



# Inclusive & Competency Based IEPs

## Session 7: Curricular IEP Goals



## Kristie Ward

Kristie Ward is the English Department Head at Pitt Meadows Secondary in School District 42. A teacher for 6 years, she is passionate about literature, inclusion, and creating a classroom community where all students feel a sense of belonging. She loves to open the door and set the stage for all students to see and experience the power of words and language to inspire, create, and share their own voice with the world. In her free time, she enjoys getting lost in a good book, or a craft project with her trusty feline companion by her side.

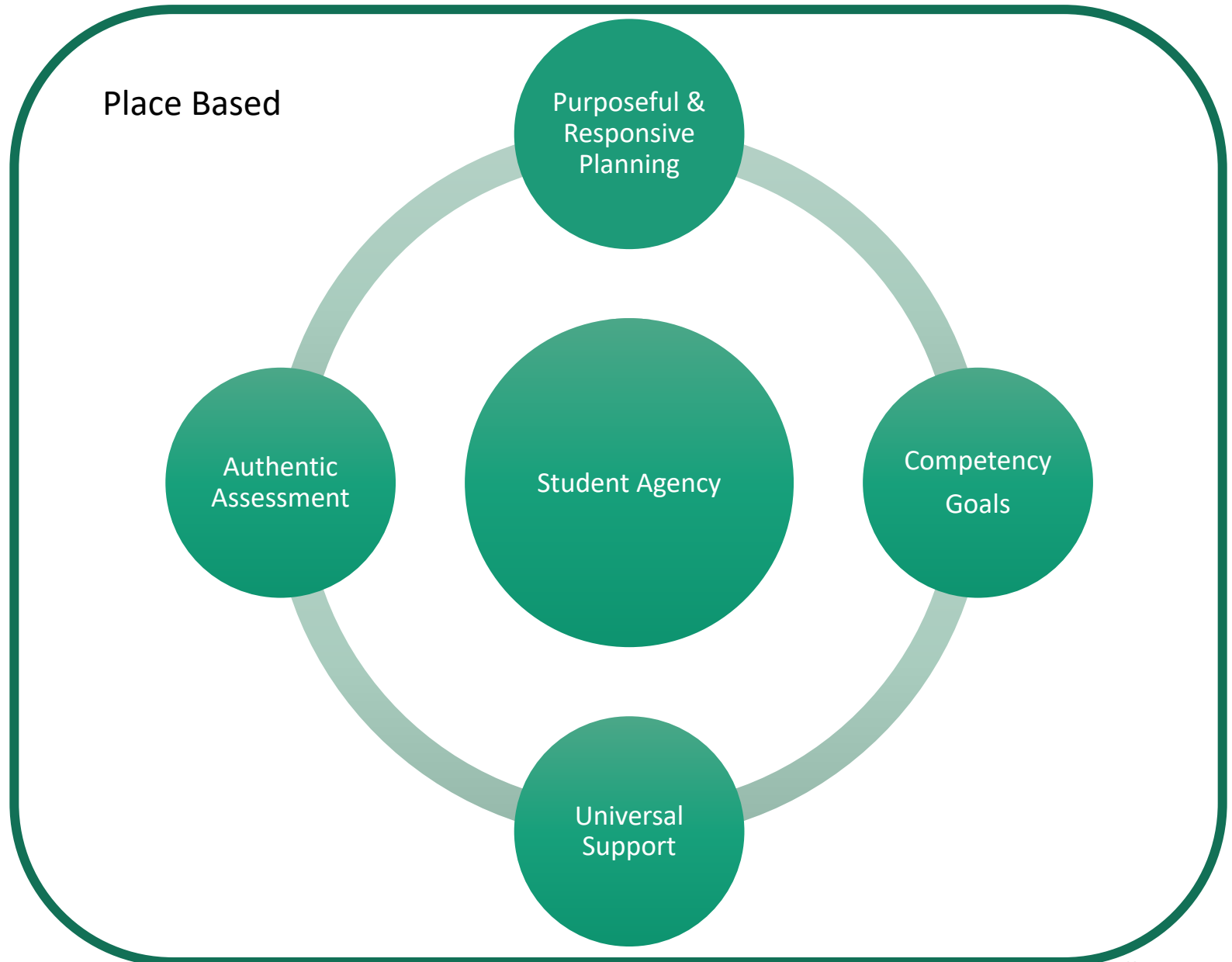
His community-based collaborative work contributes a counter-argument to top-down approaches that operate from deficit models, instead, drawing from communities' funds of knowledge to build participatory, place conscious, and culturally responsive practices. His research, teaching, and practice also attend to self regulated learning.



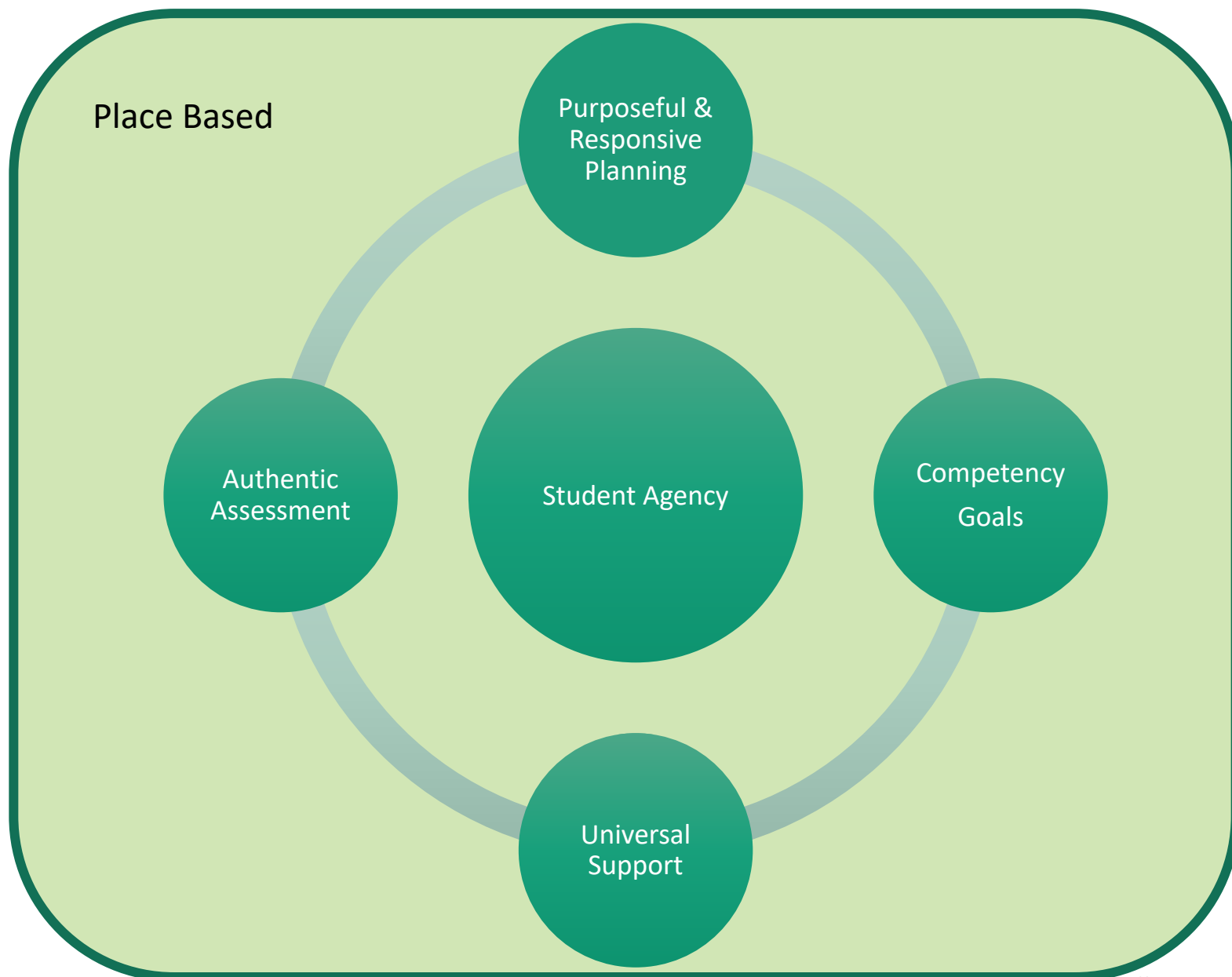
## Kate Campbell

Kate Campbell is an inclusive teacher consultant in the Richmond School District. She strives to support school teams to identify and remove barriers to learning. Kate especially aims to expand access to inclusive communities, for students with complex needs including those with intellectual disabilities.

