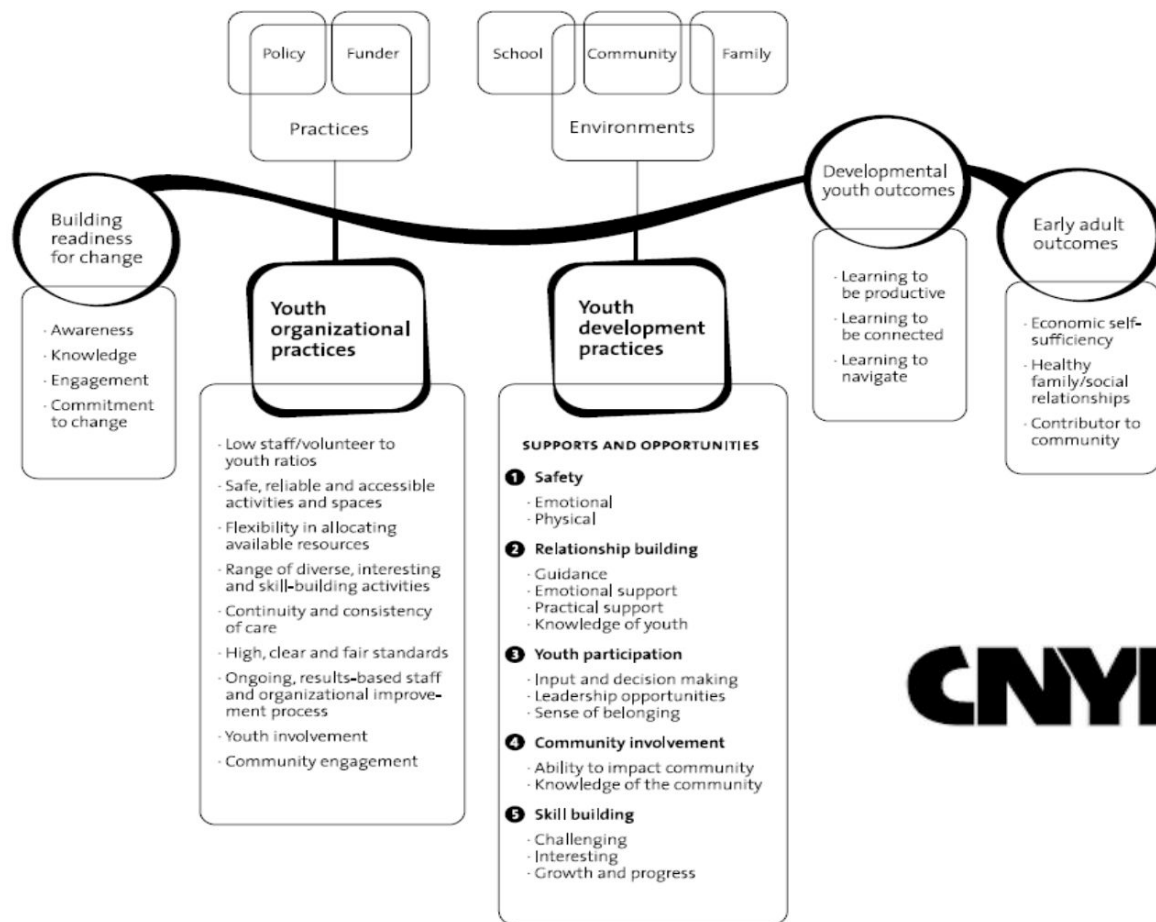


# Youth Development Framework for Practice



## The Roots of Expanded Learning:

## Positive Youth Development





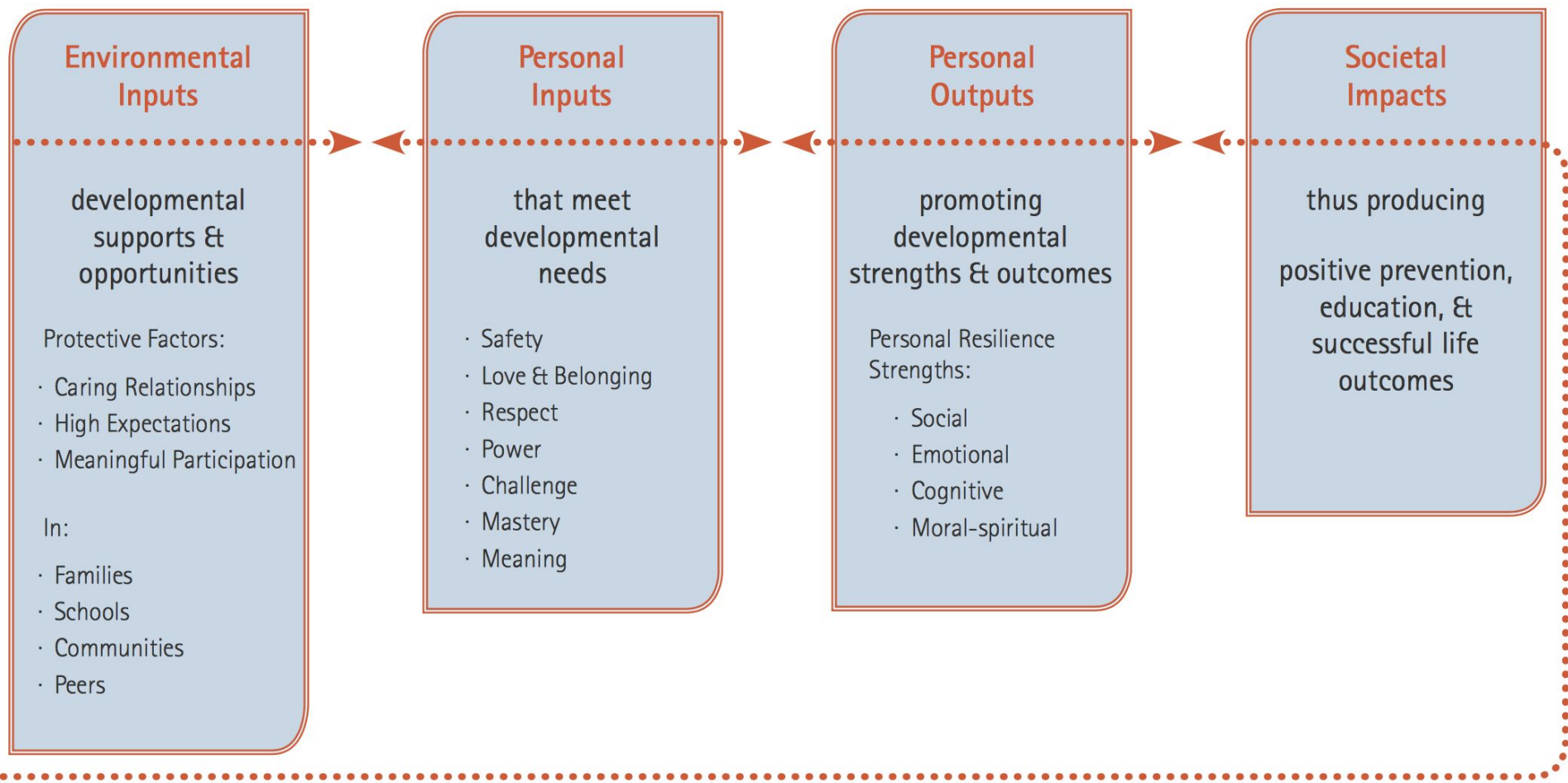
# Expanded Learning's roots in resiliency and positive youth development

2004

