

# Nexw̓lélexm (Bowen Island)

- The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been *home to Indigenous peoples* since time immemorial and honours *the rich history, stewardship, and cultural heritage* that embody this place we all call home.
- The Islands Trust Council is committed to establishing and maintaining mutually respectful *relationships* between Indigenous and non-Indigenous peoples. Islands Trust states a *commitment to Reconciliation* with the understanding that this commitment is a *long-term relationship-building and healing process*.
- The Islands Trust Council will strive to create opportunities for *knowledge-sharing* and understanding as people come together to preserve and protect the special nature of the islands within the Salish Sea.



# SHELLEY MOORE



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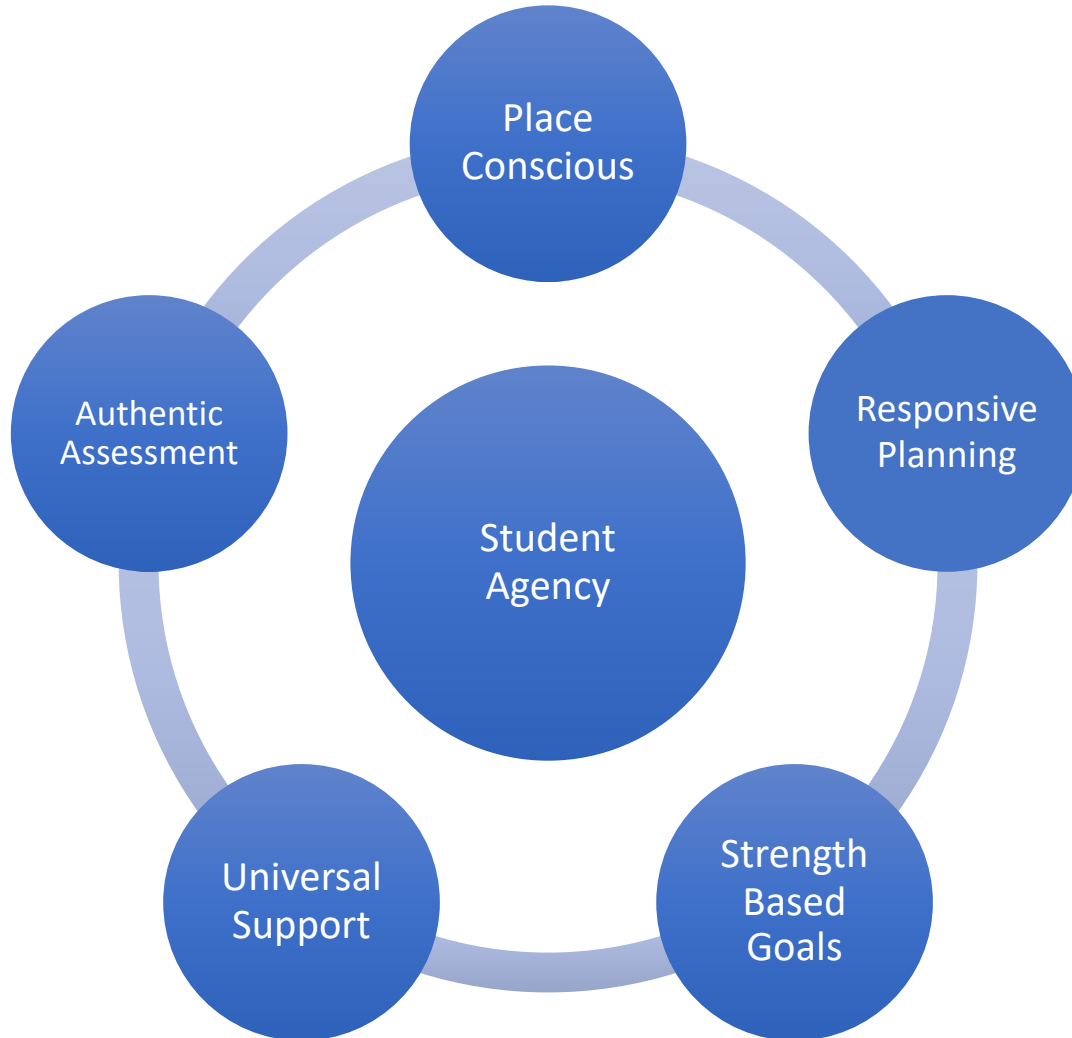