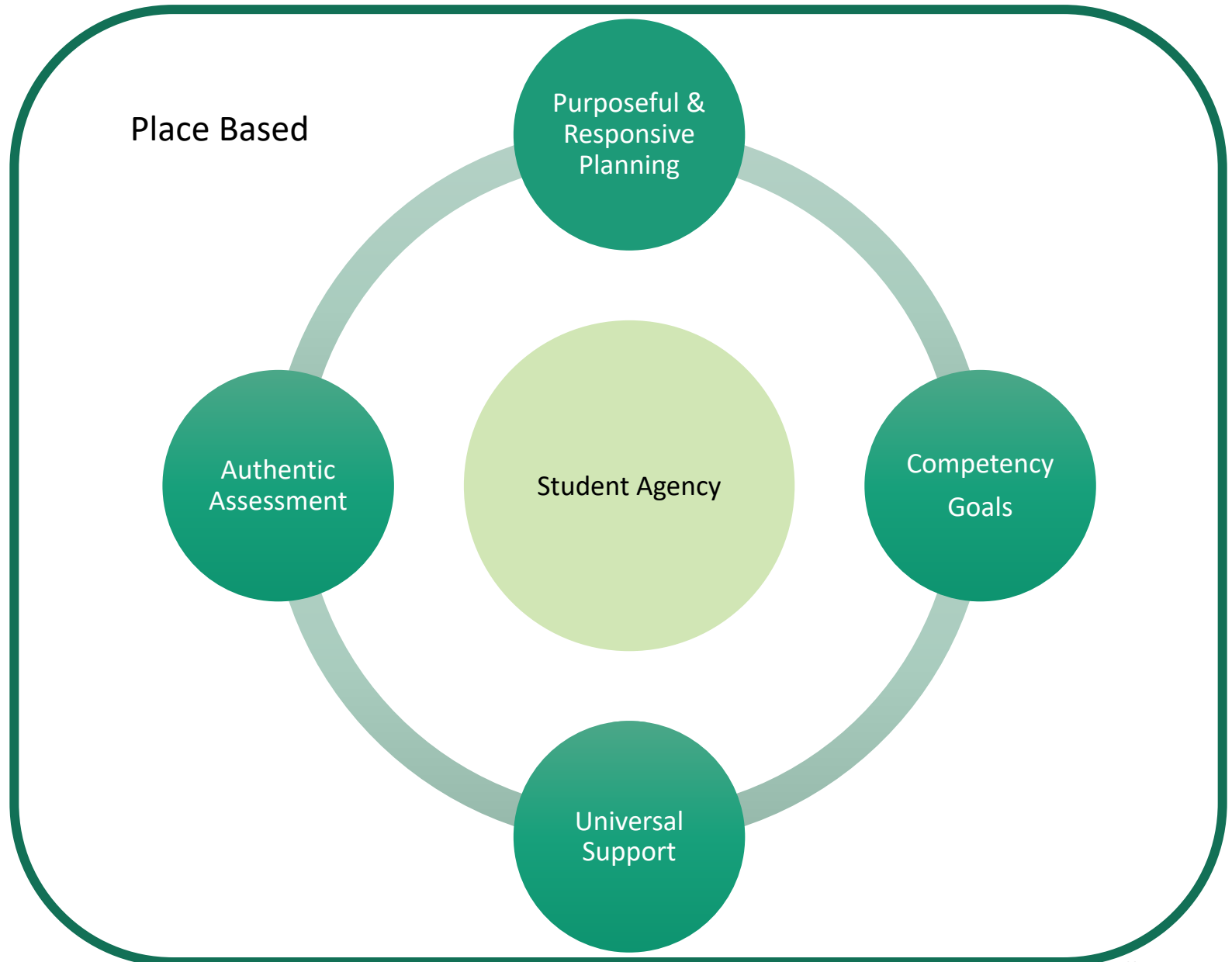
# Guiding Principles of a Renewed IEP



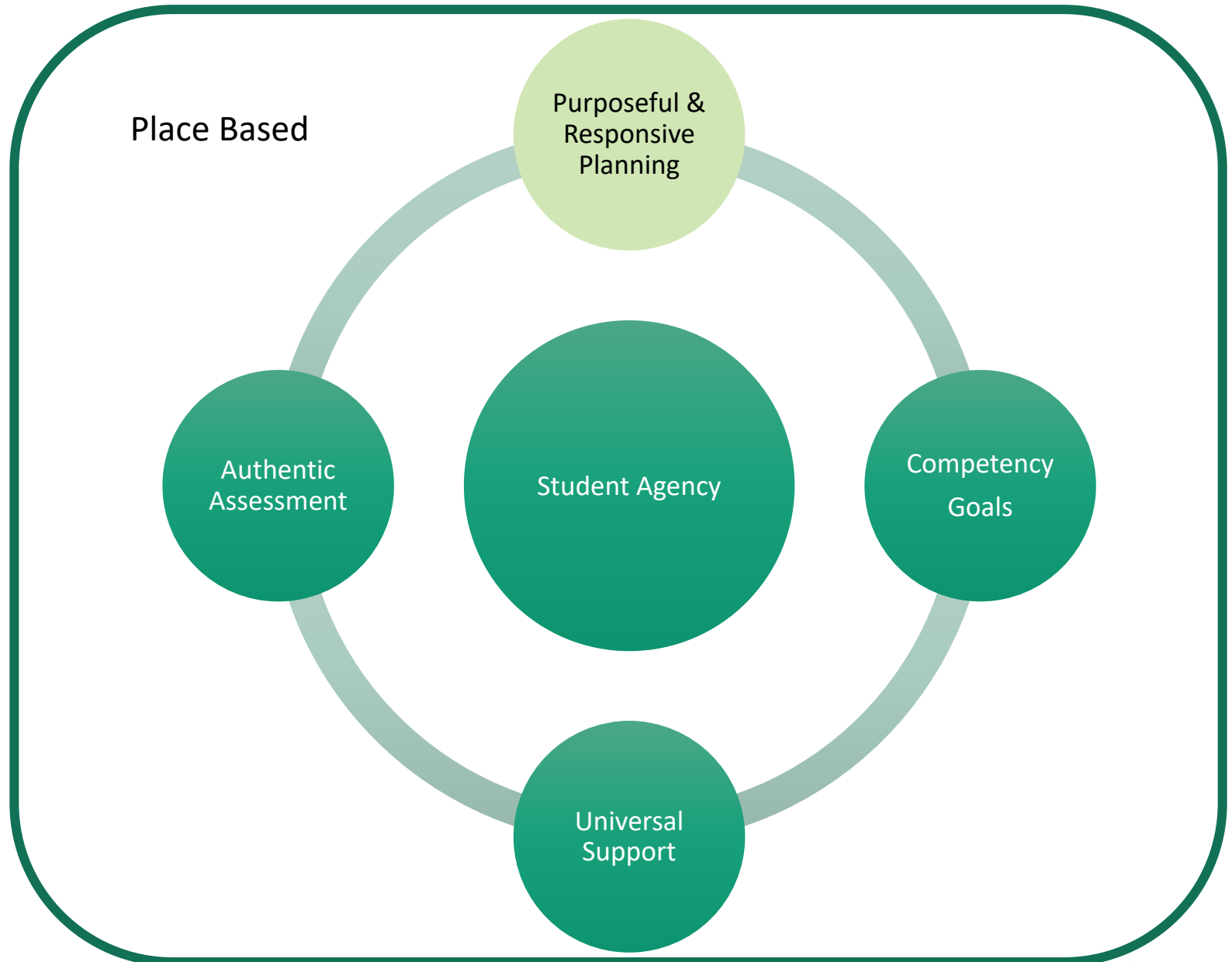
# Guiding Principles of a Renewed IEP



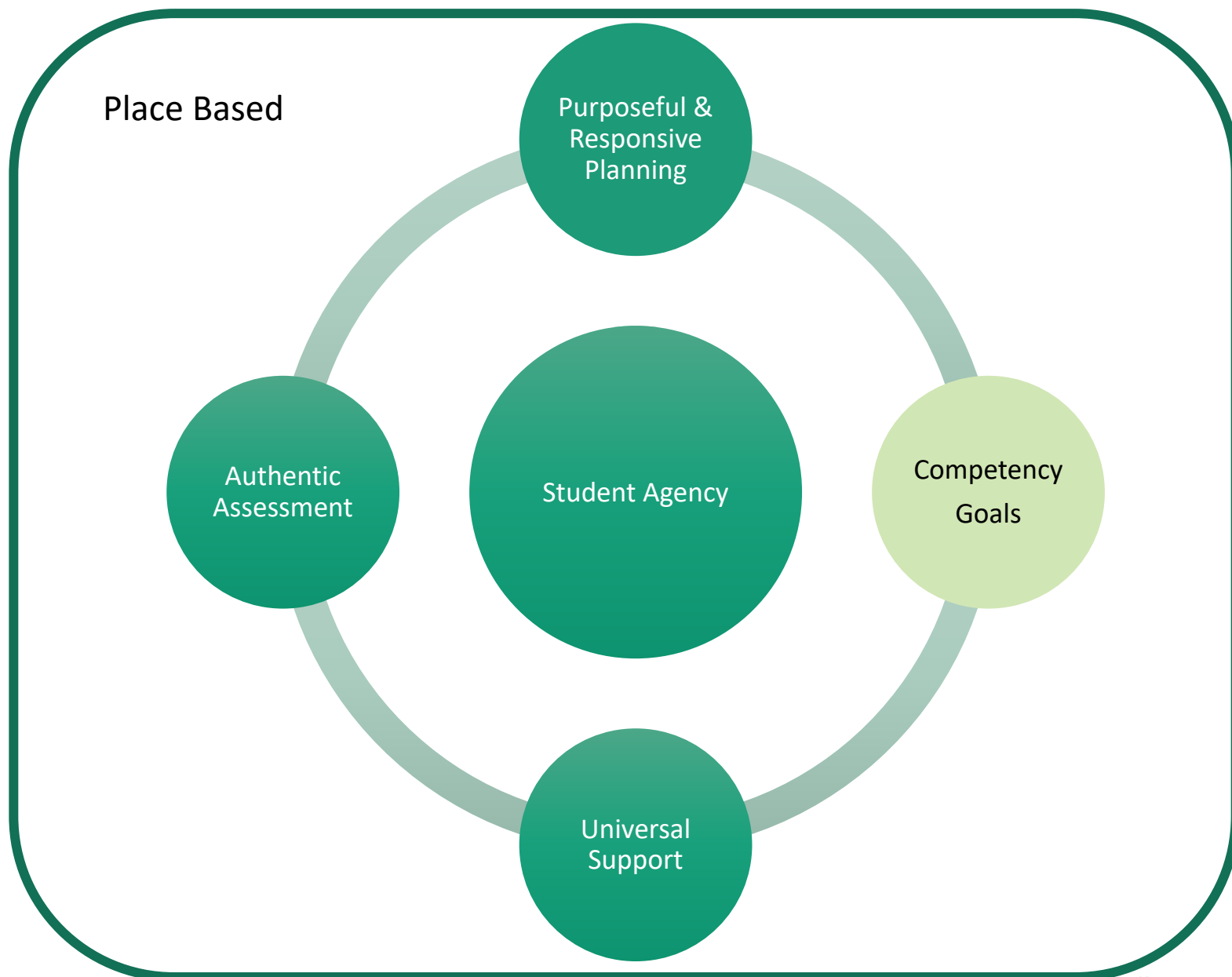
# Guiding Principles of a Renewed IEP



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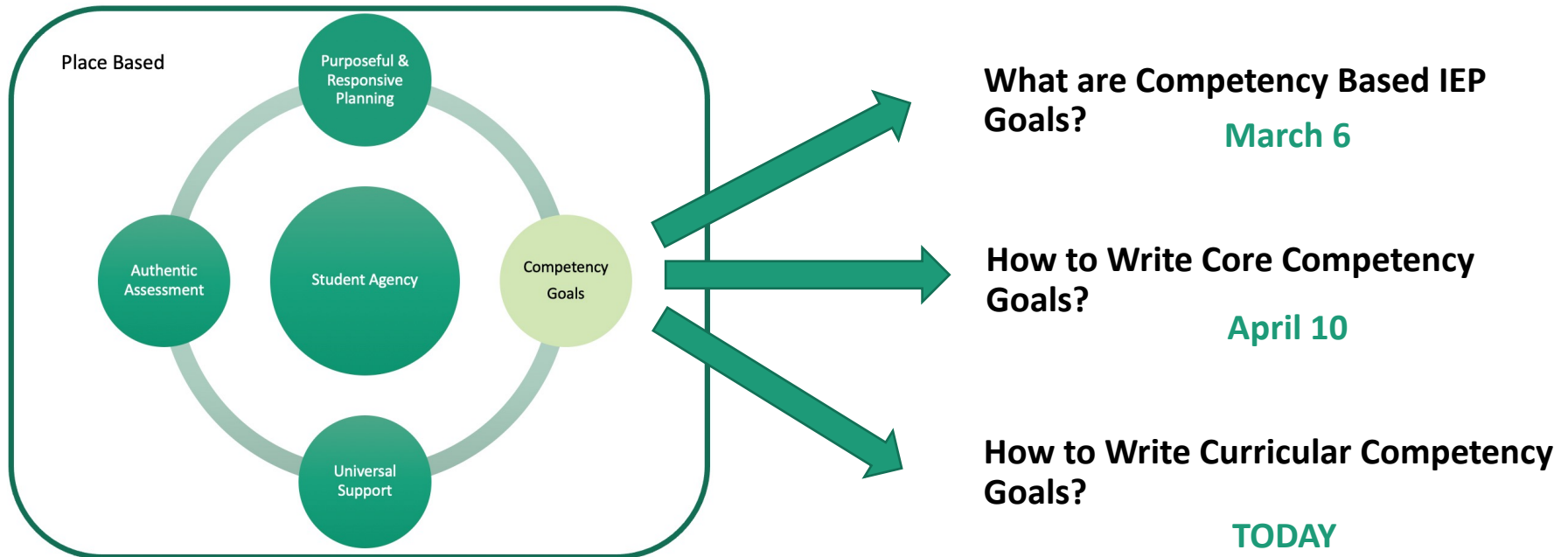


# Guiding Principles of a Renewed IEP





# Competency Goals





# Today's Session

- Who are **curricular IEP goals** for?
- How to create **curricular IEP goals**?
- How can we create **curricular goals** in ways that support the development of student agency and self-determination?

# S.M.A.R.T. Goals

## S - Strength Based

(BC Ministry of Education, 2017, Carter, E. W., Boehm, T. L., Biggs, E. E., Annandale, N. H., Taylor, C. E., Loock, A. K., & Lie, R. Y.; 2015; Niemiec, R. M., Shogren, K. A., & Wehmeyer, M. L. (2017)

## M - Meaningful

(Brownlie & Schnellert, 2009; Cooper, 2007; Fisher & Frey, 2001 , Downing, Ryndak & Clark, 2000 , Rose & Meyer, 2002)

## A - Authentic

(Courtade & Browder, 2011; Fisher & Frey, 2001 ; Cooper, 2007)

## R - Responsive

(Greenwood, Delquadri, & Hall, 1984; Spooner, Dymond, Smith & Kennedy, 2006; BC Ministry of Education, 2017)

## T - Triangulated

(Cohen D, Crabtree B., 2006; Cooper, 2007; Gregory & Cameraon, 2014)

What are the different kinds  
of competency-based IEP  
goals?

