

2019 COSA Early Learning Conference

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# What Does Full Inclusion Preschool Really Look Like, and — How Do We Do It? —

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# Introductions

- Speakers
- Who is in the room?
  - Administrators
  - Coordinators
  - Teachers
  - Other?

# Joey's story

Why inclusion works, why equity is at core of full inclusion preschool

# Three features of high quality inclusion

The defining features of inclusion that can be used to identify high quality early childhood programs and services are ***access, participation, and supports*** (Division for Early Childhood of the Council for Exceptional Children, & National Association for the Education of Young Children, 2009).

In our partnership:

1. Our collaboration enhances success for all children in our program
2. High quality instruction and curriculum useful for whole classroom
3. Enrollment: priority and placement

# Coordination and collaborative practices increase the likelihood for success

- Co-funded and co-planned
- PD & staff integration
- Curriculum & positive behavior management

# Enrollment

- **Free Preschool Program Interest Form** rooted in No Wrong Door approach, helps TTSD and partners Head Start and NW Regional ESD find *Best Fit* and track placements among our programs
- ROI
- Data source



Office use only		
Received _____	Staff Initial _____	Date of Referral _____
Referred to: <input type="checkbox"/> Community Action	<input type="checkbox"/> Tigard-Tualatin School District	
Head Start or Preschool Promise		Catchment: _____

## Free Preschool for Children ages 3-5 in Tigard-Tualatin School District Program Interest Form

Child's Legal Last Name (Family Name) _____	Child's Legal First Name _____	Child's Middle Initial _____
Child's Birth Date _____	Child's Gender <input type="checkbox"/> Male <input type="checkbox"/> Female	

Child's Home Address (full street address, city, ZIP code) \_\_\_\_\_

#1 Parent/Guardian Last Name (Family Name) _____	Legal First Name _____	Middle Initial _____
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#1 Parent/Guardian phone number _____	Email address _____
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#1 Primary Language at Home \_\_\_\_\_  Request translation services

#2 Parent/Guardian Last Name (Family Name) _____	Legal First Name _____	Middle Initial _____
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#2 Parent/Guardian phone number _____	Email address _____
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#2 Primary Language at Home \_\_\_\_\_  Request translation services

**Please check all that apply:**

Foster parent(s)     Receiving Temporary Assist for Needy Families (TANF)     Receiving Supplemental Security Income (SSI)     Student has an Individual Family Service Plan (IFSP)

Currently sharing housing or doubled up, living in a motel or campground, or in transition housing, or in a shelter, in a car, park or public space

Family income (before taxes) last year \$ \_\_\_\_\_ Number of persons in household \_\_\_\_\_

**Parent / Legal Guardian Signature:**  
I affirm that to the best of my knowledge, all the information that I have provided is complete and correct. I understand that if I deliberately misrepresent my family circumstances, my family may not be eligible for preschool services. I authorize Tigard-Tualatin School District, Community Action and NW Regional ESD to share this information among their agencies for consideration of program placement.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Send completed form to [preschoolinfo@ttsd.k12.or.us](mailto:preschoolinfo@ttsd.k12.or.us)  
or deliver to your neighborhood Tigard-Tualatin elementary school  
or mail to Early Learning Coordinator TTSD 6960 SW Sandburg St Tigard, OR 97223

# Culturally responsive

Culturally responsive practices are overlaid through a variety of classroom and engagement elements, and meet the social, academic and cultural needs of all students through:

1. Home visiting
2. Family engagement: events and communications, parent training opportunities
3. Classroom environment

# Ephraim



[Link to Video](#)