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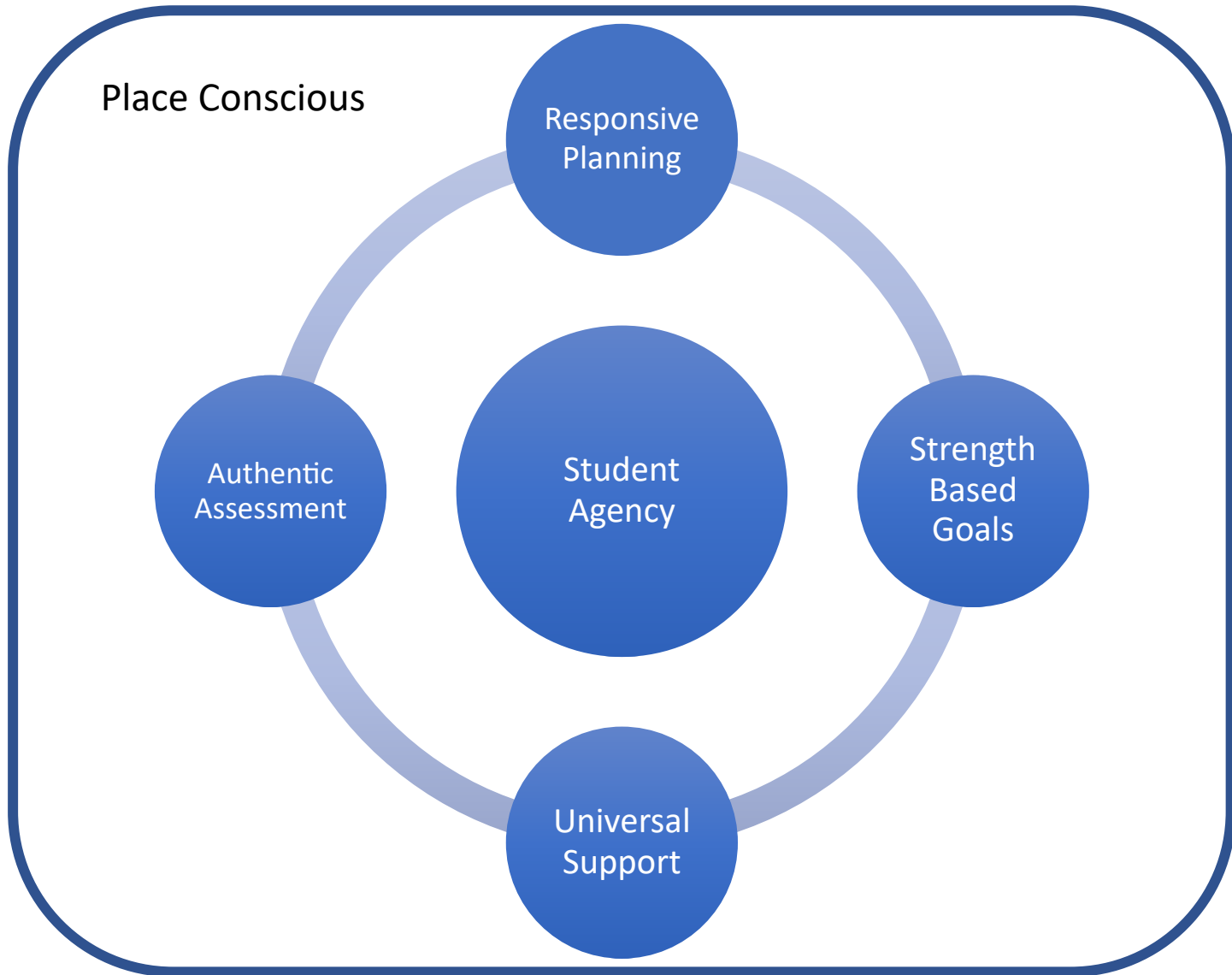
# Thinking Back

- What do you remember from last session?
- What questions are coming up?