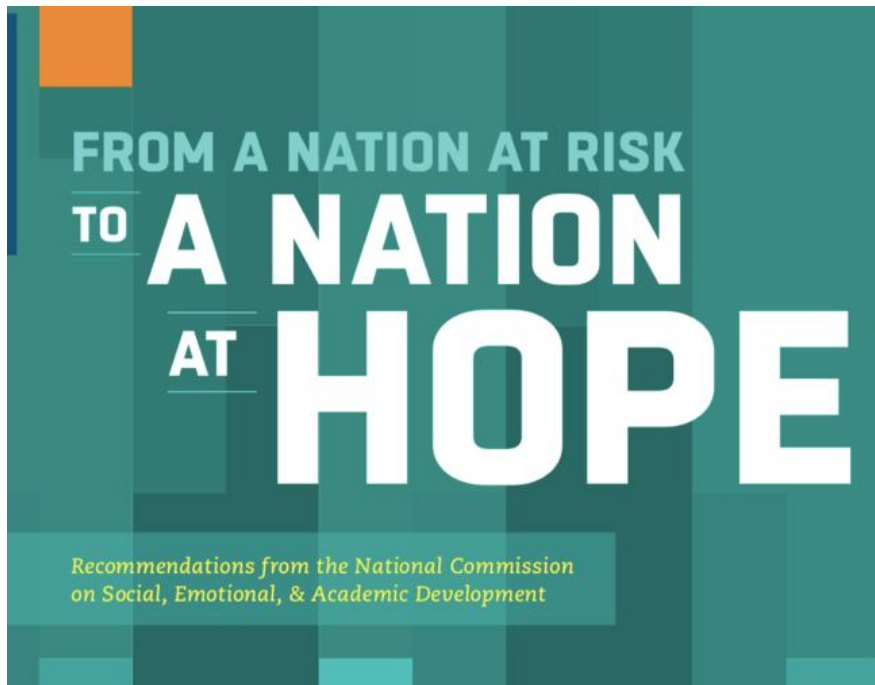


2006

# YOUTH DEVELOPMENT PROCESS: RESILIENCE IN ACTION



# ASPEN National Commission on Social Emotional and Academic Development (SEAD) [nationathope.org](http://nationathope.org)



