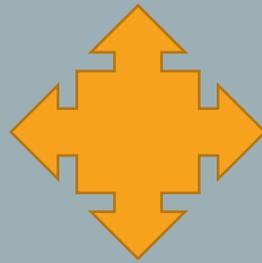


# SCALING INCLUSIVE POST-SECONDARY EDUCATION BEYOND CAMPUS

How can the commitments of inclusive post-secondary education initiatives pull students toward inclusive high school experience?



What role can initiatives play in raising consciousness beyond campus?

# COMMITMENTS OF INCLUSIVE POST-SECONDARY EDUCATION

- We demonstrate confidence in the positive possibilities of life-long inclusion
- We support an authentic student experience
- We minimize difference
- We embed the student's experience in the relationships, activities, routines, and rhythms of the campus by building alliances.
- We build relationships with students' families that encourage their commitment to life long inclusion.
- We practice reflection
- We safeguard the integrity of our work
- We provide the development of inclusive post-secondary education.

WE DEMONSTRATE CONFIDENCE  
IN THE POSITIVE POSSIBILITIES OF  
LIFE-LONG INCLUSION

What pulls students away from  
an inclusive high school  
experience?

We know...

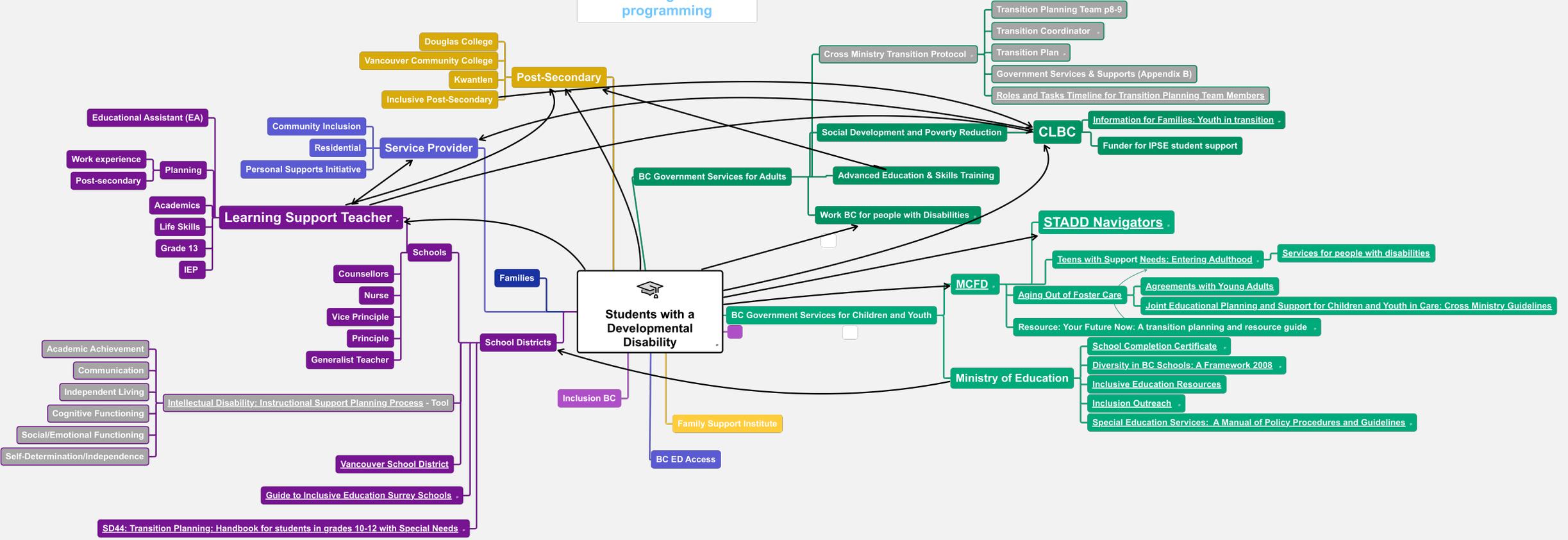
- Most roads lead to a separate life path
- Separating highschool students based on their label of intellectual or developmental disability is the norm.
- Students are not seen as learners or life-long learners.
- The word 'inclusion' is often misunderstood and does not define an authentic life that we experience.