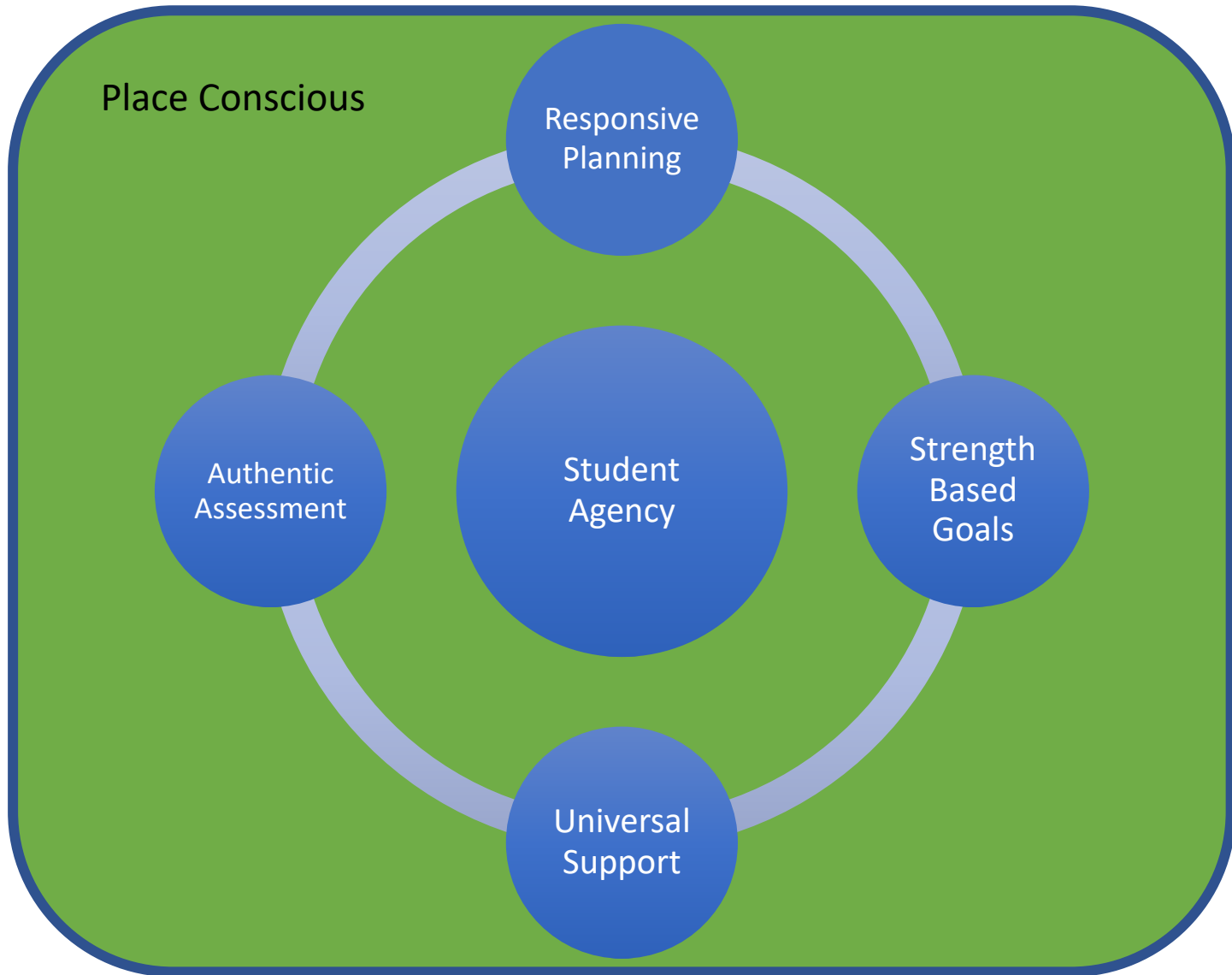
# Guiding Principles of a Renewed IEP



# Guiding Principles of a Renewed IEP



# Guiding Principles of a Renewed IEP



# Competency Based IEP (CBIIEP)

# Inclusive & Competency Based IEP (ICBIEP)



# Why does **place** matter?

- Historically, Individual Education Plans (**IEPs**) have **not** been connected to **place** and have historically been implemented in **one place** (self contained or segregated setting)
- **Place** connects individuals to others who are in the **community** to learn with
- **Purpose** is connected to **place**
- Place connects to an **inclusive vision** – the more places an individual is included in, with meaning, the better!

# Place Based Planning for IEPs

- Where am I learning?
- Who am I in this place?
- Who am I with in this place?

# Place Based Planning for IEPs

- Where am I learning?

**How do we **increase** the places where  
students feel contribution  
and belonging?**

# Place Alignment Planner: Elementary

<b>Student:</b>		<b>Grade:</b>	<b>Enrolled Class/ Grade:</b>	<b>Start Date:</b>	<b>Next Check in Date:</b>	
<b>Plan is Aligned to:</b>		<input type="checkbox"/> <b>Academics</b>	<input type="checkbox"/> <b>Electives</b>	<input type="checkbox"/> <b>In-School Activities</b>	<input type="checkbox"/> <b>Out-of-School Activities</b>	
<b>Student interest and/or Family Priority</b>	<b>Possible Place Opportunities</b> (Typical Peer Opportunities)	<b>Aligned</b>	<b>Next Step</b>	<b>As soon as Possible:</b>	<b>Not a priority at this time:</b>	
		<b>What this means:</b> Student is enrolled and attending  <b>Next Step:</b> Inclusive IEP Goals for Place	<b>What this means:</b> Student is enrolled and attending sometimes  <b>Next Step:</b> Plan for and prepare place (Target teachers & peers)	<b>What this means:</b> Student is enrolled, not yet attending  <b>Next Step:</b> Plan for new place (Target student & family)	<b>What this means:</b> Student is receiving supplemental programming <b>Next Step:</b> Re-evaluate student needs at next check in	

## Place Alignment Planner: Elementary

<b>Student:</b> Vinaj P.		<b>Grade:</b> 2	<b>Enrolled Class:</b> Ms. Yee Grade 2	<b>Start Date:</b> October 15, 2020	<b>Next Check in Date:</b> Nov. 30, 2020	
<b>Plan is Aligned to:</b>		✓ <b>Academics</b>	✓ <b>Electives</b>	☐ <b>In-School Activities</b>	☐ <b>Out-of-School Activities</b>	
<b>Student interest and/or Family Priority</b>	<b>Possible Place Opportunities</b> (Typical Peer Opportunities)	<b>Aligned</b>	<b>Next Step</b>	<b>As soon as Possible:</b>	<b>Not a priority at this time:</b>	
		<b>What this means:</b> Student is enrolled and attending  <b>Next Step:</b> Inclusive IEP Goals for Place	<b>What this means:</b> Student is enrolled and attending sometimes  <b>Next Step:</b> Plan for and prepare place (Target teachers & peers)	<b>What this means:</b> Student is enrolled, not yet attending  <b>Next Step:</b> Plan for new place (Target student & family)	<b>What this means:</b> Student is not enrolled or attending and receiving supplemental programming <b>Next Step:</b> Re-evaluate student needs at next check in	
	Outside before school			•		
	Arrival & morning meeting			•		
•	Reader's workshop	•				
•	Recess		•			
•	Literacy & Math Centers		•			
•	Math Workshop				Explicit Numeracy	
	Lunch			•		
	Art				SLP Support	
•	Music			•		
•	Gym		•			
	Science/Socials				Autism Support	

# Place Alignment Planner – Middle and Secondary

<b>Student:</b> Sharice L. <b>Grade:</b> Grade 11		<b>Enrolled Classes:</b> Grade 11 Cohort		<b>Start Date:</b> Feb. 6, 2019		<b>Next Check in Date:</b> Oct. 1, 2019	
<b>Plan is Aligned to:</b> <input checked="" type="checkbox"/> <b>Academics</b> <input checked="" type="checkbox"/> <b>Electives</b> <input type="checkbox"/> <b>In-School Activities</b> <input type="checkbox"/> <b>Out-of-School Activities</b>							
Student interest and/or Family Priority	Possible Place Opportunities (Typical Peer Opportunities)	Aligned	Next Step	As soon as Possible:	Not a priority at this time:		
		<b>What this means:</b> Student is enrolled and attending  <b>Next Step:</b> Inclusive IEP Goals for Place	<b>What this means:</b> Student is enrolled and may or may not be attending  <b>Next Step:</b> Plan for and prepare place (Target teachers & peers)	<b>What this means:</b> Student is not yet enrolled or attending  <b>Next Step:</b> Plan for new place (Target student & family)	<b>What this means:</b> Student is not enrolled or attending/ replacement. programing offered  <b>Next Step:</b> 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		•				

# Place Conscious Planning for IEPs

- Where am I learning?
- Who am I in this place with?