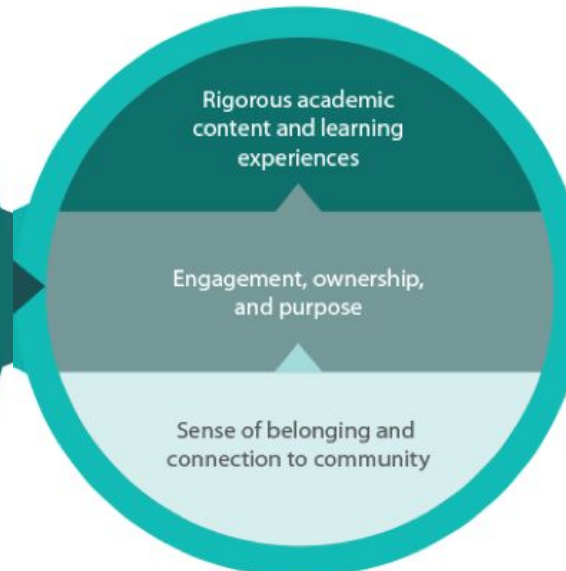
## LEARNING SETTINGS

Learning and development are influenced by the familial, community, and societal contexts in which students grow. Learning settings that support young people's comprehensive growth often focus on 3 essential elements:



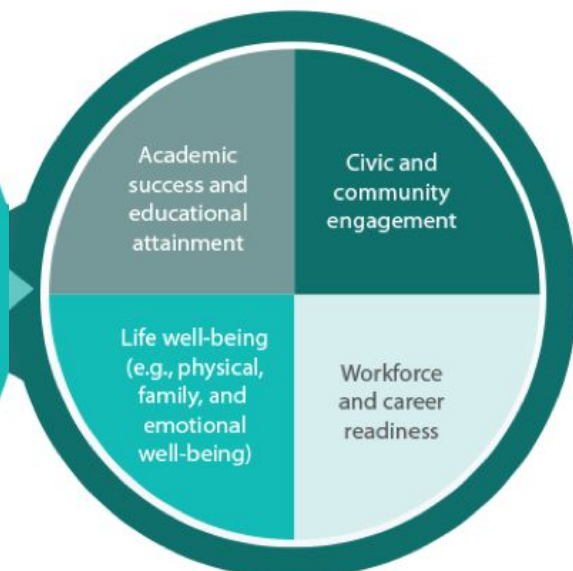
## STUDENT EXPERIENCES

These settings can lead to learning experiences where young people are more likely to be engaged and grasp complex academic content:



## STUDENT OUTCOMES

The evidence shows that students who experience these learning settings are more likely to achieve success both now and in the future:



# The Quality Programs you create are grounded in everything we know about thriving



*Scan me*

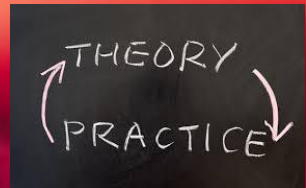
## Point-of-Service Quality Standards

- 1 Safe and supportive environment**  
The program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students. [Page 7](#)
- 2 Active and engaged learning**  
Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons. [Page 8](#)
- 3 Skill building**  
The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills and provides activities to help students achieve mastery. [Page 9](#)
- 4 Youth voice and leadership**  
The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles. [Page 10](#)
- 5 Healthy choices and behaviors**  
The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy life style. [Page 11](#)
- 6 Diversity, access and equity**  
The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. [Page 12](#)

## Programmatic Quality Standards

- 7 Quality staff**  
The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs. [Page 13](#)
- 8 Clear vision, mission and purpose**  
The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement. [Page 14](#)
- 9 Collaborative partnerships**  
The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals. [Page 15](#)
- 10 Continuous quality improvement**  
The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. [Page 16](#)
- 11 Program management**  
The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements. [Page 17](#)
- 12 Sustainability**  
The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions. [Page 18](#)

Love is a  
research based  
approach





Supporting  
Inclusive  
Practices

# Creating Inclusive Communities

## Expanded Learning Opportunities



Janelle Mercado

*Project Coordinator*

Supporting Inclusive Practices

El Dorado County Office of Education

[jmercado@edcoe.org](mailto:jmercado@edcoe.org)





# Our Mission & Vision

*Our aim is to provide unparalleled statewide technical assistance to educational communities in their pursuit of inclusive and equitable systems. Together we seek to empower each student to be purposeful and motivated, resourceful and knowledgeable, and strategic and goal directed within an environment of belonging, community and connection.*

*Our vision is for every student to be educated in an environment that is intentionally designed, equitable and inclusive.*



**innovate. include. impact.**





## In ACTION!

[SIP One Pager](#)

QR Code



### Tier 1

Provision of no-cost professional development offered in-person and virtually and open to any school community throughout the state

Website:  
[www.sipinclusion.org](http://www.sipinclusion.org)

Social Media:  
FB/Twitter  
**@sipinclusion**

*The Special EDge  
newsletter*

*SIP & Sam Inclusion  
Podcast*

### Tier 2

Direct technical assistance to grantees provided at the county, Special Education Local Plan Area (SELPA), district, and individual site levels.

Personalized Professional Development

Leadership Team Strategic Planning

Grant Funding

### Tier 3

Support for districts in Level 2 Intensive Compliance and Improvement Monitoring

Statewide committee membership

Specially designed technical assistance at the request of CDE.



## **“NOTHING ABOUT US WITHOUT US”**

“Disability must be considered within an intersectional framework because it cuts across political, social, and cultural narratives and identities. An intersectional lens challenges the historically white, cisgender, heterosexual understanding of disability to more accurately reflect the narratives as told by lived experiences of disabled people.”