There are **two types of common curricular goals** in inclusive classes

## **1. Core Competency Goals**

- Might also be called: 21<sup>st</sup> century skills, learner characteristics & traits, attitudes, etc.

## **2. Curricular Content & Competency Goals**

- Might also be called: knowledge, skills & process, concepts etc.

There are **two types of common curricular goals** in inclusive classes

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## **2. Curricular Content & Competency Goals**

- Might also be called: knowledge, skills & process, concepts etc.

# British Columbia's Core Competencies

## Core Competencies




British Columbia Ministry of Education, 2020

# What are Competencies?

You may have specific competencies in your local jurisdiction that you can connect to

## The Four C's in Your Classroom




Communication - Collaboration - Creativity - Critical Thinking

### Integrating the 4 C's



## 21<sup>st</sup> CENTURY SKILLS



**Critical thinking**  
Critical thinking is generating questions, evaluating information and arguments, making connections, identifying patterns, reasoning, constructing knowledge and applying it to solve problems in the real world.

**Communication**  
Communication is appropriately interacting with others to convey meaning and gain understanding for multiple purposes, settings, and audiences including the digital environment.

**Citizenship**  
Citizenship is respectfully and positively impacting others and being actively involved in addressing community, national and/or global issues.

**Creativity**  
Creativity is generating ideas and approaches to design innovations, construct solutions, build understanding, and express perspectives.

**Growth mindset**  
Growth mindset is working through challenges showing tenacity, perseverance, resilience, self-regulation and self-advocacy.

**Collaboration**  
Collaboration is working interdependently, learning from and contributing to the learning of others for a shared purpose in a wide range of environments.

Engaging in constructive and critical conversations. Listening for and sharing thoughts, questions, and ideas in diverse environments.	<b>COMMUNICATION</b>	<b>CRITICAL THINKING</b> Looking at problems in a new way. Reflecting, analyzing and evaluating evidence, arguments, claims and beliefs to draw conclusions.
	<b>THE 4 C's</b>	<b>CREATIVITY</b> Developing ideas that demonstrate curiosity, imagination, risk-taking and flexibility. Viewing failure as a chance to learn.
<b>COLLABORATION</b> Working together to accomplish a goal. A willingness to be a contributor and listener. Sharing responsibility.		

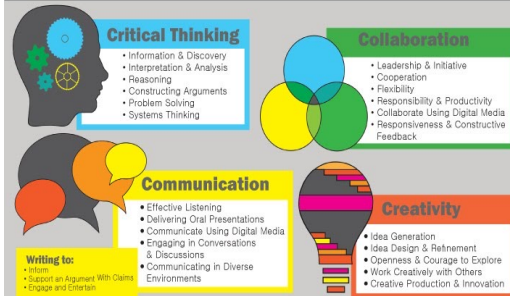
## Life Skills



flexibility    leadership    initiative    productivity    social skills

## 21st Century Skills

### Metro 4Cs Rubric Performance Areas



**Critical Thinking**

- Information & Discovery
- Interpretation & Analysis
- Reasoning
- Constructing Arguments
- Problem Solving
- Systems Thinking

**Collaboration**

- Leadership & Initiative
- Cooperation
- Flexibility
- Responsibility & Productivity
- Collaborate Using Digital Media
- Responsiveness & Constructive Feedback

**Communication**

- Effective Listening
- Delivering Oral Presentations
- Communicate Using Digital Media
- Engaging in Conversations & Discussions
- Communicating in Diverse Environments

**Writing to:**

- Inform
- Support an Argument With Claims, Evidence and Cite
- Engage and Persuade

**Creativity**

- Idea Generation
- Idea Design & Refinement
- Openness & Courage to Explore
- Work Creatively with Others
- Creative Production & Innovation



# How Core Competency-Based Goals are Organized?

More specific to  
Inclusive context



More specific to  
individual student

Core Competency Goals			
Step 1. Goal Area	Personal	Social	Intellectual
Step 2. Competency	<ul style="list-style-type: none"> <li>Personal awareness &amp; Responsibility</li> <li>Positive Personal Identity &amp; Culture</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Collaboration</li> <li>Social Awareness &amp; Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Creative Thinking</li> </ul>
Step 3. Goal	<ul style="list-style-type: none"> <li>Specific facet of competency written as an “I can” statement</li> <li>Common goal for all students in class</li> <li>Approximately 3-5</li> </ul>		
Step 4. Objective(s)	<ul style="list-style-type: none"> <li>Written as an action to the goal, i.e., I can (goal) by (objective)</li> <li>Specific to individual student</li> <li>Used to address specific designation requirements</li> </ul>		
Step 5. Strategies	<ul style="list-style-type: none"> <li>Utilizes interests &amp; strengths of individual student</li> <li>Specific activities &amp; actions suggested to meet the goal</li> </ul>		

There are **two types of common curricular goals** in inclusive classes

## **1. Core Competency Goals**

- Might also be called: 21<sup>st</sup> century skills, learner characteristics & traits, attitudes, etc.

## **2. Curricular Content & Competency Goals**

- Might also be called: knowledge, skills & process, concepts etc.
  - **Supplemental** Curricular IEP Goals
  - **Replacement** Curricular IEP Goals

# Curricular Content & Competency IEP Goals

## Supplemental Curricular Goals & Objectives

- Goals designed for students who are **not yet meeting grade level** expectations
- Literacy & Numeracy goals for **ALL students who have intellectual disabilities**
- Goals are **connected to inclusive grade or class level** big ideas
- Goals can **reflect any grade level** learning outcome
- Goals are **in addition to** grade level learning outcomes
- Objectives are designed for individual **needs-based areas** that are curricular (E.g., literacy, numeracy)
- Goals are assessed and evaluated but **not graded**
- **Example:** Grade 4 student with a learning disability has an explicit literacy goal (at Grade 2 level) in addition to meeting Grade 4 level English Curriculum

## Replacement Curricular Goals & Objectives

- Goals are designed for **students with intellectual disabilities** who need access to grade level curriculum
- Goals are **connected to grade level** big ideas and learning outcomes
- Goals **replace** grade level learning outcomes (change graduation trajectories)
- Objectives describe **accessible curricular actions** specific to individual student
- Goals are assessed, evaluated AND **graded**
- Essential when peers receive **letter or number grades**
- **Example:** Grade 11 student with an intellectual disability has a replacement IEP goal in Social Studies 11 class. Student is graded for class on their replacement goal.

# How Supplemental Curricular Goals are Organized?

More specific to  
Inclusive context



More specific to  
individual student

Supplemental Curricular Goals	
<b>Step 1. Big Idea</b>	<ul style="list-style-type: none"> <li>• Grade Level Big Idea or</li> <li>• Class wide Big Idea</li> </ul>
<b>Step 2. IEP Goal</b>	<ul style="list-style-type: none"> <li>• <u>Any</u> grade level learning outcome specific to need area</li> <li>• Written as an “Student knows” or a “Student can” statement</li> <li>• Focused on needs-based areas (i.e., areas where a student is not yet meeting grade level expectations) E.g., Literacy/ Numeracy</li> <li>• Minimum 1/reporting period when needed</li> </ul>
<b>Step 3. Objective</b>	<ul style="list-style-type: none"> <li>• Written as an action to the goal, i.e., Student can (goal) by (objective)</li> <li>• Specific to individual student needs and abilities</li> <li>• Used to address specific designation requirements</li> </ul>
<b>Step 4. Strategies</b>	<ul style="list-style-type: none"> <li>• Utilizes interests &amp; strengths of individual student</li> <li>• Specific activities &amp; actions suggested to meet the goal</li> </ul>