**How do we connect IEP plans to a  
community in the place  
(and not just an add on)?**



<b>Class Review for :</b>	<b>Teacher:</b>	<b>Date:</b>
<b>We can plan for our students by getting to know the:</b>		
<b>Interests &amp; Identities of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>
<b>Based on the interests, strengths and stretches of this class:</b>		
<b>The BIG question or inquiry I have for this class:</b>		
<b>We can try to answer this question by making a plan to try something new:</b>	<b>We can answer these question by reducing barriers in the classroom:</b>	
<b>Decision: Something I want to try</b>	<b>Decision: Barriers to Learning (UDL)</b>	<b>Decision: Barriers to Equity (Reconciliation)</b>
<b>We can meet this goal(s) by targeting core competencies chosen as a community:</b>		
<b>Decision: Targeted competencies to target for this class</b>		



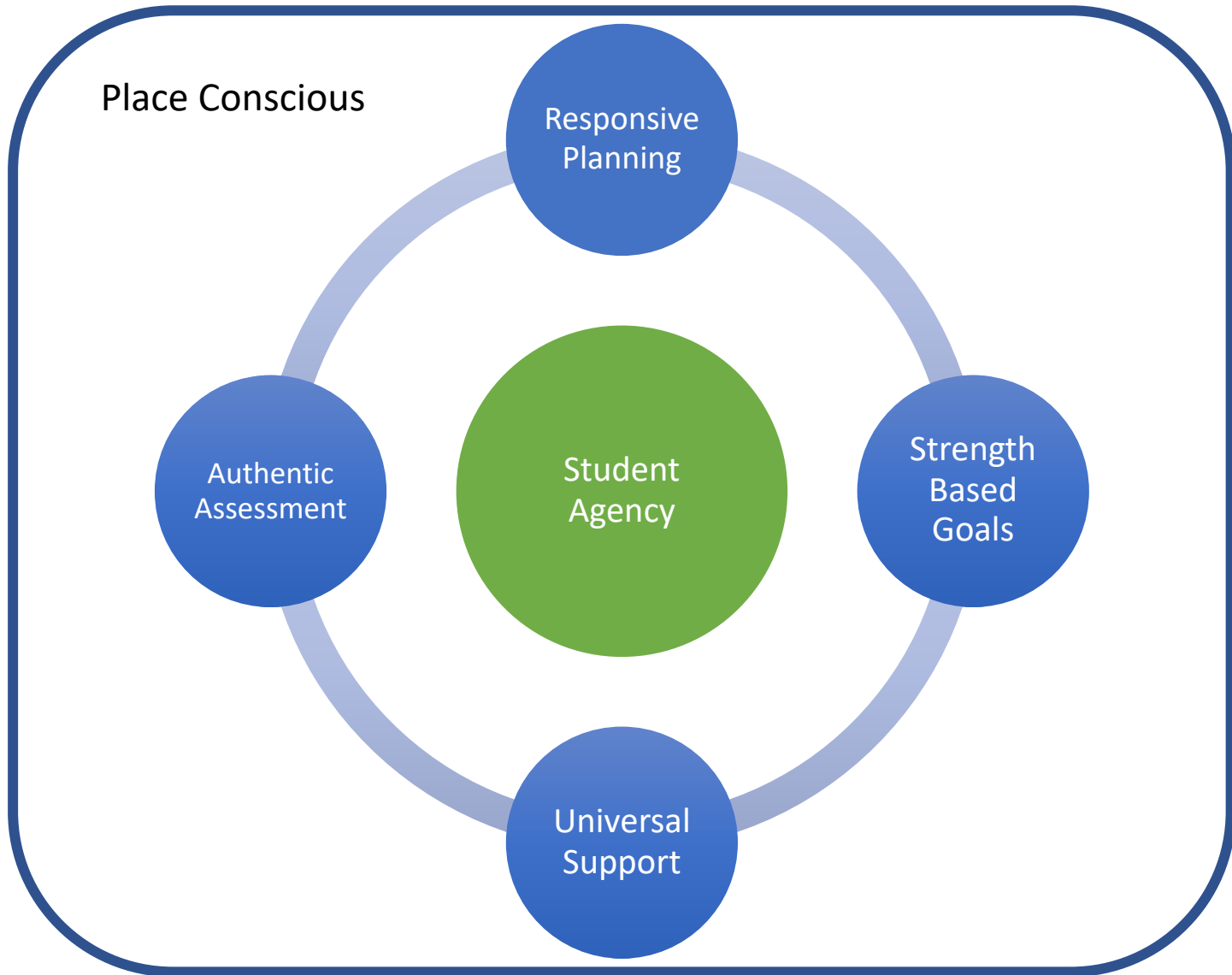
Class Review for: Kindergarten		Teacher: M. Sundaren, S. Johal (ST), 1 EA (FT)	Date: Nov. 2020
We can plan for our students by getting to know the:			
Interests & Identities		Classroom Strengths	Classroom Stretches
<b>Interests:</b> soccer, video games, technology, discussions, cooking, playing outside, math, reading, being creative, movies, jokes <b>Identities:</b> Kind, Inclusive, Happy, Creative, Smart, Active, Polite, Friendly, Unique, Bilingual, Energetic, Religion		<b>Strengths:</b> Helpful, funny, have adapted well to new routines, kind, loving, caring, get along with each other, play, hands on, diverse, families, Dojo, discussions, circle	<b>Stretches:</b> reading levels, fine motor skills, writing (expanding ideas, complete sentences), self confidence, taking risks, asking questions, intrinsic motivation
Based on the interests, strengths and stretches of this class:			
The BIG question or inquiry I have for this class: I would like to support my students to get better at: self regulation, independence and ownership, connections, number talks			
We can respond to this class by making a plan to try something new:		We can respond to this class by reducing barriers in the classroom:	
Decision: Somethings I want to try		Decision: Reducing Barriers to Learning	Decision: Reducing Barriers to Equity
<ul style="list-style-type: none"> <li>Building student confidence</li> <li>Student agency</li> <li>Self regulated learning</li> <li>Designing engaging activities and lessons</li> <li>Purposeful teaching</li> <li>Giving meaningful feedback, supporting student self assessment</li> </ul>		<b>Engagement</b> <ul style="list-style-type: none"> <li>9.1-helping students set learning goals that build confidence and help them take ownership of their learning</li> </ul> <b>Representation</b> <ul style="list-style-type: none"> <li>2.1 Pre-teaching important vocabulary, symbols, numbers labels in many ways (written, oral, visual examples)</li> <li>2.2 Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.)</li> </ul> <b>Expression</b> <ul style="list-style-type: none"> <li>6.3 teaching students to organize their evidence and determine their best examples of learning</li> </ul>	<b>Equity Commitment:</b> <ul style="list-style-type: none"> <li>Class and team building activities to promote peer support (while also navigating COVID restrictions)</li> <li>Use cooperative learning structures while also navigating COVID restrictions)</li> </ul> <b>Reconciliation Commitment:</b> <ul style="list-style-type: none"> <li>Learning takes patience and time</li> </ul>
Decision: We can respond to this class by targeting core competencies chosen as a community:			
Teacher chosen: Communication			
Class chosen:			