## Medical Model

"The medical model of disability looks at a person's disability as something that needs to be fixed or treated. It focuses on what a person can't do because of their disability. Often used as a reason for exclusionary placement/practices."

## Social Model

"The social model of disability says that people are disabled by barriers in society, not by their disability. It focuses on changing the environment and attitudes to help everyone be included and do their best."

# Inclusion IS...

# Inclusion IS NOT...

Educational Equity and Access

Dump and Hope

Breaking Down Silos

Mine vs Yours

Educational Benefit

Just Mainstreaming

Independence and Interdependence

Line of Sight Inclusion

ALL Students Can Learn

For Compliance

Sense of Community/Belonging

GenEd with a 1:1 Untrained Aide

**What is your personal definition of inclusion?**

# ***Inclusive Education Benefits ALL!***

## **Students With Disabilities**

*Higher Rates of Academic Performance*

*Higher Student Engagement*

*More Satisfying and Diverse Friendships*

*Improved Communication*

*Less Disruptive Behaviors*

*Better Post High School Outcomes*

## **Students Without Disabilities**

*Greater Gains in Math and Reading*

*Reduced Fear of Difference*

*Greater Empathy*

*Improved Self-Concept*

*Increased Social Cognition*

*Better Ethical Principles*

Research on the Benefits of Inclusion Can Be Found on the SIP Website [Here](#)

# Rightful Presence

We believe an environment conducive to learning and personal growth is established first and foremost through the cultivation of a culture of true belonging. Efforts toward that goal must begin with the presumption of the rightful presence and inherent value of the disenfranchised. Inclusion efforts alone cannot bring about substantial change because they adhere to the same guest/host power dynamic that serves to normalize the existence of a group who is “invited” and a group with the power to invite.

# Extending Rights

## How we think it works

- Caring and compassionate educators invite minoritized students into mainstream school culture and academics.
- Students will then feel welcomed and comfortable.
- If students work hard enough, they will achieve and meet their academic goals.
- Opportunity and success awaits.

## How it is experienced by marginalized students

- Caring and compassionate educators are hosts who hold the power to invite or deny guests (students).
- Students carry the burden of finding a way to assimilate, or suffer rejection or punishment.
- Acceptance often necessitates hiding authentic identities and cultural links.
- Opportunities are only extended to those who are accepted.

# **Designing Inclusive Environments with Those We Serve**



# ***TIES Center Dimensions of Belonging***



<https://bit.ly/49o86d5>





*To be present is to be involved each and every day in the same places as everyone else in your school*



*To be invited is to have your presence or participation sought out by another person*



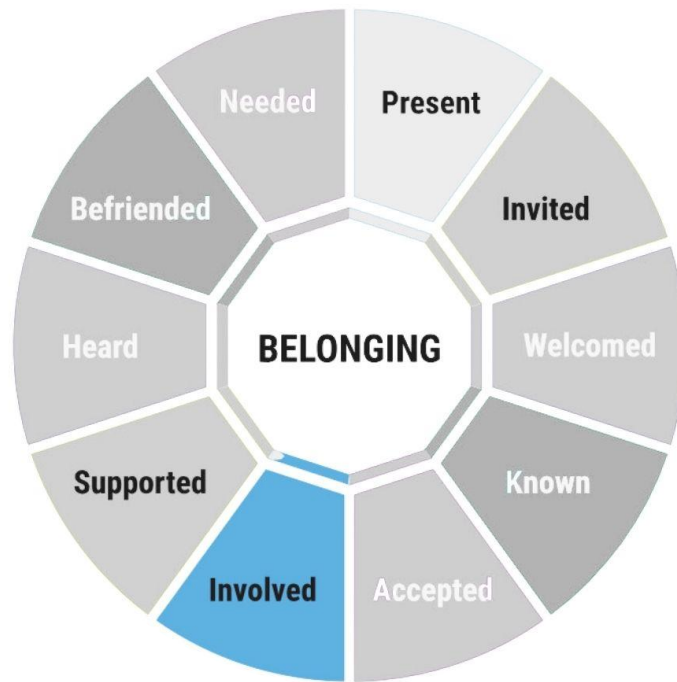
*To be welcomed is to be received by others with warmth, friendliness, and an authentic delight*



*To be known is to be seen as a unique individual and appreciated for all of who you are*



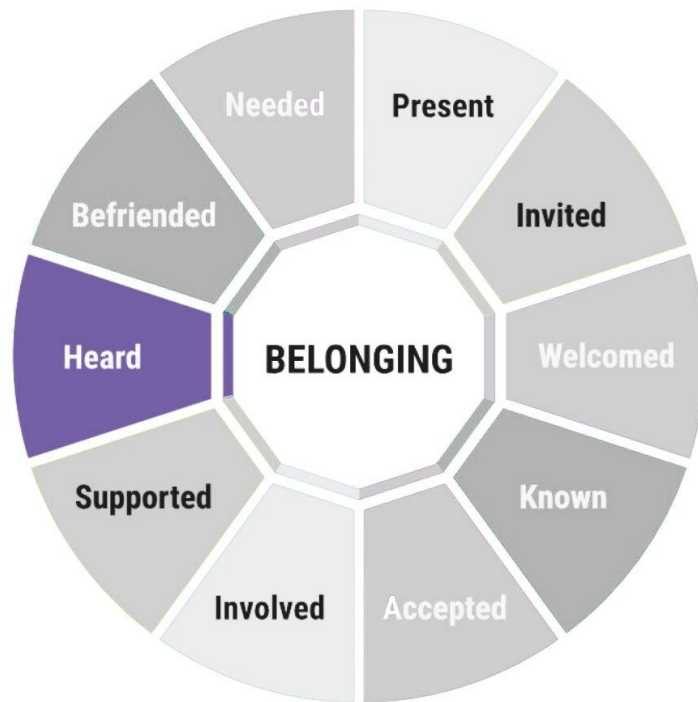
*To be accepted is to be embraced gladly without condition and viewed as an equal*