# How Replacement Curricular Goals are Organized?

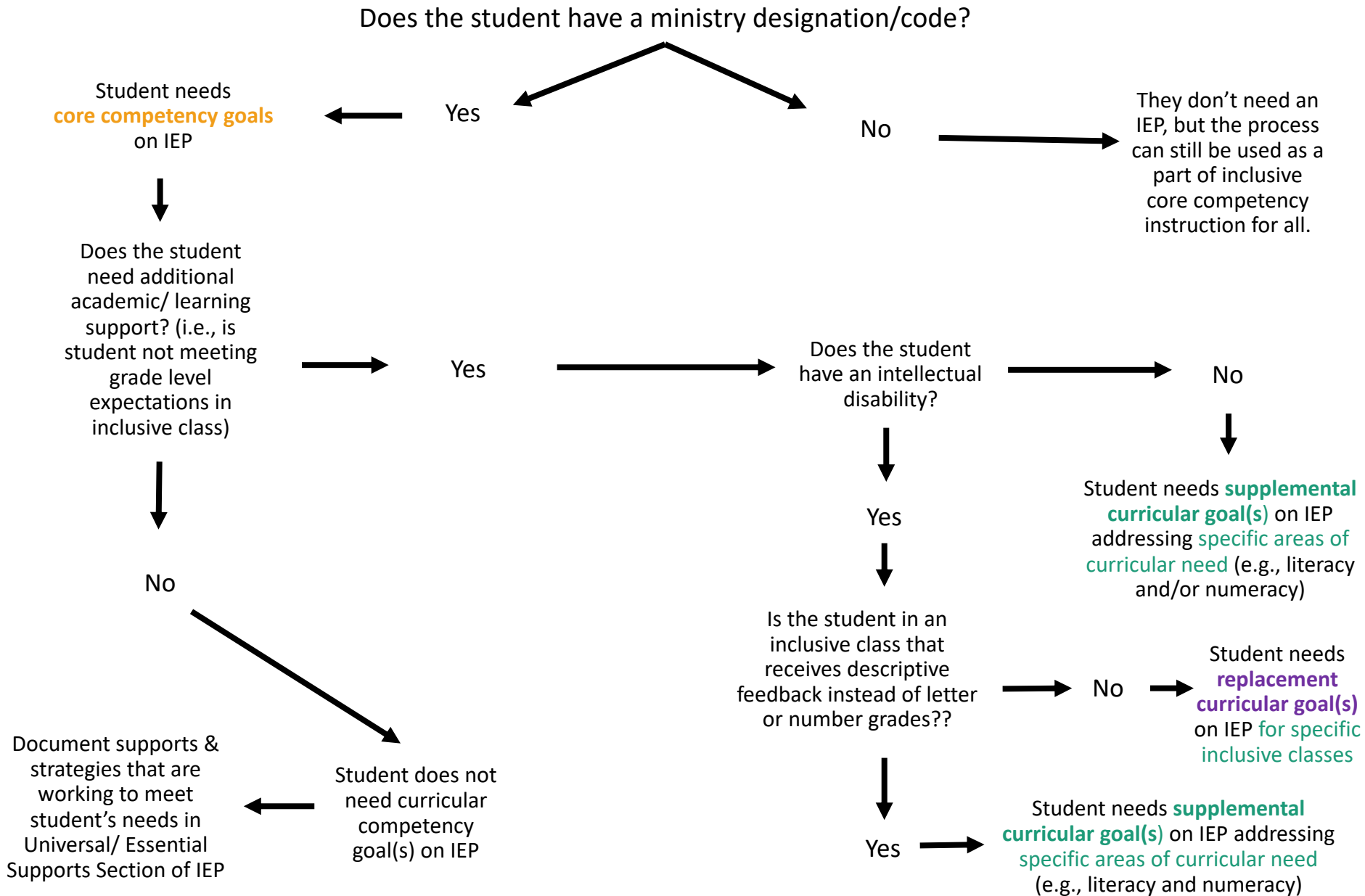
More specific to  
Inclusive context



Replacement Curricular Goals	
<b>Step 1. Big Idea</b>	<ul style="list-style-type: none"><li>• Grade level Big Idea</li><li>• Minimum 1/reporting period</li></ul>
<b>Step 2. IEP Goal</b>	<ul style="list-style-type: none"><li>• Grade level learning outcome written as an “Student knows” or a “Student can” statement</li><li>• Common goal for all students in class/ subject area</li><li>• Minimum 1/reporting period</li></ul>
<b>Step 3. Objective</b>	<ul style="list-style-type: none"><li>• Written as an accessible curricular action to the goal, i.e., Student can (goal) by (objective)</li><li>• Specific to individual student</li><li>• Used to address specific designation requirements</li></ul>
<b>Step 4. Strategies</b>	<ul style="list-style-type: none"><li>• Utilizes interests &amp; strengths of individual student</li><li>• Specific activities &amp; actions suggested to meet the goal</li></ul>

More specific to  
individual student

# I&CB IEP: IEP Goal Flow Chart



# Examples – Core Competency IEP Goals

- Ben

- Kindergarten
- Down Syndrome
- Hearing

- Vinaj

- Grade 2
- Autism
- Learning Disability

- Kevin

- Grade 6
- Behaviour

- Geeshan

- Grade 11
- Autism & Intellectual Disability



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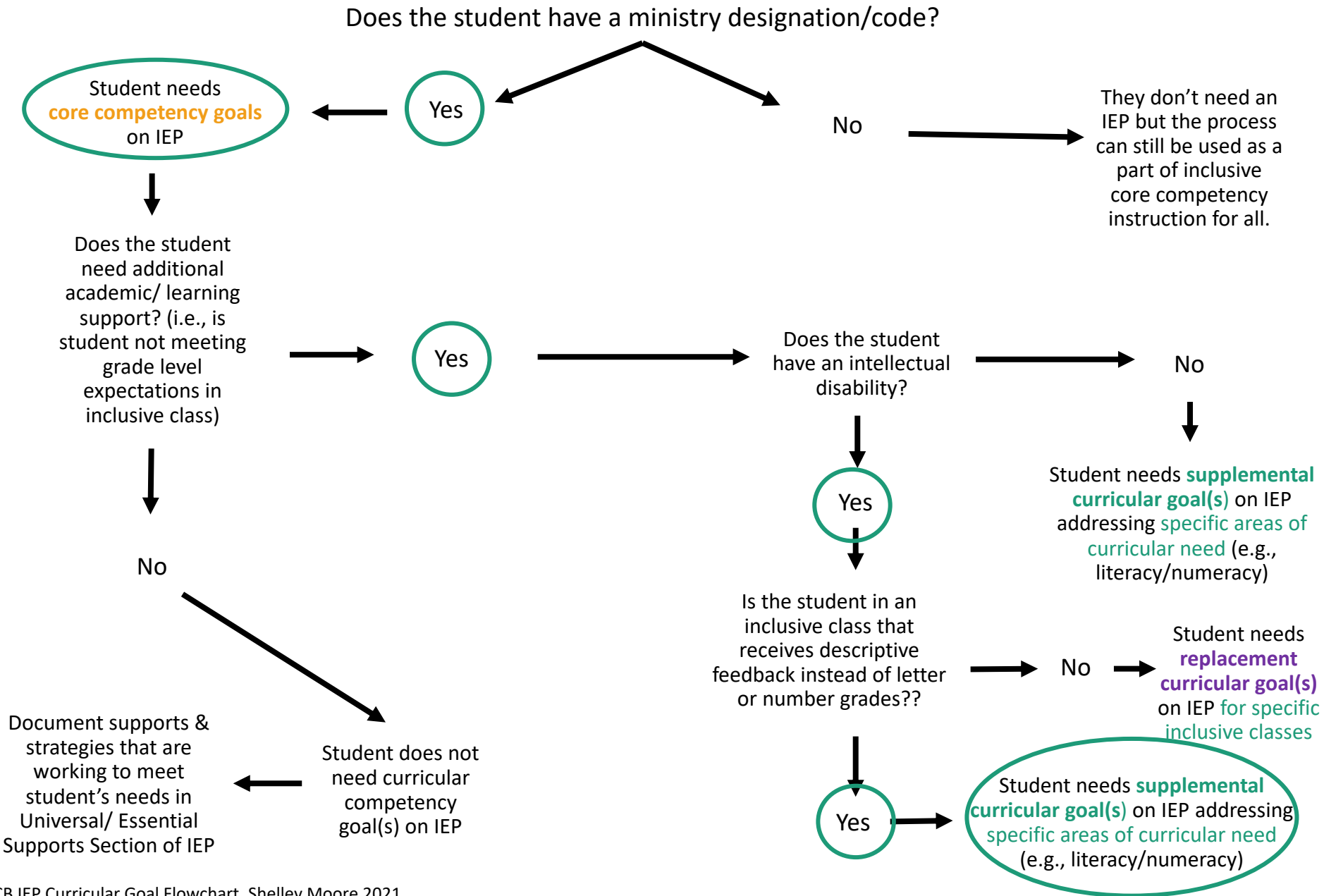
- Kevin

