

# Nexwlélexm (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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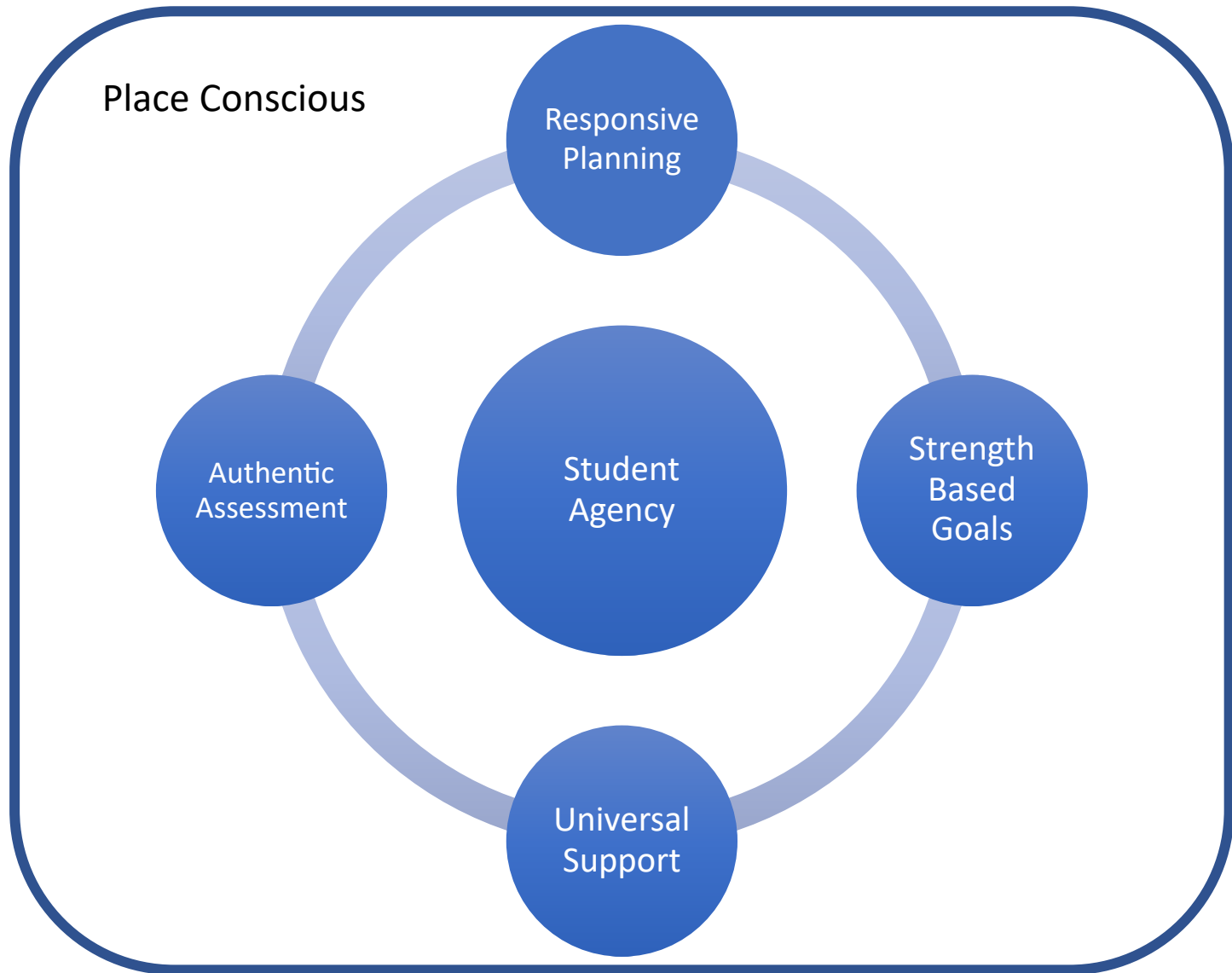
[www.blogsomemoore.com](http://www.blogsomemoore.com)



# Thinking Back

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

# Guiding Principles of a Renewed IEP





BRITISH  
COLUMBIA

MyEducationBC

# Individual Education Plan

## Student Details

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

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>

# Place Alignment Planner

- For students who are **not included** in any places
- For students who are **partially included** in some places
- For students who are **existing**, but not belonging in an inclusive place (AND may have some **anxiety** and/or **challenging behaviour**)
- **NOT** for students who are already included
- **NOT** for students who are not having anxiety and/or challenging behaviour