*To be involved is to be actively engaged with and alongside peers in shared learning and common goals*



*To be supported means having the individualized resources needed to reach one's full potential and thrive in everyday life*



*To be heard means that your perspective is sought, listened to, and respected*



*To be befriended means having peer relationships marked by mutual affection and reciprocity*



*To be needed involves being valued by others and considered an indispensable member of the community*

“Belonging isn’t just a nice sentiment or a word on a Hallmark greeting card. It’s a need that’s **hardwired into human beings**. Like neglecting the need for food or water, neglecting belonging is hazardous to our health. In fact, it’s lethal.”

(Belonging Through a Culture of Dignity,  
Cobb and Krownapple)



***What are we doing well?  
What could we do better?***

<https://publications.ici.umn.edu/ties/peer-engagement/belonging/introduction>

***Beginning with the End in Mind...***

---





**“Early segregation does not merely predict later segregation: it almost ensures it. The trajectory we establish in school is quite likely to continue after graduation. We must establish a trajectory of full and meaningful participation. When it comes to transition preparation, location matters.”**

-Dr. Erik Carter

*Fully Included - Stories to Inspire Inclusion*





# Oh, The Possibilities!



**Transition and Post-Secondary Programs for Students with  
Intellectual Disabilities (TPSID)**



# The UC Davis Redwood SEED Scholars Program

UCDAVIS

MIND  
INSTITUTE

The University of California, Davis has a redwood grove that was planted in the 1930's - The T. Elliot Weier Redwood Grove.

Redwoods don't grow in the Central Valley. Our summers are too hot, and our winters not wet enough, yet this grove flourishes.

## Why?

Careful tending.

Creating a habitat that allows redwoods to grow and thrive.

People willing to make the impossible happen.

Redwoods are strong.

Resilient.

Thrive against all odds. Stabilize themselves with interconnected roots.

Redwood SEED Scholars will take their cue from these on-campus giants.



## UC Davis Redwood SEED Scholars





**Independent Living** - Students live in on-campus housing with typical peers with support. Living skills like grocery shopping, laundry, meal planning, personal hygiene are taught in context.

**Exploration** - Students take courses with typical peers in their area of interest. Coursework is modified and adapted as needed.

**Education** - Students receive targeted instruction in literacy and math and specialized courses. Technology skills and communication skills are supported with mentors.

**UC Davis S.E.E.D.  
(Supported Education to Elevate Diversity)  
Scholar**

**Nothing About Us Without Us**  
Person Centered Plan Focused  
on Self-Determination

**Health and Wellness** -  
students receive nutrition  
and exercise mentors.



**Leisure Skills/Community** - Students are supported and provided with social mentors to facilitate participation in on-campus clubs, activities and special events.

**Employment** - Students have internships based on student interest during each quarter. Embedded in the internship are supported job skills, navigating mass transit and transportation, planning for work and communication skills. Leadership skills and advocacy skills will be intentionally developed.



# *Mythbusters*





# OPEN ACCESS

Learning & Participation for **ALL**



# MEET THE TEAM



**Troy Tickle**  
Assistant  
Superintendent



**Leah Padilla**  
Coordinator



**Laurie Balsano Wright**  
Coordinator



**Emily DesJardins**  
Program Specialist  
UDL Implementer



**Jennifer Wright**  
Program Specialist  
AAC Specialist



**Jill McCann**  
Program Specialist  
AT Specialist



**Melanie Purdy**  
Administrative  
Support

# OUR PARTNERS



# Open Access

Open Access is a statewide Special Education Resource Lead based in the foundational belief that with access to quality curriculum & instruction, students with disabilities can engage, actively participate, and learn with inclusive settings.

*Learning & Participation for ALL...  
where UDL, AT, and AAC collide*

**Universal Design for Learning  
Assistive Technology  
Augmentative & Alternative Communication**

[Open Access Website](http://www.openaccess-ca.org)

Follow us on social media!