Class Review for: English 9		Teacher: Ms. N, Ms. V (Support), MM & TE (EAs)	Date: Nov. 2020
We can plan for our students by getting to know the:			
Interests & Identities of the class		Classroom Strengths	Classroom Stretches
<b>Interests:</b> Video games, sports, reading, dance, <b>(will ask students)</b> <b>Identities: (will ask students)</b> <b>Representation:</b> LBGTQ2S+, Disability, Cultural/Ethnic Backgrounds		<b>Strengths</b> – reading, focused, on task, working in pairs/ groups of three, following instructions <b>(will ask students)</b>	<b>Stretches</b> – staying focused, attending, note taking/ following along, connecting learning to the real world, written output <b>(will ask students)</b>
Based on the interests, strengths and stretches of this class:			
<b>The BIG question or inquiry I have for this class:</b> How to help them to get better at: <b>1.</b> Writing <b>2.</b> being able to express their ideas <b>3.</b> analyzing and synthesizing ideas <b>4.</b> connecting learning to their lives			
We can respond to this class by making a plan to try something new:		We can respond to this class by reducing barriers in the classroom:	
Decision: Something I want to try		Decision: Reducing Barriers to Learning	Decision: Reducing Barriers to Equity
<ul style="list-style-type: none"> <li>• Give/ teach access to assistive technology to increase output and independence</li> <li>• Organize scribing support for students</li> <li>• Incorporate multiple methods of expression</li> </ul>		<b>Engagement (9.1)</b> - helping students set/ choose learning goals that build confidence and help them take ownership of their learning <b>Representation (1.1)</b> – sharing new information in different formats <b>Expression (6.3)</b> - teaching students to organize their evidence and choose their best examples of learning	<b>Equity Commitment:</b> <ul style="list-style-type: none"> <li>• We can use cooperative learning structures (incorporate new techniques)</li> <li>• We can seek multiple perspectives</li> </ul> <b>Reconciliation Commitment:</b> <ul style="list-style-type: none"> <li>• Learning involving generational roles</li> <li>• Learning involves recognizing the consequences of one's actions</li> <li>• Learning is holistic, reflexive, reflective, experiential and relational</li> </ul>
Decision: We can respond to this class by targeting core competencies chosen as a community:			
<b>Teacher chosen:</b> Personal Awareness & Responsibility, Thinking (Creative & Critical Thinking) <b>Class chosen: (will ask students)</b>			

# Place Conscious Planning for IEPs

- Who am I in this place?

# Guiding Principles of a Renewed IEP



**Strengths**

**Stretches**

**Identities**

**Goals**

**Interests**

What are student **dimensions** that  
we develop & capture to help students be  
agents of their learning?

**Strategies**

**Needs**

**Barriers**

**Supports**

# Who am I? Profile

## Who am I? Profile

**Words that describe me:**

**My favourite books/stories:**

**Things I like to do when I'm alone:**

**Things I'm very good at or interested in:**

**Things I like to do with my family:**

**Things I like to do with my friends:**

**Things I like (or need) you to know about me:**

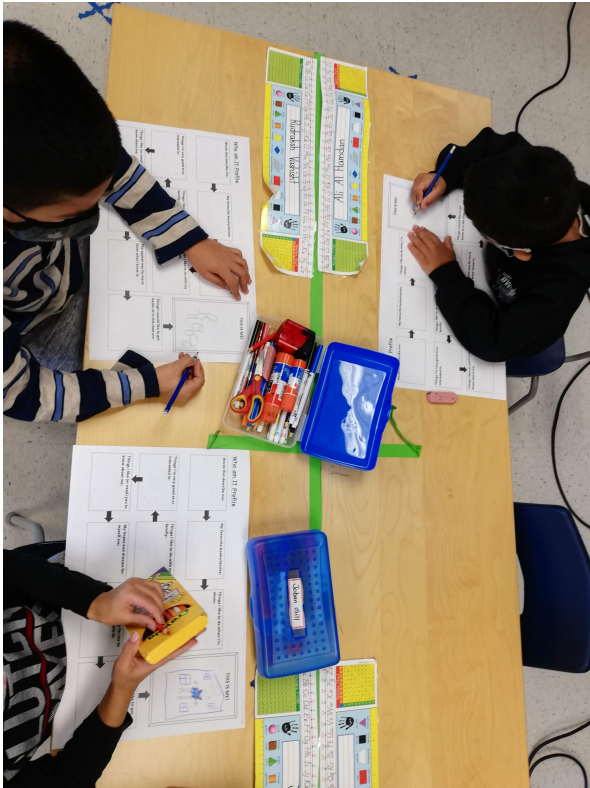
**My hopes and dreams for myself are:**

**The easiest way for me to show what I know is:**

**Things I would like to get better at in this class are:**

**THIS IS ME!**

# Richardson Elementary



# Help us get to know \_\_\_\_\_!

Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____  How do you know _____?	Who is _____?  What words would you use to describe _____?	What is _____ interested in?  What does _____ like to do on their own, with their family and friends?	What is _____ good at?  What could _____ teach others?	What is hard for _____ but they can still do?  What do you think _____ is is something _____ wants to get better at?	What does _____ need a lot of support wit?  What is something that _____ might not be able to do on their own yet?
Person 1: _____					
Person 1: _____					
Person 1: _____					
Person 1: _____					