**POWER:** who has the power?  
Service Providers, Ministry of Ed, CLBC, MCFC,

**PURPOSE:** Provide services and supports to youth transitioning into adult services

**RELATIONSHIPS:** with Disability Related services and supports.  
LST, CLBC Facilitator, STAAD, Work BC, Service Providers offering adult programming

**FLOWS OF RESOURCES:** Flowing into primarily Service Providers, Colleges with skills building, at home with no services,



## VISION OF AN INCLUSIVE LIFE CAN CHALLENGE THE PROCESS OF DEVALUATION

A strongly articulated vision is a must so that teachers and administrators can support the student's vision.

***”be brave – its ok to not have all the answers”***

A vision is not a to do list to be checked off but a message that needs to be share frequently and with intentionality.

A strong vision can help push against existing bias and increase expectations of real-life opportunities for students.

What are steps that can be taken to demonstrate confidence in the positive possibilities of life-long inclusion

- Contribute to the vision of Inclusive post-secondary education
- Build relationships with families
- Identify and build relationships that exist between post-secondary institutions and high schools
- Lead by example and challenge assumptions and bias.
- Consider what you don't want to compromise on – reflect and move on

## WE SUPPORT AN AUTHENTIC STUDENT EXPERIENCE

What is the experience of those students who are gaining the greatest benefit from their high school experience?

### **Academic**

Students take courses that are required to earn a dogwood (graduation) diploma and support PSE interests in PSE.

### **Social**

students are forming their identity and creating new relationships with students.

### **Associational**

Students join clubs of interest along with other students

### **Employment**

Students continue to build their career identity through exploring interests and studying Career Life Education/Connections

### **Family**

Students build greater autonomy & student agency with support from their family.

What is an authentic student pathway in high school that supports students to plan for post-secondary education?

What are the.....

- Courses
- Events
- Relationships in high school
- Relationships at university
- Resources

1. Where there people in your high school with an intellectual or developmental disability?
2. What assumptions did you make about them?
3. What unconscious learning do you think was taking place for students with out disabilities?
4. What unconscious learning do you think was happening for the student themselves?

## WE MINIMIZE DIFFERENCE

What are the Constraints that pull students away from an inclusive high school experience and the choice to go post-secondary education?

Where do they spend most of their time?

What are the rhythms of their day?

Where do they eat lunch?

What clubs are they pulled towards?

When does work experience happen?

What school policies are getting in the way of the student being considered a learner

What relationships do they have access to?

## WE MINIMIZE DIFFERENCE

- How would this happen to high school students who gain the most benefit from their high school experience?
- How close can we come to what is typical for fellow students while meeting this particular student's real need for support?
- How can the support the student receives be harmonious with the setting in which he or she needs it?