# Place Alignment Planner:

<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	

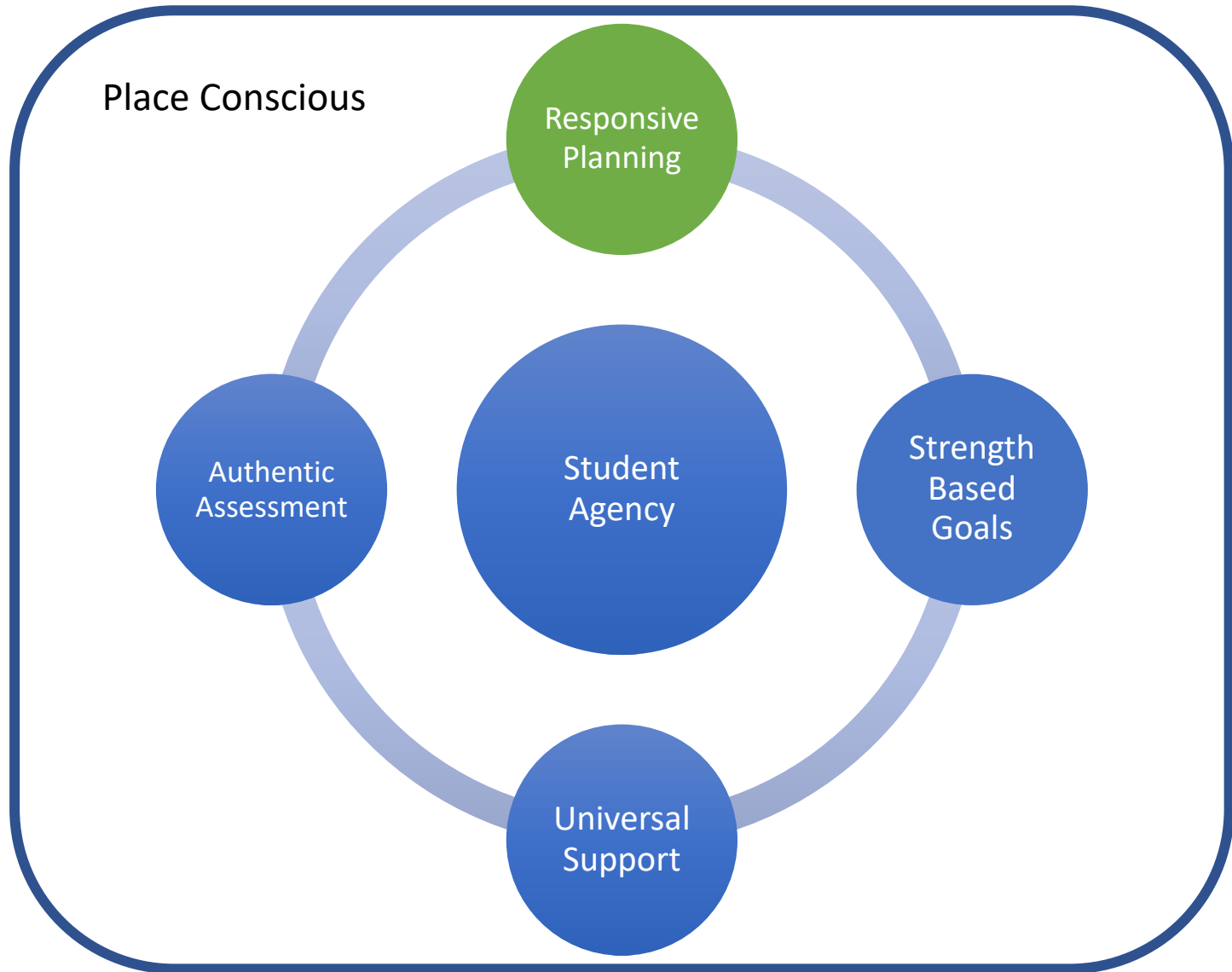
## Place Alignment Planner: Elementary

<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>	<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 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		•				