The infographic is titled "OPEN ACCESS Learning & Participation for ALL" and "PLACER COUNTY SELPA". It features a dark blue header with the title. Below the header is a section titled "Explore Open Access" with three columns: "WHO", "WHAT", and "WHY". The "WHO" column lists Grant Coordinators (Laurie Balsano-Wright, Leah Padilla) and Content Lead Specialists (Emily Desjardins, Jill McCann, Jennifer Wright). The "WHAT" column describes the engagement of school districts across California in capacity building through systemic implementation, focusing on Universal Design for Learning, Augmentative Alternative Communication, and Assistive Technology. The "WHY" column states that Open Access is based on the foundational belief that with access to quality instruction, students with disabilities can engage, actively participate, and learn within inclusive settings. Below this is a section titled "Our Support:" with three columns: "Universal", "Targeted", and "Intensive". The "Universal" column lists "FREE Resources & Webinars" and features the "Open Access Website" logo. The "Targeted" column lists "Contact Open Access for more information on opportunities for capacity building to enhance and expand inclusive settings" and features logos for "UDL", "ACCESSIBLE for ALL", and "Building Tiered Supports for Augmentative & Alternative Communication". The "Intensive" column lists "Open Access facilitates specialized support focusing on system development to create transformational change" and features a "Continuous Improvement" diagram. At the bottom is a section titled "Our Partners:" with logos for various organizations including Placer County SELPA, Placer County Office of Education, and others.

**OPEN ACCESS**  
Learning & Participation for ALL

**PLACER COUNTY SELPA**

### Explore Open Access

**WHO**  
Grant Coordinators  
[Laurie Balsano-Wright](#)  
[Leah Padilla](#)  
Content Lead Specialists  
[Emily Desjardins](#)  
[Jill McCann](#)  
[Jennifer Wright](#)

**WHAT**  
Engage school districts across California in capacity building through systemic implementation focusing on:  
**Universal Design for Learning**  
**Augmentative Alternative Communication**  
**Assistive Technology**

**WHY**  
Open Access is based on the foundational belief that with access to quality instruction, students with disabilities can engage, actively participate, and learn within inclusive settings.

**Our Support:**

**Universal**  
FREE Resources & Webinars  
  
Open Access Website  
[www.openaccess-ca.org](http://www.openaccess-ca.org)

**Targeted**  
Contact Open Access for more information on opportunities for capacity building to enhance and expand inclusive settings.

**Intensive**  
Open Access facilitates specialized support focusing on system development to create transformational change.  
  
Continuous Improvement

**Our Partners:**

# Activating Prior Knowledge

## What is Your Definition of UDL?

**Think:**

- What is your current level of understanding?
- What is your definition of UDL?
- Take a minute to think to yourself or jot down some notes

**Share:**

- In chat or on the homebase, share your definition.

# Watch: Definition of UDL





# Universal Design for Learning

UDL is a teaching framework based on research in the learning sciences that guides the development of **flexible methods, materials and environments** that embrace **variability**, **minimize barriers**, and **develop learner agency for all**.



# UDL Foundational Concepts

## Variability



- Everyone is a unique learner
  - There is no average learner
- Every student has individual strengths, preferences and challenges
- By creating learning environments that support variability, student can access and engage in ways that are effective for them!

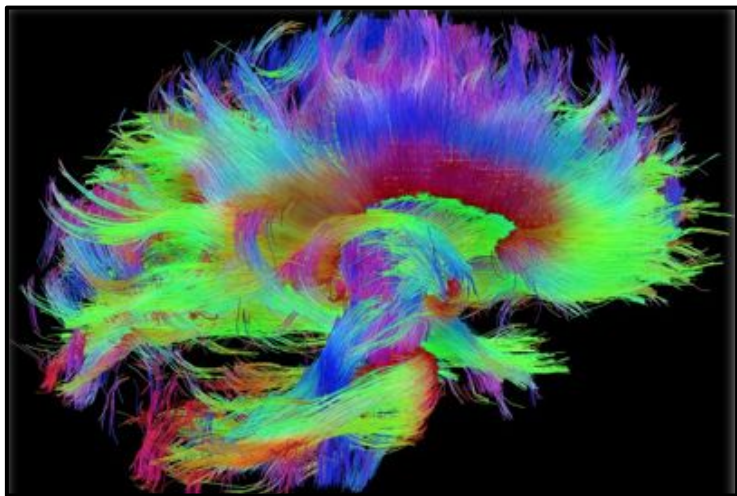
## Barriers



- Barriers are in the environment, not the learner
- Identify barriers in order to create flexible learning environments that support this variability



# Concept: Variability



- Our brains are complex webs of integrated and overlapping networks
- Like fingerprints, no two brains are alike
- Learners do not have an isolated “style” but instead rely on many parts of the brain working together
- Variability exists between students but also within students in different contexts

# WHEEL OF VARIABILITY

[Click here to  
play "Wheel of  
Variability"](#)





# What is a Barrier?

Barriers are in places where learners get stuck or frustrated in a learning experience.

Barriers are components of the **instructional design** that could prevent learners from making progress toward a goal.

As educators, it is our job to **predict** barriers and **help remove** them for students

# Necessary for Some, Beneficial for ALL



# What does proactive planning look and feel like?



# Necessary for *some*, beneficial for *all*



Automatic doors



Curb cuts



Closed Captioning



Easy grip tools

# Think and Share

**Think** about a tool that you have seen a student NEED that another student might benefit from.

- Have you ever offered tools to all students?
- How did it change their participation?