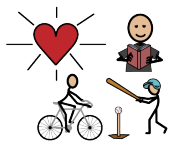


## Help us get to know Juni!

Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____  How do you know _____?	Who is <b>Juni</b> ?  What words would you use to describe <b>Juni</b> ?	What is <b>Juni</b> interested in?  What does <b>Juni</b> like to do on their own, with their family and friends?	What is <b>Juni</b> good at?  What could <b>Juni</b> teach others?	What is hard for <b>Juni</b> but she can still do?  What do you think is something <b>Juni</b> wants to get better at?	What does <b>Juni</b> need a lot of support with?  What is something that <b>Juni</b> might not be able to do on his own yet?
Person 1: Rita  Mom	Kind, Strong, Smart	Watching me sew, taking pictures with my phone	Patience, she notices everything, she's so observant	Waking up! Trying new foods	Calming down when she is upset or frustrated, sleeping, eating enough
Person 2: Frank  Dad	An athlete, she's happy, but don't get her mad, we are Ukrainian!	Watch Great British Baking Show with her mom Watching salmon in the river, helping me bake	A great listener, being present	Independence, connecting	She worries I think, I wonder if her worrying gets her upset
Person 3: Kiran  Friend	Nice, funny	BC Lions, playing with water, we go to the movies, we watched Star Wars	I dunno, we hangout and just talk and stuff	Maybe Juni wants to get better at football	I think Juni would love to talk more, but I think maybe she needs an iPad and that's ok to talk with too
Person 4: Matty  Younger cousin	We play, funny	Whale Sharks, camping, swimming	She plays with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	Maybe talking more

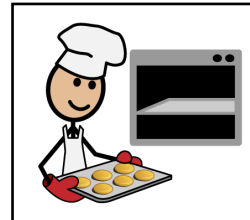
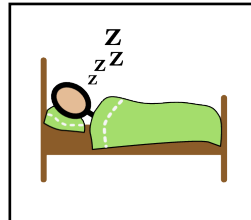
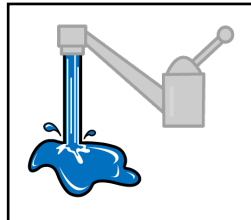
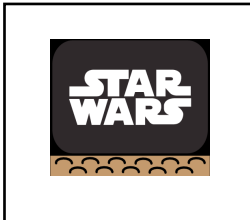
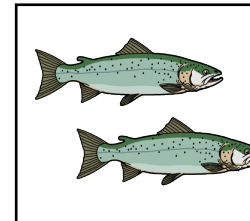
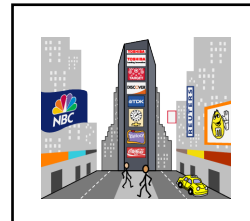
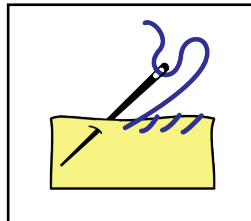
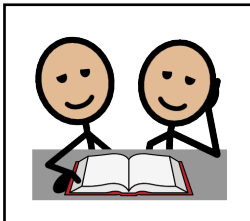
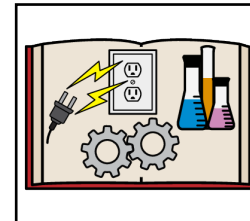
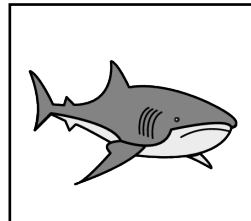
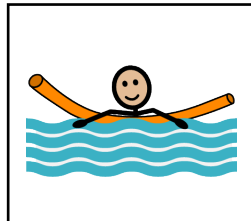
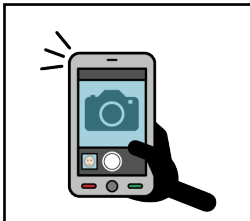
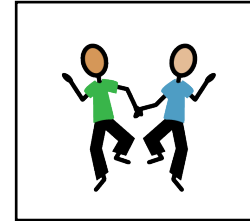
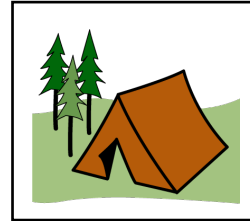
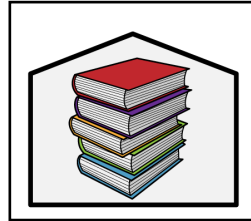
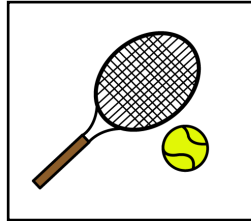
## Help us get to know Juni!