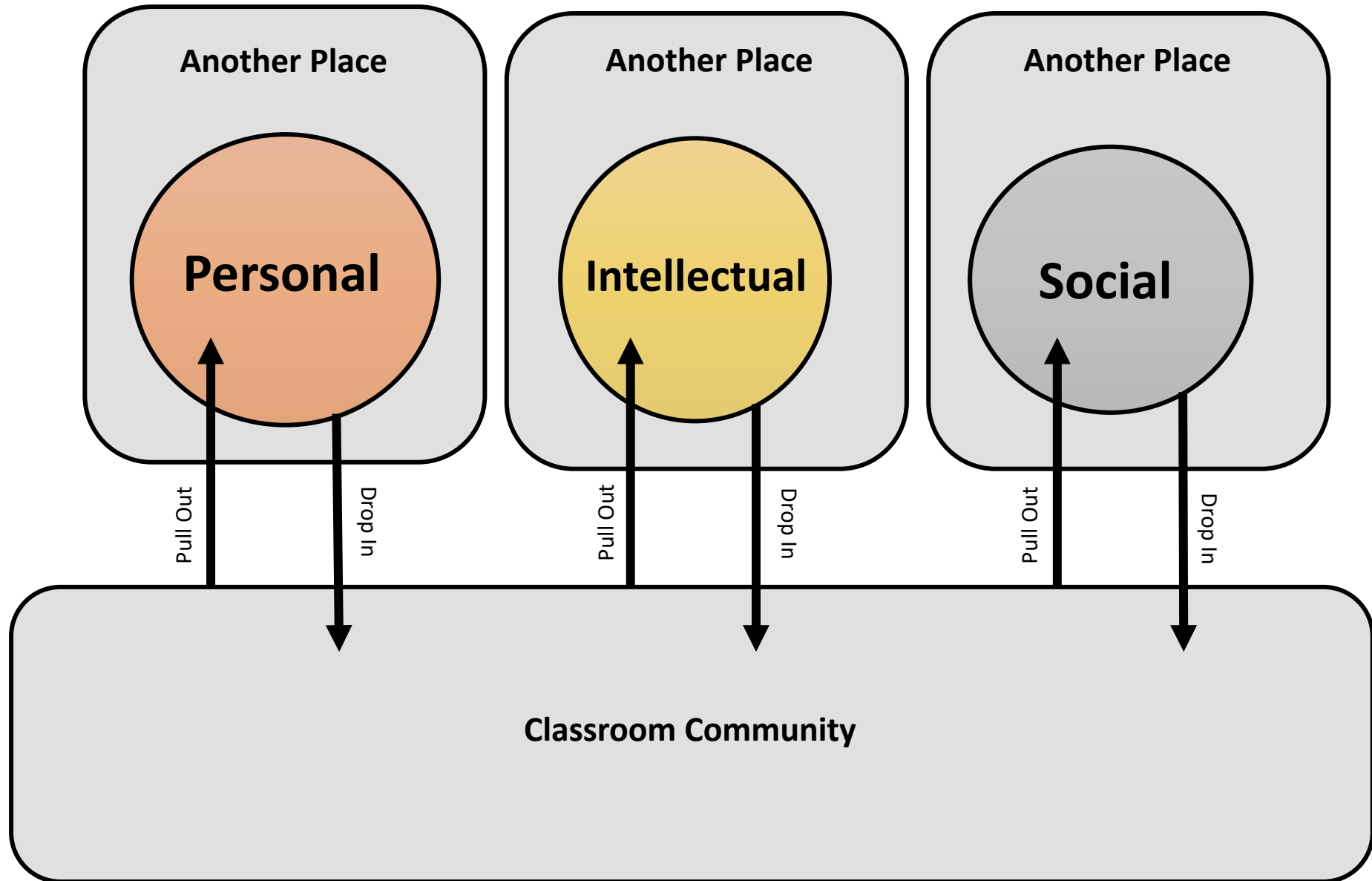
# Guiding Principles of a Renewed IEP



# Responding to place through purpose

- Inclusive lenses
  1. Personal Purpose
  2. Social Purpose
  3. Intellectual Purpose
  4. Curricular Purpose
- These purposes guide all of us in knowing how to be successful in all the places they go