# FIND YOUR PATH

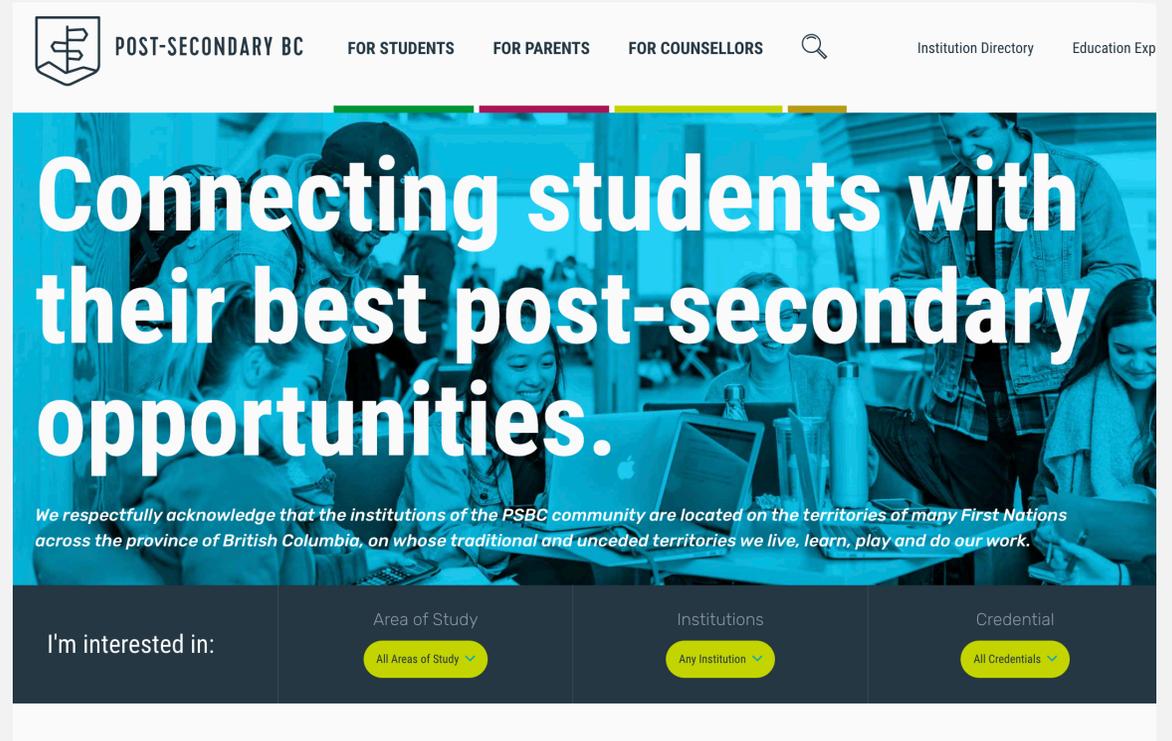
## Planning Resources

Still in the early stages of thinking about education and career options? See below resources for help.

1. [BC Graduation Policy Guide \(2019-Present\)](#)
2. [The BC Dogwood Planner \(2018-2019\)](#)
3. [BC Government Post-secondary Education Resources](#)
4. [Francophone Youth Council British Columbia and Post-Secondary Resource Guide - French only](#)
5. [Inclusive Post-secondary education for students with intellectual and developmental disabilities](#)
6. [WorkBC - Blueprint Builder](#)
7. [WorkBC - Career Compass](#)
8. [WorkBC - Career Trek](#)
9. [WorkBC - Parents' Guide](#)

<https://www.educationplannerbc.ca/plan/start/transition>

<https://www.educationplannerbc.ca/plan/start/transition>



POST-SECONDARY BC FOR STUDENTS FOR PARENTS FOR COUNSELLORS Institution Directory Education Exp

# Connecting students with their best post-secondary opportunities.

*We respectfully acknowledge that the institutions of the PSBC community are located on the territories of many First Nations across the province of British Columbia, on whose traditional and unceded territories we live, learn, play and do our work.*

I'm interested in:

Area of Study: All Areas of Study

Institutions: Any Institution

Credential: All Credentials

<https://www.postsecondarybc.ca/>

WE EMBED THE STUDENT'S  
EXPERIENCE IN THE  
RELATIONSHIPS, ACTIVITIES,  
ROUTINES, AND RHYTHMS OF  
THE CAMPUS BY BUILDING  
ALLIANCES

- If we look at high school students who are gaining the greatest benefit, what are their relationships, activities, routines and rhythms of high school life?
- Most roads for students K-12 lead to services and segregated programs
- In BC our Special Education Policy clearly states that students with moderate to severe intellectual or developmental disability should be taught 'Life skills education' in high school.
- Often the only relationship a student who carries these labels has is with the resource teacher and educational assistant.

What is the context?

What is the Policy?

Who should I build alliances with?

- Building alliances is crucial yet at times can feel impossible.
- Who is most likely able to envision an authentic student path.
- Be prepared to shift and allow critical reflection.

WE BUILD RELATIONSHIPS  
WITH STUDENTS' FAMILIES  
THAT ENCOURAGE THEIR  
COMMITMENT TO LIFE-LONG  
INCLUSION

- Vision
- Relationships
  - All systems are relational and often formed around a key relationship
  - Systems change when people are brought together in new patterns of relationships
- Advocacy
  - Initiatives can recommend ways in which families can advocate for an authentic high school experience.

## BUILDING RELATIONSHIPS WITH STUDENTS' FAMILIES THAT ENCOURAGE THEIR COMMITMENT TO LIFE-LONG INCLUSION

- A pathway to Inclusive post-secondary education can be difficult to imagine when your family member has been pulled toward traditional services and programs.
- See inclusive PSE as yet another 'program' available to keep the student busy.
- Family engagement in the project only when acceptance in the initiative was confirmed
- Not connecting to the benefits of an inclusive high school experience as a means to an inclusive life, but as a means to their student being accepted into the initiative.

## WE PRACTICE REFLECTION

- What we intended
- What happened
- What moved us closer to our commitments
- What moved us away from our commitments
- Ideas for next steps
- What we learned

## WE SAFEGUARD THE INTEGRITY OF OUR WORK

Building relationships and  
alliances worked well  
when...

- we were explicit about what inclusive post-secondary education is
- We were aware of unconscious bias
- We learned from the professional's experience and their context.
- We asked how can we work cooperatively to broaden their work to include students.

WE PROMOTE THE  
DEVELOPMENT OF INCLUSIVE  
POST-SECONDARY  
EDUCATION

Who could be included in a  
community of practice that  
creates a place for critical  
reflection?



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