# Set for success in inclusive kindergarten @TTSD



# Inclusion / Teaching Opportunities

Video

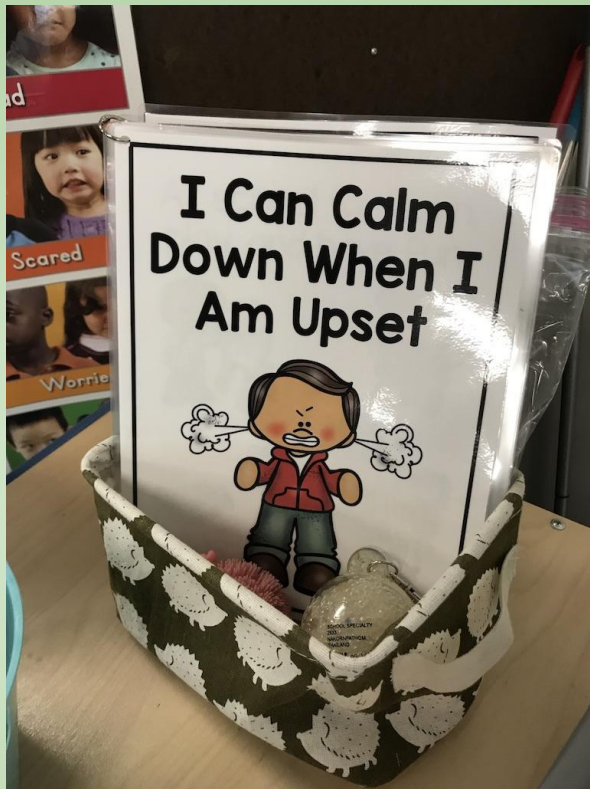
# Inclusive practices in classrooms

- Environments engineered to promote success
- Scaffolding, accessibility
- Balance of student-led and explicit instruction
- Constructive language and conversations about our differences and similarities















free play



table work



bathroom



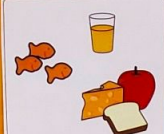
clean up



gym



circle time



snack



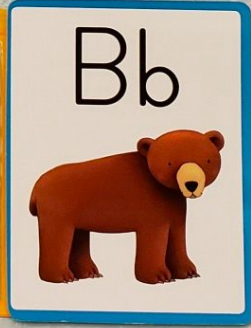
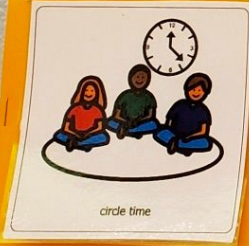
outside play



books

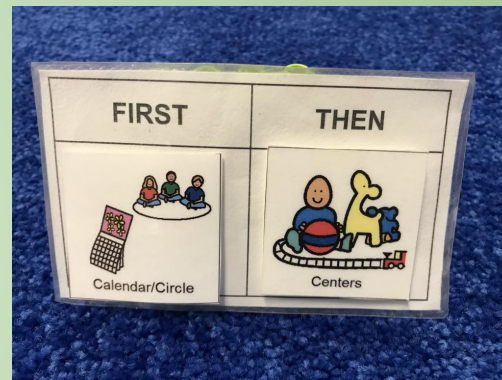


backpack & jacket



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# Free Time Choice board





backpack  
on

Toys in  
basket



walking  
feet



sit



buckle  
seatbelt

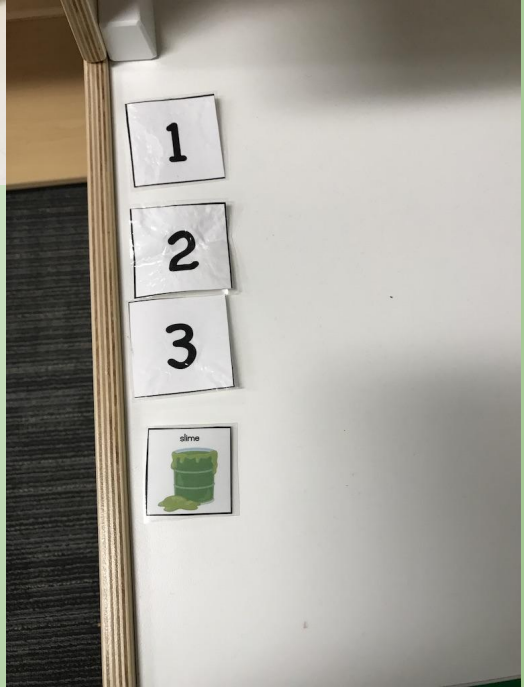
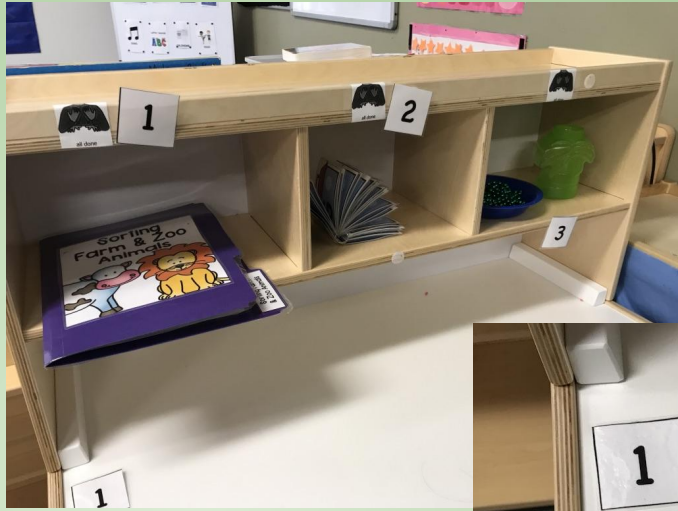


★ ★  
All ★  
Done!