# Old Paradigm: Pull students out to address deficit areas and then drop them back into a classroom

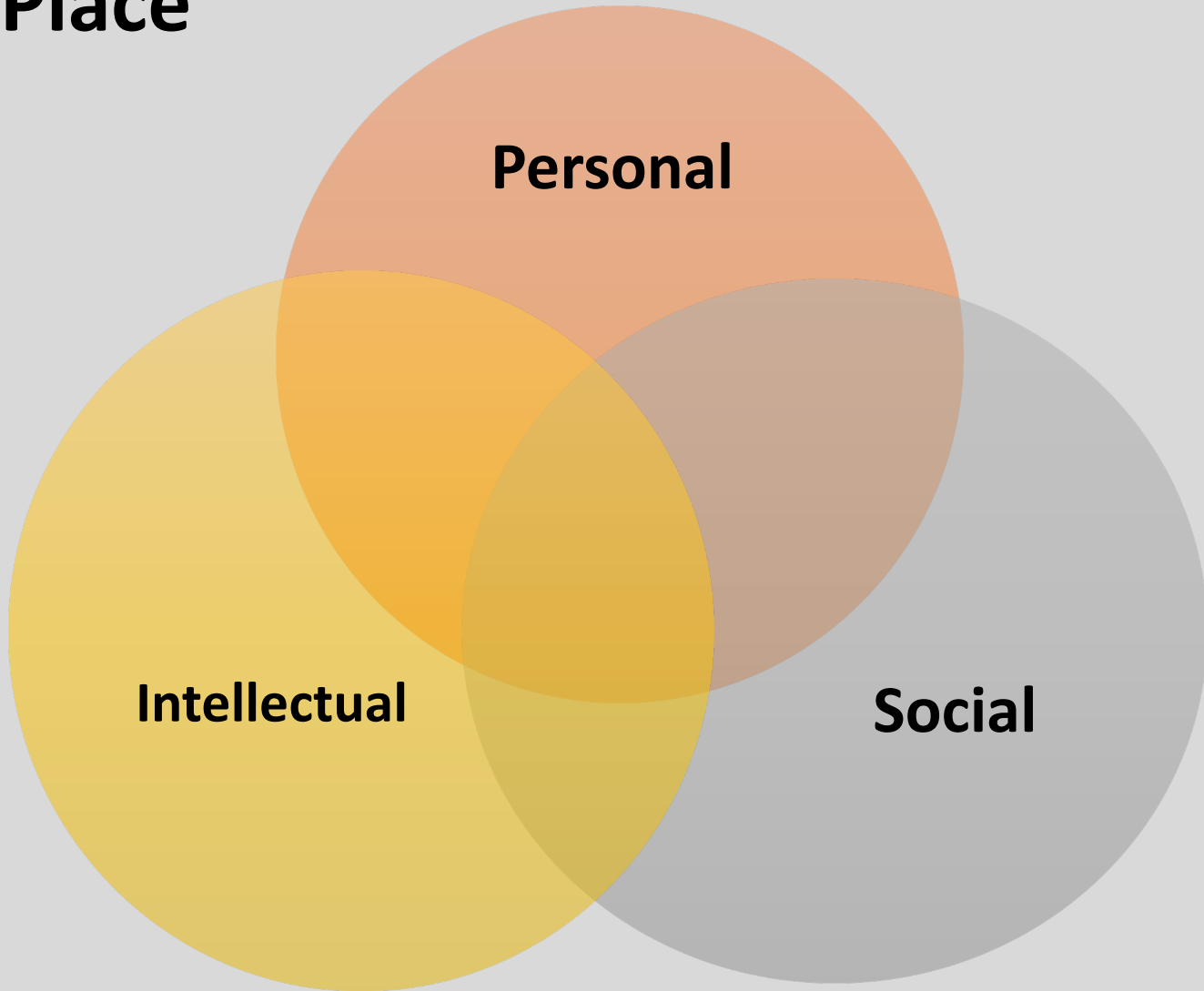


**Place**

**Personal**

**Intellectual**

**Social**



# Responsive Planning

- Choosing goal areas based on a need (stretch) of an individual or community
  - Instead of trying to cover goals, or try to “fix” deficits
- Choosing goal areas with input from students (and families) that reflect the areas that they (and their family) value and want to grow in