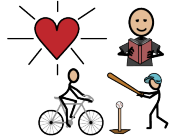
Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____  How do you know _____?	Who is <b>Juni</b> ?  What words would you use to describe <b>Juni</b> ?	What is <b>Juni</b> interested in?  What does <b>Juni</b> like to do on her own, with her family and friends?	What is <b>Juni</b> good at?  What could <b>Juni</b> teach others?	What is hard for <b>Juni</b> , but she can still do?  What do you think is something <b>Juni</b> wants to get better at?	What does <b>Juni</b> need a lot of support with?  What is something that <b>Juni</b> might not be able to do on her own yet?
Person 1: Mr. Lopez  Teacher	Strong willed, smart, keen, a learner	Reading with her classmates, science topics	Being with her peers, she notices everything, asking for help	Communicating with her peers	Reading (decoding)
Person 1: Benny  EA	Funny, a learner!	Taking naps/ resting, fashion – always well dressed	She knows what she likes, communicating when she's frustrated	Making friends	Fatigue
Person 3: Ms. Turner  SLP	So joyful!	Sights and sounds around her	Making choices, using picture symbols	Using the iPad for augmentative communication	Support for her communication e.g. wants and needs, asking questions
Person 1: Jennifer  Classmate	Happy, friendly	Dancing, playing tennis, camping	She's good at playing, and singing, she has great style- love her hair	talking	I'm not sure
Person 1: Bilal  Classmate	Funny, sometimes she's mad and makes a lot of noise	Reading, laughing, video games	She's a good friend, She is special to me	Video games	Talking



# Building my Student profile: What are my INTERESTS?

## Choice Board





## Building my Student profile: What are my INTERESTS?

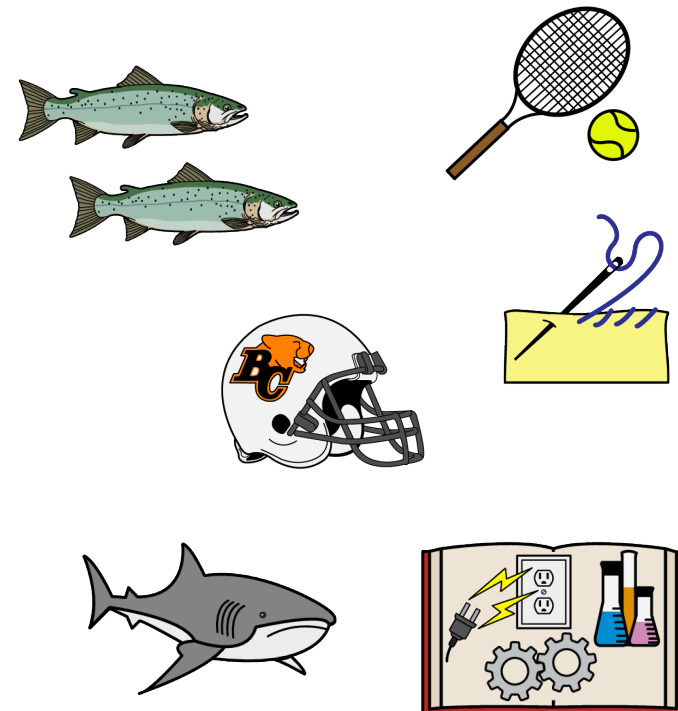
**INTERESTS** can be things I like to do on my own, with my family, or with my friends.

I like to:



**INTERESTS** can be things we want to learn more about.

I want to learn about:





BRITISH  
COLUMBIA

MyEducationBC

# Individual Education Plan

## Student Details

	<b>Student Name:</b>	<input type="text"/>	<b>Primary Ministry Designation:</b>	<input type="text"/>
	<b>Grade:</b>	<input type="text"/>	<b>Additional Designation(s):</b>	<input type="text"/>
	<b>PEN:</b>	<input type="text"/>	<b>IEP Date:</b>	<input type="text"/>
	<b>Date of Birth:</b>	<input type="text"/>	<b>Case Manager:</b>	<input type="text"/>
	<b>Student Support Team:</b>		<b>Role:</b>	
	<input type="text"/>		<input type="text"/>	
	<input type="text"/>		<input type="text"/>	
	<input type="text"/>		<input type="text"/>	
	<b>Parent/Guardian consulted on:</b>		<input type="text"/>	

My Personal Profile	
My Interests:	<div>Evidence:</div> <div></div>
My Learning Preferences:	<div>Evidence:</div> <div></div>
What you need to know about me:	<div>Evidence:</div> <div></div>

My Learning Profile			
<div> <div></div> <div>Thoughts from my team.</div> </div>	<div> <div>Personal</div> <div>What I am able to do on my own.</div> </div>	<div> <div>Social</div> <div>What I am able to do with others.</div> </div>	<div> <div>Intellectual</div> <div>How I think.</div> </div>
My Strengths			
My Stretches			



School District #1	Inclusive Education Plan
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Student Details				
	Student Name	Ben Sharpe	Primary Designation	C - Cognitive Disability
	Grade	Kindergarten	Additional Designation	H - Hearing Impairment
	Student Number	1111111	IEP Review Date	October 30, 2021
	Date of Birth	Sept 16, 2015	Case Manager	Ms. Campbell
	Student Support Team		Role	
	Mrs. L & Mrs. Sharpe		Parents	
	Ms. Jacobson		Classroom Teacher	
	Ms. P		Hearing Resource Teacher	
	Mr. Lee		Educational Assistant	
	Ms. Nolan		Speech & Language Pathologist	
	Parent/Guardian Consultation Date			October 30, 2020

My Personal Profile	Link to Evidence: Digital Portfolio (Video Profile)
*Thoughts from my team	
My Identities	I am ... "funny" *Down Syndrome, Two Mom Household
My Interests	I love... "Paw Patrol, moms, beach" * being read to, eating! singing!
My Needs	I need..." lunch" * Patience, calmness, structure, to be with my peers, to laugh, lots of breaks

My Learning Profile	Link to Evidence:		
* Thought from my family and/ or team	Personal	Social	Learning
My Strengths	* B knows what he likes and doesn't like * can independently use the washroom and eat his lunch (loves food)	* he loves being with his peers, he plays well when activities are structured * loves to help out with jobs	* B is great at making choices and communicating his preferences * loves to learn about his interests
My Stretches	* referencing peers to determine how to act, levels of noise * increasing engagement and persevering when things are challenging	*learning how to get attention in socially appropriate ways * communicating when he needs to take a break	* getting B to engage with text is hard * has a hard time working on activities that are non-preferred