# PAX







When I earn 3 stars,



I get \_\_\_\_\_.



Sit with a calm body



Quiet voices



Listening ears

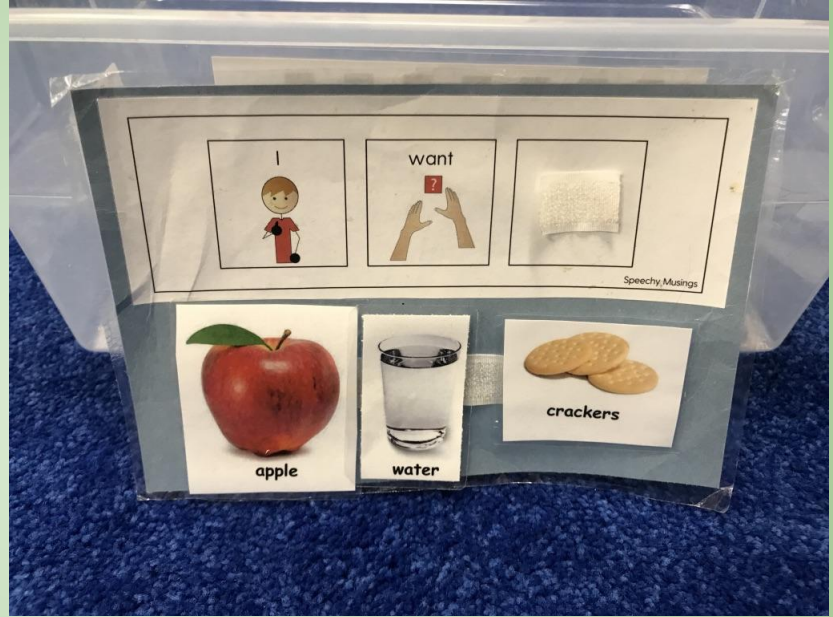


Raise your hand to talk

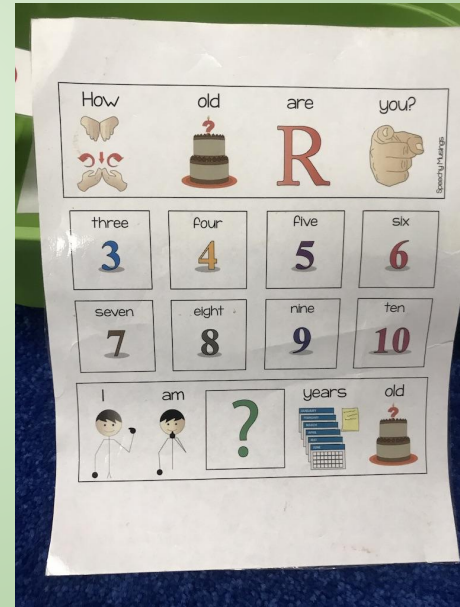
















OfficeMax

X W V U T S R Q P O N M L K J I H G F E D C B A

Placemats

Carter P.

Placemats

Gabriel

Calendar Pointer

Justin

Weather Prediction

Weather Chart

5 Minute Bell Ringer

Cleanup Captain

Gwynn

Music Choice

Aaral

Water Plants

Alice

Food Tortoise

Laila

Line Leader

Carter M.

Caboose

Raegan

Goodbye Wand

Sara

Job Card Removal

A B C D E F G H I J K L M N O P Q R S T U V W X

Decorative banner with icons: a plate of food, a calendar, a bar graph, musical notes, the letters 'Ee', the letters 'th', and a keyboard.



**5 Star Listener**

EYES are watching  
EARS are listening  
LIPS are closed  
HANDS are still  
FEET are quiet

**PAX QUIET**

- STOP what you are doing
- STOP talking
- raise hand in P
- eyes on adult

Way to go!

**OCTOBER 2019**

Teacher: Adam  
Gabriel 1  
Gwynn 10  
Seorin 24  
Sara C. 28

Today's weather is: Today's weather is sunny.

Seasons: Winter, Spring, Summer

Calendar: 13 (sunny), 14 (sunny), 15 (cloudy), 16 (cloudy), 17 (cloudy), 18 (cloudy), 19 (cloudy)

The season is **fall**

Large white grid for writing or drawing, framed with a blue and red border. Small weather icons are placed at the bottom of the grid.