# CB IEP V.11

My Learning Profile			
<input type="checkbox"/> <i>Thoughts from my team.</i>	<b>Personal</b> <i>What I am able to do on my own.</i>	<b>Social</b> <i>What I am able to do with others.</i>	<b>Intellectual</b> <i>How I think.</i>
<b>My Strengths</b>			
<b>My Stretches</b>			
<b>My Focus Area This Year</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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

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

<b>My Learning Profile</b>	<b>Link to Evidence:</b>		
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<b>My Strengths</b>	* 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
<b>My Stretches</b>	* 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

Areas I want to focus on this year



<b>Competencies that can help me set goals</b>	<ul style="list-style-type: none"> <li>Personal Awareness &amp; Responsibility</li> <li>Positive Personal &amp; Cultural Identity</li> </ul>	<ul style="list-style-type: none"> <li>Communicating</li> <li>Collaborating</li> <li>Social Awareness &amp; Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Creative Thinking</li> <li>Critical Thinking &amp; Reflective Thinking</li> </ul>
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## Ben - Kindergarten

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
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Areas I want to focus on this year	√	√	√
Competencies that can help me set goals	<ul style="list-style-type: none"> <li>Personal Awareness &amp; Responsibility</li> <li>Positive Personal &amp; Cultural Identity</li> </ul>	<ul style="list-style-type: none"> <li>Communicating</li> <li>Collaborating</li> <li>Social Awareness &amp; Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Creative Thinking</li> <li>Critical Thinking &amp; Reflective Thinking</li> </ul>



Determined by Student & Family



School District	Inclusive Education Plan
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Student Details			
	Student Name	Nella John	Primary Designation
	Grade	8	Additional Designation
	Student Number	6867678	IEP Review Date
	Date of Birth	Jan 20, 2006	Case Manager
	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

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My Identities	"I have a lot of cousins, so my family is big. Some of my family are from other countries." * Nella has two homes that she shares her time between
My Interests	"I really like anime, especially Dragon Ball Z. I also like drawing" * Showing a lot of interest and skill in the arts * Enjoys making cross-curricular connections within her subject classes
My Needs	"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." * Strengthen organization and time management * Managing her worries and emotions

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My Stretches	"Sometimes, I have anxiety around new people."	"I don't like talking to people I don't know." * engaging in social dialog with unfamiliar peers and adults	"Sometimes, I have a hard time writing." * organizing thinking within written tasks