- Grade 6
- Behaviour

- Geeshan

- Grade 11
- Autism & Intellectual Disability

# I&CB IEP: IEP Goal Flow Chart: BEN



## BEN – Kindergarten

- Supplemental curricular goals in curricular needs-based areas
- Literacy & Numeracy

Curricular Goals					
Learning/ Subject Area	Literacy	Type of Goal	Supplemental	Teacher/ Support Staff	Ms. J/Ms. N
Inclusive Big Idea (K)	Explore foundational concepts of print, oral, and visual texts				
Curricular IEP Goal 1 (K)	Bens knows language features, structures and conventions including letter knowledge by				
Objective 1A	pointing to words when he is read to		Instructional Strategies	Hand under hand modelling, dots above words to point to, high interest pointer	
Objective 1B	showing different parts of a book (front, back, top, left, words, etc.)		Instructional Strategies	High interest book, visuals of book parts, high interest pointer (flashlight, fly swatter)	

Learning/ Subject Area	Literacy	Type of Goal	Supplemental	Teacher/ Support Staff	Ms. J/Ms. N
Inclusive Big Idea	Recognize the importance of story in personal, family and community identity				
Curricular IEP Goal 2 (K)	Bens knows language features, structures and conventions including letter knowledge by				
Objective 2A	recognizing his name		Instructional Strategies	Build name with high interest objects and activities, build a name book	
Objective 2B	matching letters of names of people he knows		Instructional Strategies	Build words with interesting items (foam, magnets, bocks), build a name book of friends and family	

Learning/ Subject Area	Numeracy	Type of Goal	Supplemental	Teacher/ Support Staff	Ms. J/Ms. N
Inclusive Big Idea	One to one correspondence and a sense of 5 and 10 are essential for fluency of numbers				
Curricular IEP Goal 3 (K)	Ben knows number concepts to 10				
Objective 3A	using objects to show 5		Instructional Strategies	High interest objects	
Objective 3B	pointing to objects when he or others counts		Instructional Strategies	High interest objects, matching number to value, using a ten frame, egg carton to put objects in	

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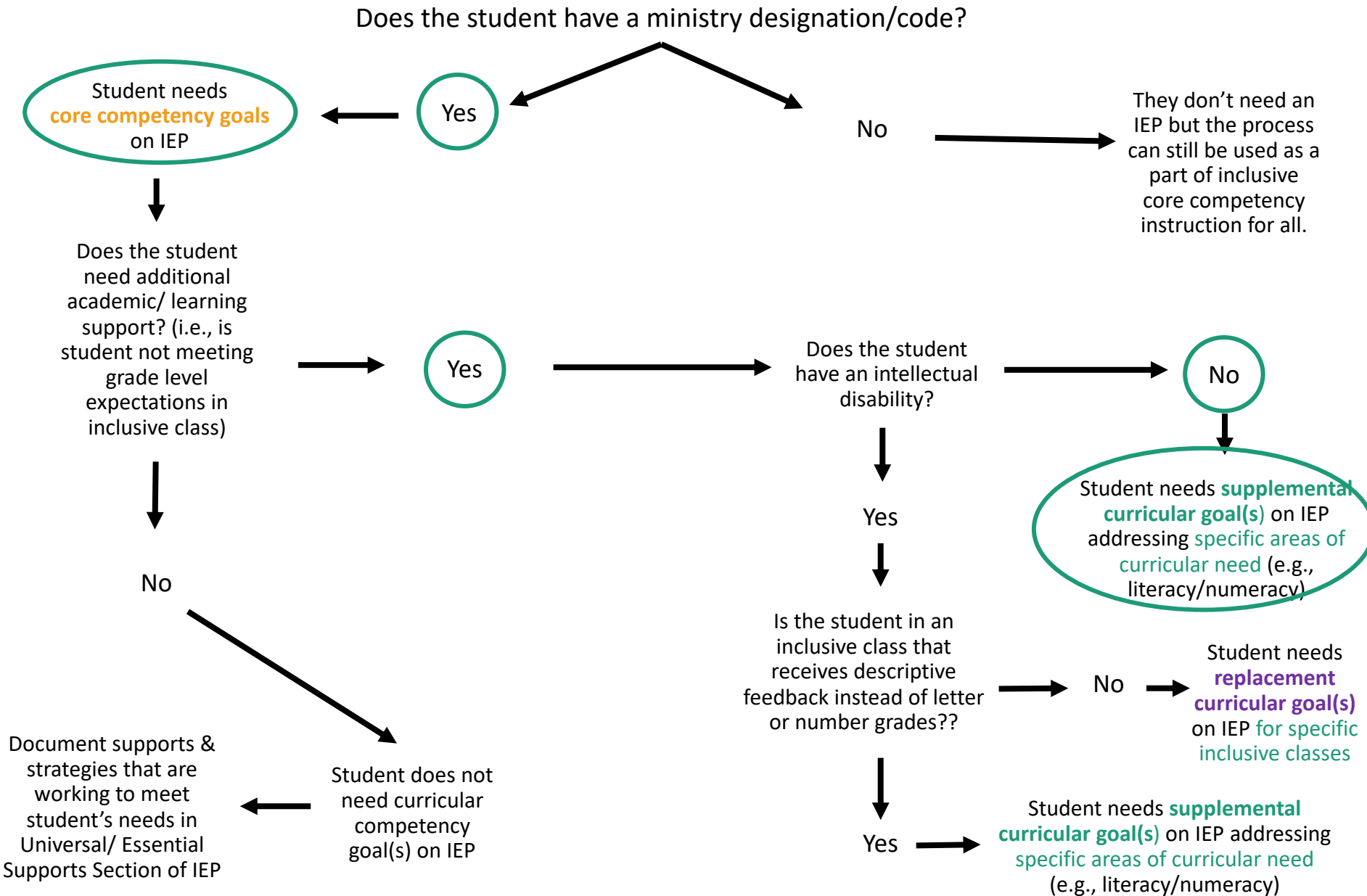
- Kevin

- Grade 6
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# I&CB IEP: IEP Goal Flow Chart: VINAJ



## Vinaj – Grade 2

- Supplemental curricular goals in curricular needs-based areas
- Numeracy

Curricular Goals					
Learning/ Subject Area	Numeracy	Type of Goal	Supplemental	Teacher/ Support Staff	Ms. Yee
Inclusive Big Idea (2)	Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value				
Curricular IEP Goal 1 (K)	Vanij knows decomposition of numbers to 10				
Objective 1A	by decomposing and recomposing quantities of 10		Instructional Strategies	Use high interest objects, do math outdoors, use concrete materials,	
Objective 1B	by knowing benchmarks of 5 and 10		Instructional Strategies	Math game on iPad using benchmarks as a strategy for adding & subtracting	