**Share** on the homebase or in chat.

## Field Spotlights: Promising Practices in Action



**Chen Kong-Wick**

Program Manager  
Oakland Unified School District



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*



# Spreading Joy and Equity Through Youth Sports

Oakland Unified School District Office  
of Expanded Learning



POSITIVE  
COACHING  
ALLIANCE

GBIX

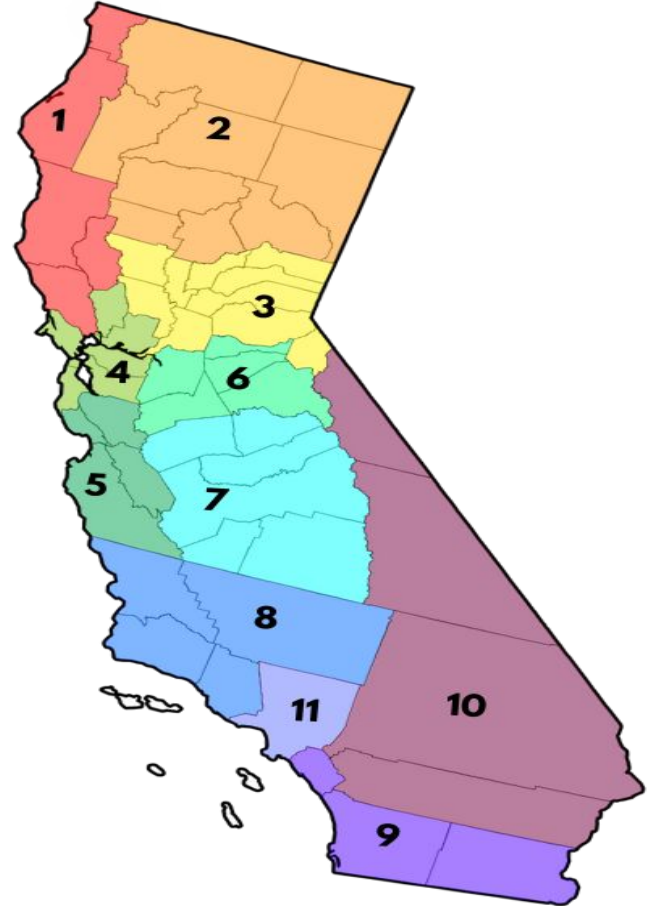
# We're here to support YOU!

Contact the System of Support  
for Expanded Learning:

[bit.ly/SSELcontact](https://bit.ly/SSELcontact)



SCAN ME



*Join Us!*



## **The Power of Expanded Learning to Support Substance Use Interventions, Health, Mental Health, and Thriving Families Workshop**

This virtual workshop will provide insight into how Expanded Learning programs offer a dynamic and adaptable environment that can be strategically utilized to enhance student and family wellness and a valuable resource supporting substance use interventions.

**Wednesday, September 25, 2024**

10:30 AM - 12:00 PM PST

**[Registration & Details](#)**



CONNECT. CONVERGE. INSPIRE.



YOR CALIFORNIA  
California Youth Opioid Response



**[bit.ly/47t2dvm](https://bit.ly/47t2dvm)**



*Scan me*



# 2025 *Site Coordinator* **SYMPOSIUM**

February 5, 7-8, 2025

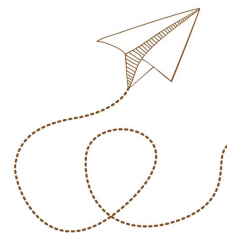
*Sacramento*

**SAFE CONVENTION CENTER  
SHERATON HOTEL**



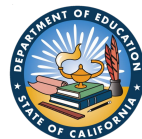
*Thank You*  
**for your participation!**

Please provide us with your feedback.



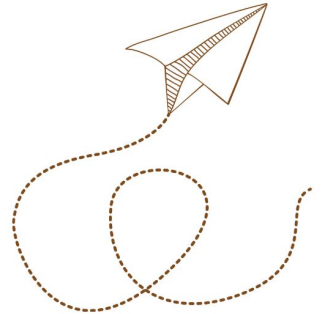
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**[bit.ly/3YLPu4I](https://bit.ly/3YLPu4I)**



## Breakouts - Choose Your Own Adventure!

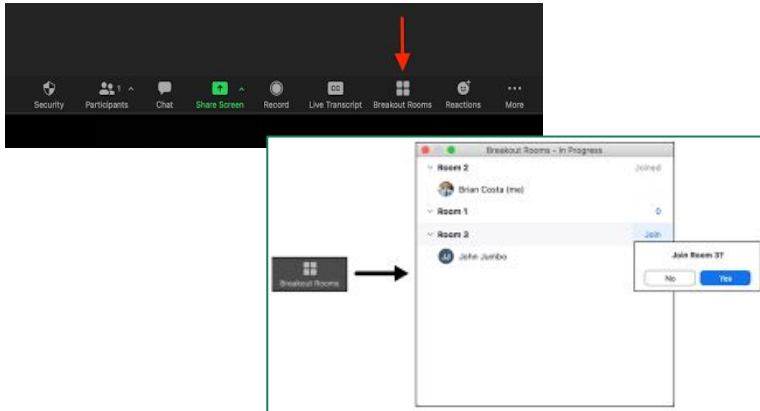
- **Room 1: Self-Guided-Envision an Inclusive Community**
- **Room 2: Self-Guided-Gain Perspective about Lived Experiences from the Disability Community**
- **Room 3: Learn more about SIP**
- **Room 4: Learn more about Open Access**
- **Room 5: Self-Guided-What is UDL?**
- **Room 6: Self-Guided-Variability**
- **Room 7: Self-Guided-Barriers**
- **Room 8: Process and Discuss**