The areas that I want to focus on this year



Competencies that can help me set goals	Personal Awareness & Responsibility  Positive Personal & Cultural Identity	Communicating  Collaborating  Social Awareness & Responsibility	Creative Thinking  Critical Thinking & Reflective Thinking
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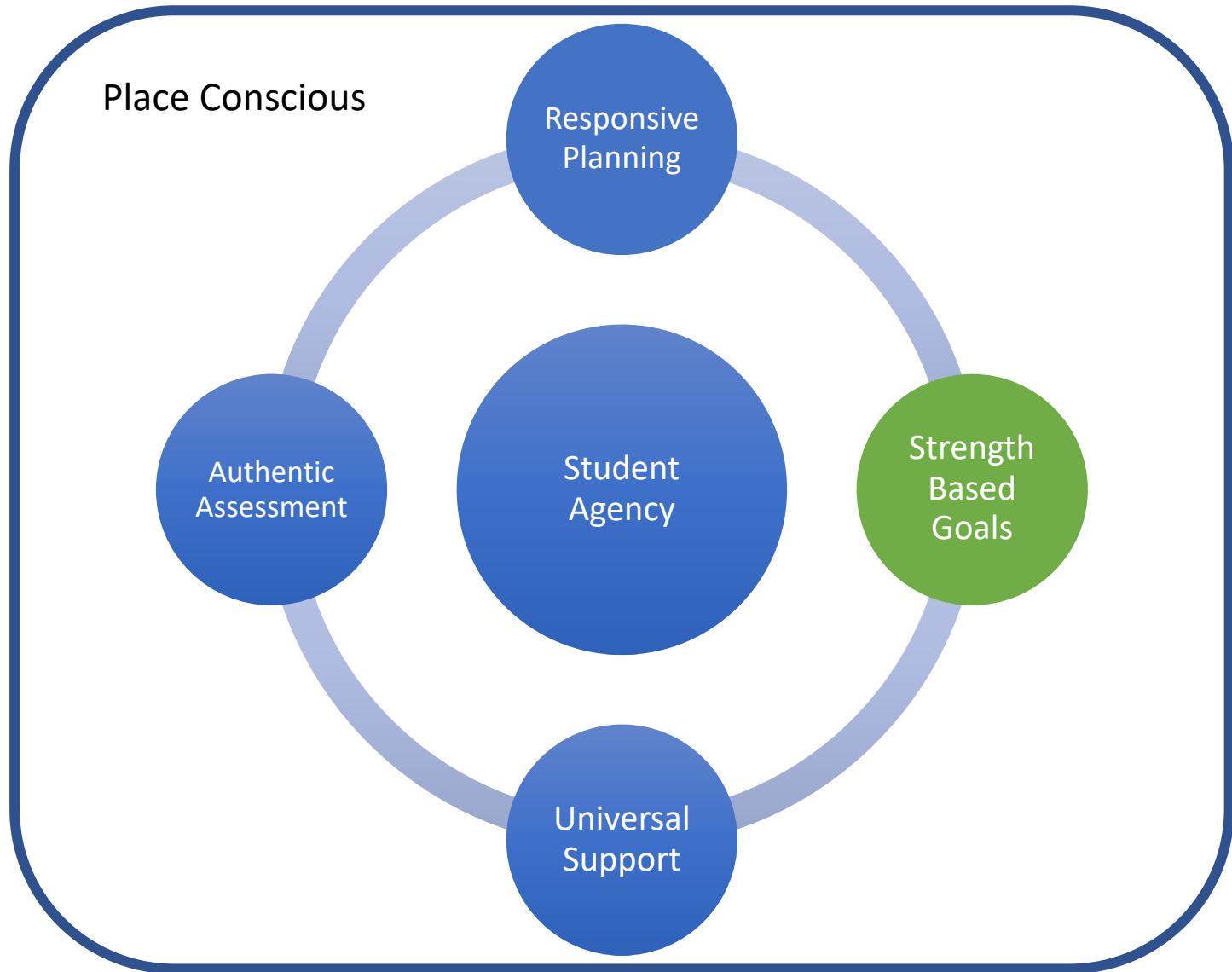
## Nella – Grade 9

<b>My Learning Profile</b>	<b>Link to Evidence:</b>		
<b>* Thought from my family and team</b>	<b>Personal</b>	<b>Social</b>	<b>Learning</b>
<b>My Strengths</b>	"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."
<b>My Stretches</b>	"Sometimes, I have anxiety around new people."	"I don't like talking to people I don't know." * engaging in social dialog with unfamiliar peers and adults	"Sometimes, I have a hard time writing." * organizing thinking within written tasks
<b>The areas that I want to focus on this year</b> <div> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> </div>			
<b>Competencies that can help me set goals</b>	<b>Personal Awareness &amp; Responsibility</b>  <b>Positive Personal &amp; Cultural Identity</b>	<b>Communicating</b>  <b>Collaborating</b>  <b>Social Awareness &amp; Responsibility</b>	<b>Creative Thinking</b>  <b>Critical Thinking &amp; Reflective Thinking</b>



Determined by Student, Family

# Guiding Principles of a Renewed IEP



# Competency Based Goals

**Historical & Deficit Based Plans – Made FOR students**

**What can't students do? How do we fix it?**



**Competency Based Plans – Made WITH students**

**What do I know? What can I do?**

**What is my next step?**

# Competency Based Goals

**Historical & Deficit Based Plans – Made FOR students**

**What can't students do? How do we fix it?**



**Competency Based Plans – Made WITH students**

**What do I know? What can I do?**

**What is my next step?**



**Strength Based Planning**

# Strength Based Goals

- Presuming competence in all abilities
  - Not focusing on deficit areas, focusing on stretch areas
  - Moving away from a SMART goal framework to better align with goals of peers and,
  - Move toward collecting evidence of learning that shows growth rather than mastery/proficiency

# Strength Based Planning

## IEP Goals



**Historical Deficit Based & Non-Inclusive Model**

**Strength Based, Inclusive and Competency Model**



**S.M.A.R.T  
goal strategy**



**Can we apply the same  
goal writing strategy in a  
different IEP model?**

# Making a plan

- What is a take away from today?
- What is something you want to try?