# Examples – Core Competency IEP Goals

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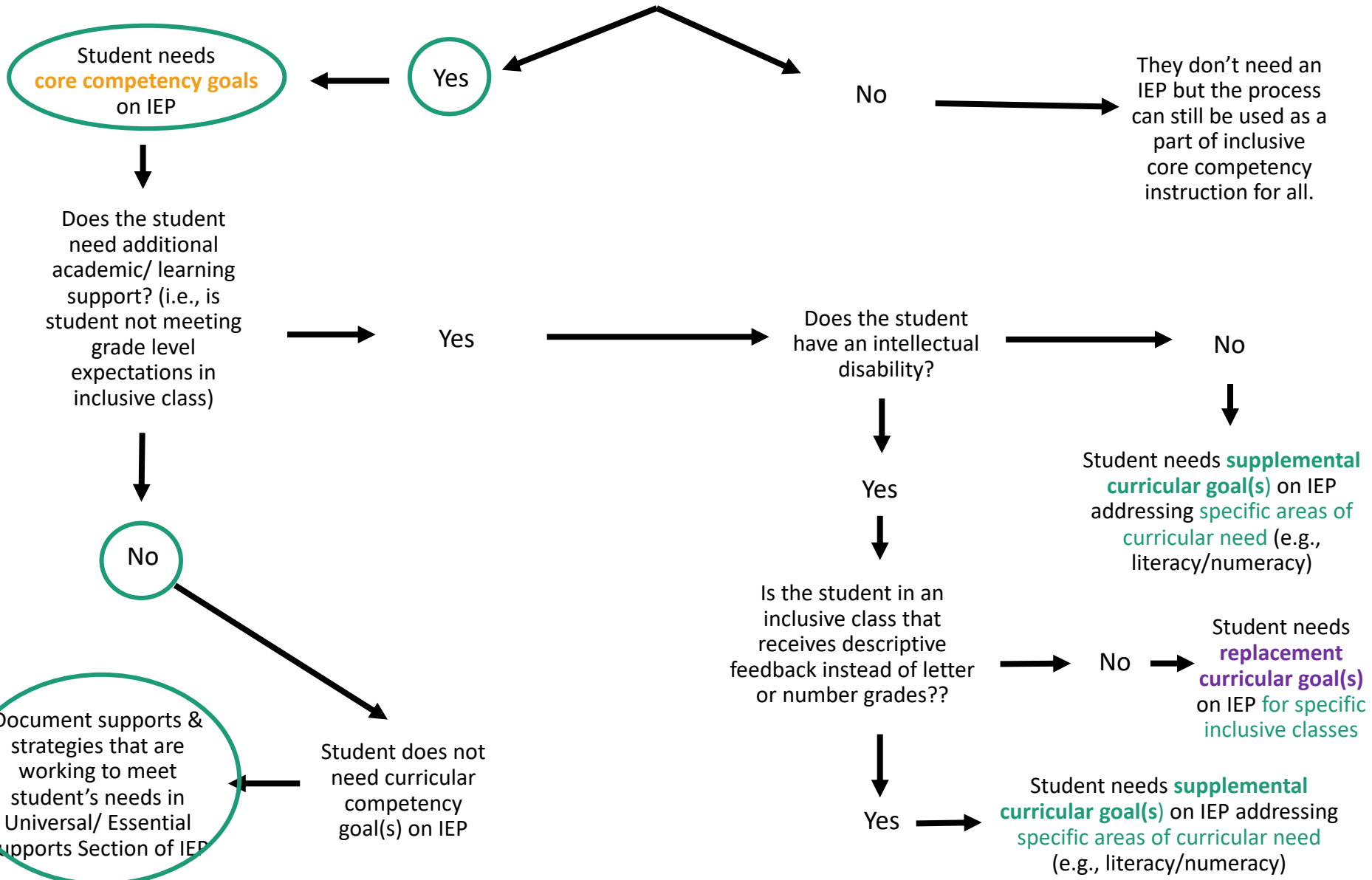
- Geeshan

- Grade 11
- Autism & Intellectual Disability



# I&CB IEP: IEP Goal Flow Chart: KEVIN

Does the student have a ministry designation/code?



# Examples – Core Competency IEP Goals

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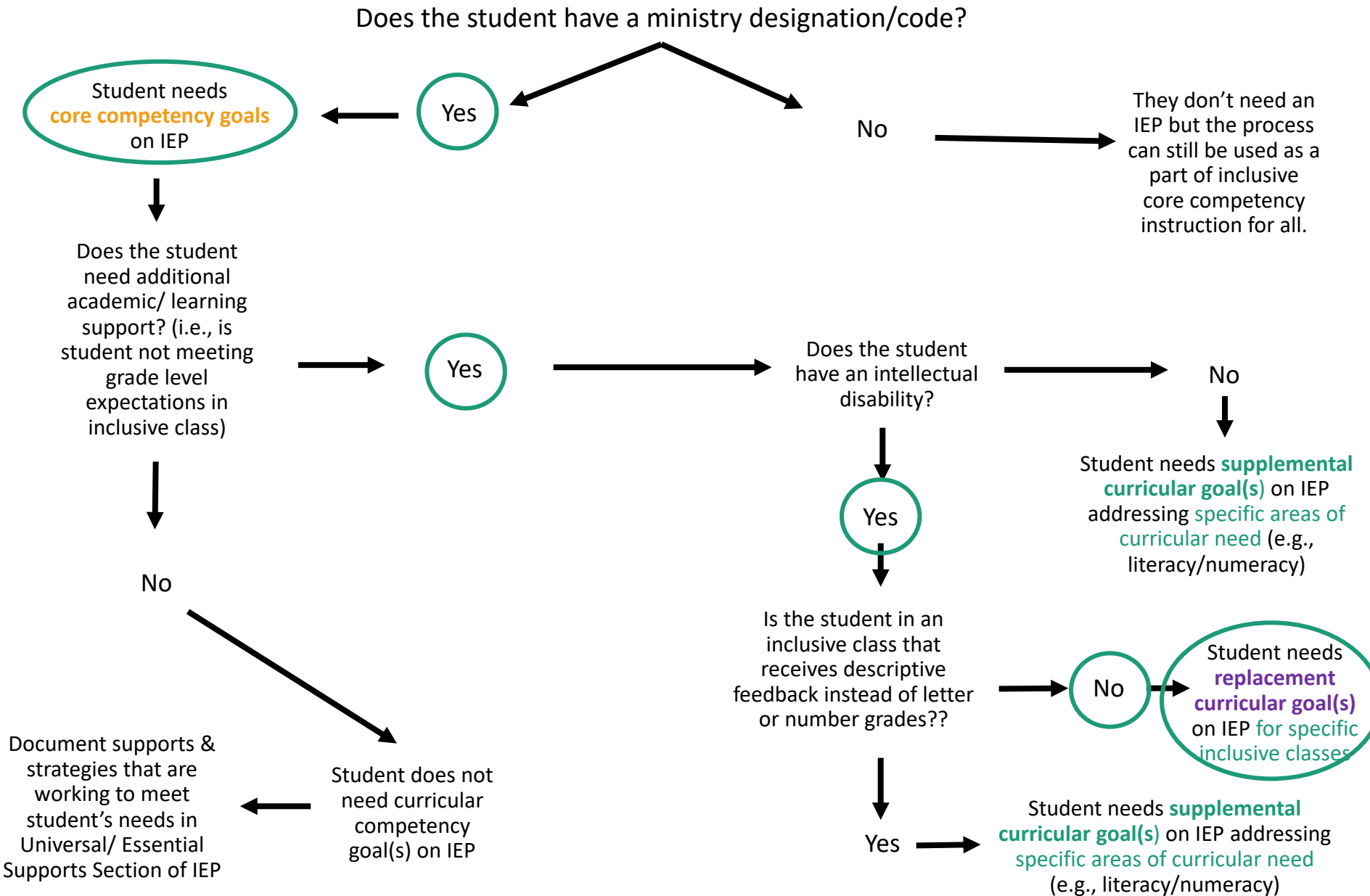
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# I&CB IEP: IEP Goal Flow Chart: Geeshan



- **Geeshan – Grade 11**
- **Replacement curricular goals in inclusive classes**
- **Social Studies 11, Life Skills Numeracy, Band 11/12, English 11**