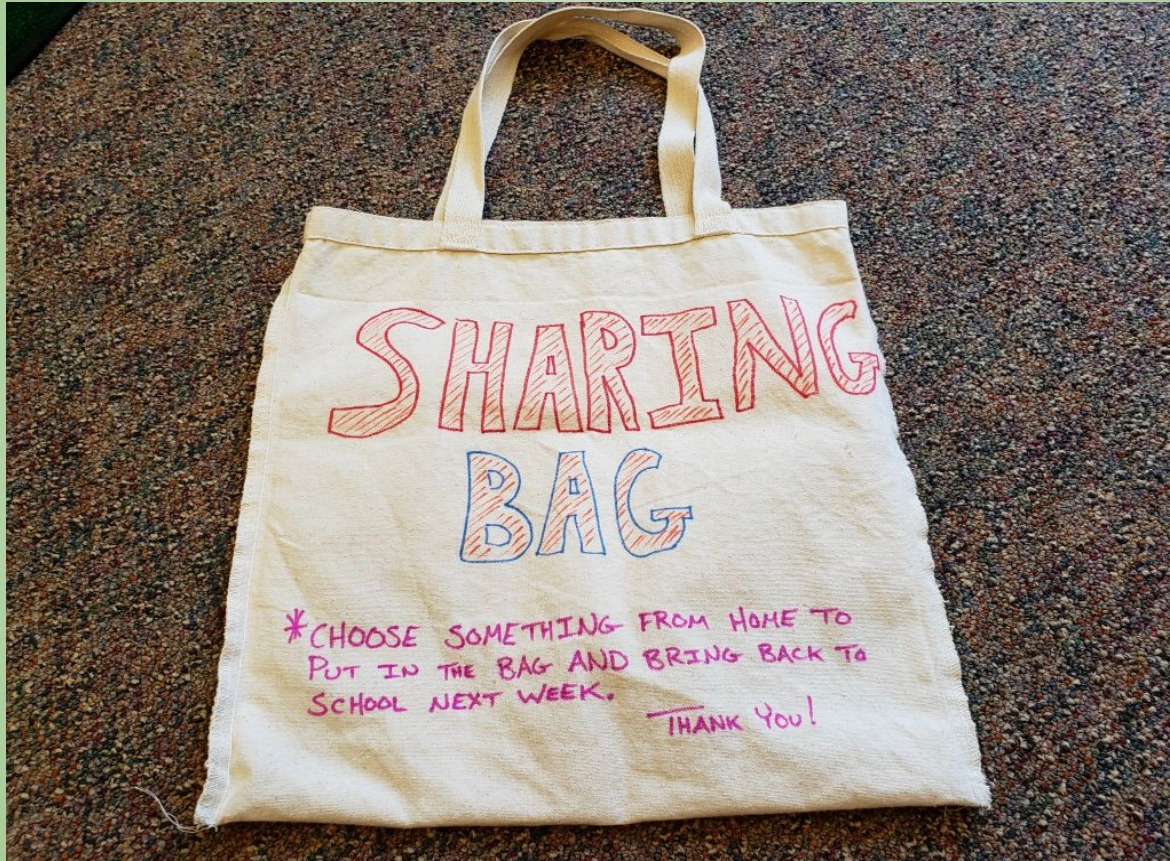












## Tualatin Elementary Pre-K

**Themes: October**

Fall

Spiders

Pumpkins



**Ask me!**

*Ask your children these open-ended questions and see what they are learning.*

-What happens to leaves in the fall?

-What makes a Spider unique?

-What are some things you can do with Pumpkins?

**What are we focusing on in class?**

October is a very exciting month at TEP. We are starting Classroom Jobs and we will also have a Harvest Celebration. We will learn about Fall, the intricacies of Spiders, and the many uses for Pumpkins. We will also have our first official fire Drill (P.M.) this month (Oct. 2) and Earthquake Drill (A.M.) (Oct. 10). Great things are happening everywhere!

**Letters and Sounds:**

**"B" "C" "D" "E"**  
and **"F"**

Please help your child brainstorm words that start with these sounds

**Sight Words:**

**"and", "my", "you", "what",  
"me", "are", "is"**

Please help your child use these words in sentences and encourage them to look for them in books.

### Reminders:

*PICTURE DAY*  
October 8

*HARVEST CELEBRATION*  
October 31

Kids can wear costumes to school  
{No weapons, nothing scary}

Teacher Adam  
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Questions?