# Ways to Join the Breakout Rooms

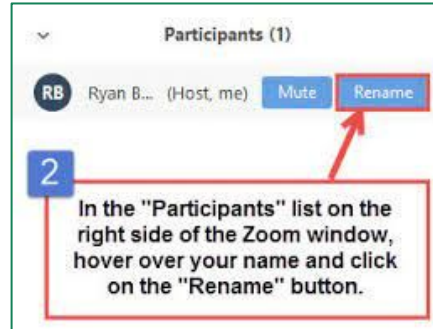
1

1. Using the Zoom Control Bar, at the bottom of your window, click on **Breakout Rooms**. This will display the list of breakout rooms.
2. Then, select the breakout room you would like to join.



2

1. Rename yourself with the room you want to go to, and we will assign you to the breakout room. (i.e. R3 - Heather)
2. In the **"Participants"** list on the right side of the Zoom window, hover over your name and click on the **"Rename"** button



3

If you can't do either steps 1 or 2, we will help you get to a breakout room.



# **Breakout Room #1**

## Self- Guided Activity Number One

Watch a Video to Help You Envision an  
Inclusive Community  
Discussion and Reflection

# Envisioning Inclusive Communities



**Silently Self- Reflect for a moment....**

Imagine a community in which everyone experienced a sense of belonging, connection, and access.





# Inclusive Communities of Belonging



## Instructions:

1. Watch the video
2. Jot down your thoughts, feelings, connections, and wonderings
3. Discuss as a group



# Envisioning Inclusion

Within a meaningful inclusive school environment...

- ... students would experience \_\_\_\_\_
- ...students would feel \_\_\_\_\_
- ...you would observe \_\_\_\_\_

## Instructions:

- Silently reflect
- In the chat, complete each sentence
- As a group, reflect on each comment & identify themes- what do you notice
- Discuss

# Additional Resources

**Read:** The inclusion research- Click [here](#) and scroll down

**Watch:** SIP Inclusion Conference Keynote Presentations

- [Shifting Beliefs about Inclusion into Action](#)- By Nicole Tucker Smith
- [An Inclusion Journey Or Crash and Burn](#)- By the Mod Squad
- [The Heart of Inclusion](#)- By Alycia Anderson

**Listen:** [SIP and Sam Inclusion Coffee Talk Podcast](#)





## **Breakout Room #2**

### Self- Guided Activity Number Two

Gain Perspective about Lived Experiences  
From The Disability Community  
Discussion and Reflection

# Learn From the Perspectives and Lived Experiences from the Disability Community

## **Instructions:**

1. Silently read each quote- [Click here](#) to access the quotes
2. In the chat/private write your reflections while reading each quote:
  - a. What connections can you make?
  - b. What stands out to you?
  - c. How does the quote make you feel?
3. Discuss your reflections whole group



# Additional Resources

**Read:** The inclusion research- Click [here](#) and scroll down

**Watch:** SIP Inclusion Conference Keynote Presentations

- [Shifting Beliefs about Inclusion into Action](#)- By Nicole Tucker Smith
- [An Inclusion Journey Or Crash and Burn](#)- By the Mod Squad
- [The Heart of Inclusion](#)- By Alycia Anderson

**Listen:** [SIP and Sam Inclusion Coffee Talk Podcast](#)





# **Breakout Room #3**

Activity Number  
Three

Learn more about SIP



## **Breakout Room #4**

### Activity Number Four

Learn more about Open Access



# **Breakout Room #5**

## Self-Guided Activity Number Five

What is UDL?



# What is UDL?

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Would you like a minute to **Read** in order to process this information?

Click the link here for a [virtual version](#)

Or would you prefer to **Explore**?

[Click here](#) to check out the Open Access Website and review materials.

For a digital FlipKit of strategies and lesson ideas, [click here](#)!

Would you prefer to **Watch** to dig deeper?





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# **Breakout Room #6**

## Self-Guided Activity Number Six

### Learner Variability



# Learner Variability

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Would you like a minute  
to **Read** in order to  
process this information?

Click the link here for a [virtual  
version](#)

Or would you prefer to **Explore**?

[The Digital Promise: Variability Navigator](#)

Check out this FREE tool to help find  
research-based learning strategies to support  
Learner Variability

Would you prefer to **Watch** to  
dig deeper?





# **Breakout Room #7**

## Self-Guided Activity Number Seven

Barriers



# Barriers

Would you like a minute to  
**Read** in order to process this  
information?

[Click here](#) to read Top Tips! For Barriers  
from CCIL

Or would you prefer to **Explore**?

Check out this blog and resource  
from Chris Bronke at  
Novak Education.

[Click here.](#)

Would you prefer to **Watch** to  
dig deeper?





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# **Breakout Room #8**

## Activity Number Eight

Process and Discuss