School District	Inclusive Education Plan
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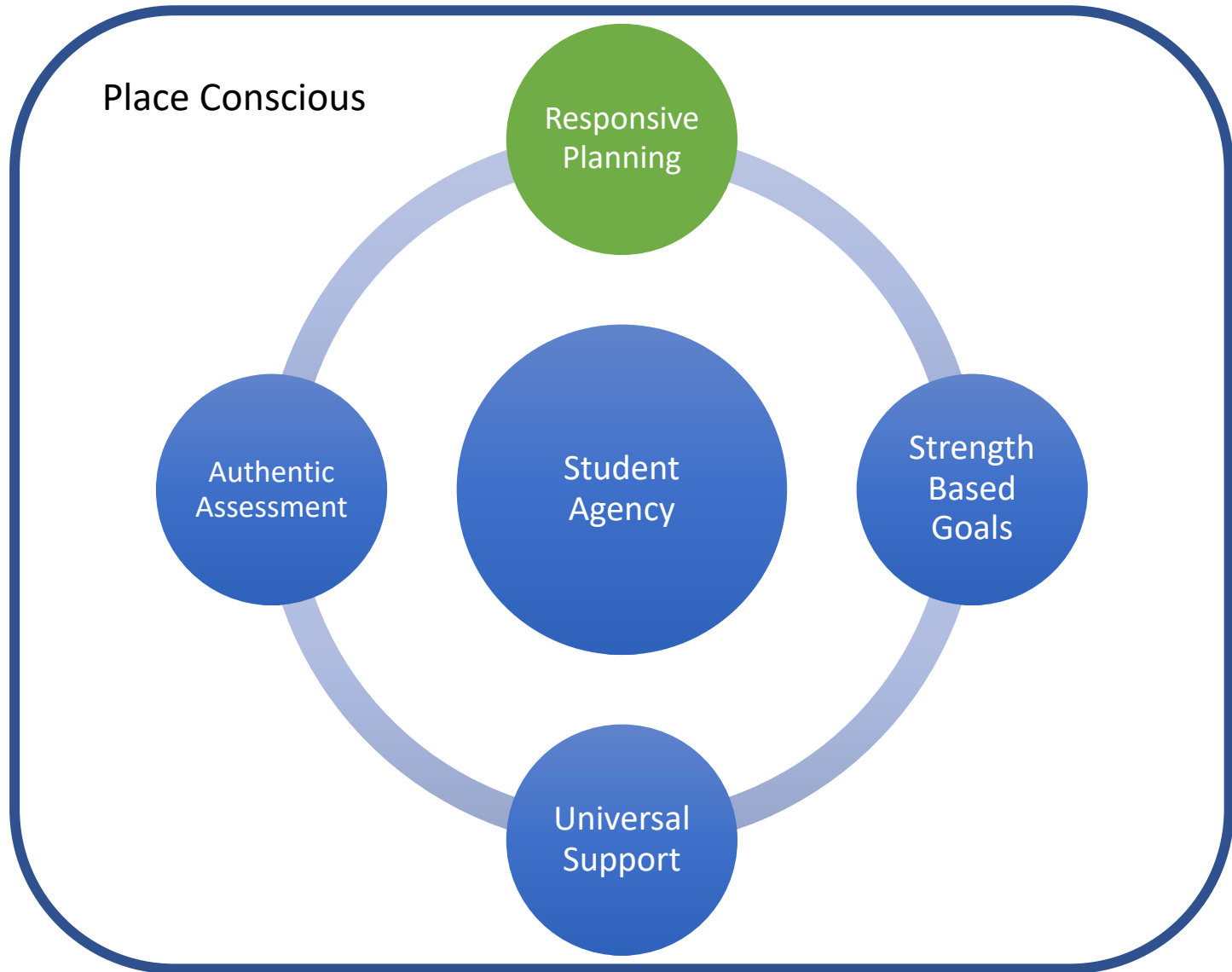
Student Details				
	Student Name	Nella John	Primary Designation	Learning Disability
	Grade	8	Additional Designation	
	Student Number	6867678	IEP Review Date	May 05, 2020
	Date of Birth	Jan 20, 2006	Case Manager	D. Creek
	Student Support Team		Role	
	S. Althuis	Parent (mother)		
	S. John	Parent (father)		
	L. Aracama	Counsellor		
	J. Gill	Youth Worker		
	R. Che	Principal		
	Parent/Guardian Consultation Date			October 18, 2019

My Personal Profile	Link to Evidence: Student Portfolio
My Identities	<p>"I have a lot of cousins, so my family is big. Some of my family are from other countries."</p> <p>* Nella has two homes that she shares her time between</p>
My Interests	<p>"I really like anime, especially Dragon Ball Z. I also like drawing"</p> <p>* Showing a lot of interest and skill in the arts</p> <p>* Enjoys making cross-curricular connections within her subject classes</p>
My Needs	<p>"I like it when teachers will work with me to help me understand better. Sometimes I need more time. I also like when I have someone to talk to. It helps when I can think about my worries out loud."</p> <p>* Strengthen organization and time management</p> <p>* Managing her worries and emotions</p>

My Learning Profile	Link to Evidence:		
* Thought from my family and team	Personal	Social	Learning
My Strengths	"I know what my feelings are when I'm having them."	"I have 2 best friends that I like to spend time with."	"I am really good at finding ways to be creative with my work."
My Stretches	"Sometimes, I have anxiety around new people."	"I don't like talking to people I don't know."	<p>"Sometimes, I have a hard time writing."</p> <p>* organizing thinking within written tasks</p>



# Guiding Principles of a Renewed IEP



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