Curricular Goals					
Learning/ Subject Area	Social Studies 11	Type of Goal	Replacement	Teacher/ Support Staff	T. Ripley/ A. Kwan
Inclusive Big Idea	Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures				
Curricular IEP Goal 1	G knows sacred texts, traditions, and narratives of different cultures				
Objective 1A	by identifying traditions and important events in his culture		Instructional Strategies	Survey the family about home culture traditions and celebrations Create an emergent level text with pictures and important words, paired with objects	
Curricular IEP Goal 2	G can assess the cultural significance of people, important places, events, traditions, ideas and/or developments				
Objective2A	by describing important places, events and traditions in my culture		Instructional Strategies	Create an emergent level text with pictures and important words, paired with objects for own culture group	
Curricular IEP Goal 3	G can compare and contrast different cultures including people, important places, events, traditions, ideas and/or developments by				
Objective 3A	by describing important places, events and traditions in a culture different that my own		Instructional Strategies	Create an emergent level text with pictures and important words, paired with objects for a different culture group	
Curricular IEP Goal 4	G can explain different cultural perspectives of people, important places, events, traditions, ideas and/or developments by				
Objective 4A	by sharing what I know about mine and another culture		Instructional Strategies	Visual options (power point, or objects, pictures, videos), pair words with visuals, include music	

- **Geeshan – Grade 11**
- **Replacement curricular goals in inclusive classes**
- **Social Studies 11, Life Skills Numeracy, Band 11/12, English 11**

Curricular Goals					
Learning/ Subject Area	LS Numeracy	Type of Goal	Replacement	Teacher/ Support Staff	A. Neal/ E. Nester
Inclusive Big Idea	Objects and shapes have attributes that can be described, measured and compared				
Curricular IEP Goal 1	G knows change in quantity to 20				
Objective 1A	by noticing “more” or “less” when comparing		Instructional Strategies	Teach vocabulary (e.g., more, less), compare shapes and quantity, connect objects to story, use manipulatives to communicate quantity	
Objective 2A	by demonstrating one to one correspondence when counting to 10			Using different shapes, sizes of objects, math specific communication tools	

- **Geeshan – Grade 11**
- **Replacement curricular goals in inclusive classes**
- **Social Studies 11, Life Skills Numeracy, **Band 11/12**, English 11**

Curricular Goals					
Learning/ Subject Area	Band 11/12	Type of Goal	Replacement	Teacher/ Support Staff	E. Karlicek/ E. Nester
Inclusive Big Idea	A musician's interpretation of existing work is an opportunity to represent identity & culture				
Curricular IEP Goal 1	S can express my personal voice, cultural identity and perspective through music by:				
Objective 1A	sharing a style or type of music as an artifact of her personality	Instructional Strategies	Exposure to different types of music, develop music specific communication tools, access to switch adapted tools to make choices, teach how parts of music can represent personality features (e.g. fast tempo might be exciting)		
Objective 2A	Communicating her musical artifact represents her identity, perspective or worldview	Instructional Strategies	Teach identity – Who I am? Teach perspective – What I see? Worldview – What is important to me?		

- **Geeshan – Grade 11**
- **Replacement curricular goals in inclusive classes**
- **Social Studies 11, Life Skills Numeracy, Band 11/12, English 11**

Curricular Goals					
Learning/ Subject Area	English 11	Type of Goal	Replacement	Teacher/ Support Staff	E. Lynsmeier/ A. Kwan
Inclusive Big Idea	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others and the world				
Curricular IEP Goal 1	can construct meaningful connections between herself, other texts and the world				
Objective 1A	Communicating when text connects to her personal life by making a comment or response		<b>Instructional Strategies</b>	Text specific vocabulary for communication, pre teach new vocabulary, create accessible versions of text incorporating audio and tactile objects might be exciting)	
Objective 2A	Communicating her musical artifact represents her identity, perspective or worldview		<b>Instructional Strategies</b>	Teach identity – Who I am? Teach perspective – What I see? Worldview – What is important to me?	

## Deriving Replacement Goals & Objectives from Grade Level Curriculum

<b>Class:</b>	<b>Teacher:</b>	<b>EA:</b>	<b>Support Teacher:</b>
<b>Big Idea:</b>		<b>Guiding Unit Questions:</b>	
<b>Grade Level Curricular Learning Outcomes</b>	<b>Student Friendly Language (IEP Goals)</b>	<b>Access Points (Replacement Objectives)</b>	
<b>Learning Standard:</b>			
<b>Learning Standard:</b>			
<b>Learning Standard:</b>			
<b>Learning Standard:</b>			
<b>Grade Level Summative Task(s)</b>		<b>Replacement Summative Assessment Task:</b>	



# Deriving Replacement Goals & Objectives from Grade Level Curriculum

Class: Social Studies 11	Teacher: Tom Ripley	EA: Allison Kwan	Support Teacher: Lynn Lennette
<b>Big Idea:</b> Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures		<b>Guiding Unit Questions:</b> What is cultural expression? How does learning about one culture help us to understand other cultures?	
Grade Level Curricular Learning Outcomes		Student Friendly Language (IEP Goals)	Access Points (Replacement Objectives)
<b>Learning Standard: Content</b> <ul style="list-style-type: none"> <li>Sacred texts, traditions, and narratives of culture</li> </ul>		<ul style="list-style-type: none"> <li>I know sacred texts, traditions, and narratives of different cultures (including an indigenous and local culture)</li> </ul>	<ul style="list-style-type: none"> <li>I know traditions and important events in my culture</li> </ul>
<b>Learning Standard: Curricular Competency</b> <ul style="list-style-type: none"> <li>Assess the significance of people, places, events, phenomena, ideas, or developments (significance)</li> </ul>		<ul style="list-style-type: none"> <li>I can assess the cultural significance of people, important places, events, traditions, ideas and/or developments</li> </ul>	<ul style="list-style-type: none"> <li>I can show important places, events and traditions in my culture</li> </ul>
<b>Learning Standard: Curricular Competency</b> <ul style="list-style-type: none"> <li>Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change)</li> </ul>		<ul style="list-style-type: none"> <li>I can compare and contrast different cultures including people, important places, events, traditions, ideas and/or developments</li> </ul>	<ul style="list-style-type: none"> <li>I can show important places, events and traditions in a culture different than my own</li> </ul>
<b>Learning Standard: Curricular Competency</b> <ul style="list-style-type: none"> <li>Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective)</li> </ul>		<ul style="list-style-type: none"> <li>I can explain different cultural perspectives of people, important places, events, traditions, ideas and/or developments</li> </ul>	<ul style="list-style-type: none"> <li>I can share what I know about mine and another culture</li> </ul>
Grade Level Summative Task			Replacement Summative Assessment Task:
<b>Respond to Guiding Unit Questions by:</b> <ul style="list-style-type: none"> <li>Choosing 3 cultures (1 Indigenous, 1 from class, 2 choice)</li> <li>Describing how these cultures express themselves, what elements of their culture make them unique? What makes them similar to other cultures?</li> <li>Explaining what the cultures you have chosen value or find important? What events or ideas have led to their existence and values?</li> <li>Comparing and contrast the cultures you have chosen. What elements of their culture have changed or evolved over time? What has stayed the same?</li> </ul> <b>Format:</b> Choice of Essay, Presentation, Metaphor/3D model			Respond to Guiding Unit Questions by: <ul style="list-style-type: none"> <li>Learning more about your own culture</li> <li>Choose another culture to learn more about</li> <li>Describe importance places, events and traditions of the cultures you are learning about</li> </ul> <b>Format:</b> Choice of Visual Essay, Presentation, 3D Model

- **Geeshan – Grade 11**
- **Replacement curricular goals in inclusive classes**
- **Social Studies 11, Life Skills Numeracy, Band 11/12, English 11**

Curricular Goals					
Learning/ Subject Area	Social Studies 11	Type of Goal	Replacement	Teacher/ Support Staff	T. Ripley/ A. Kwan
Inclusive Big Idea	Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures				
Curricular IEP Goal 1	G knows sacred texts, traditions, and narratives of different cultures				
Objective 1A	by identifying traditions and important events in his culture		Instructional Strategies	Survey the family about home culture traditions and celebrations Create an emergent level text with pictures and important words, paired with objects	
Curricular IEP Goal 2	G can assess the cultural significance of people, important places, events, traditions, ideas and/or developments				
Objective2A	by describing important places, events and traditions in my culture		Instructional Strategies	Create an emergent level text with pictures and important words, paired with objects for own culture group	
Curricular IEP Goal 3	G can compare and contrast different cultures including people, important places, events, traditions, ideas and/or developments by				
Objective 3A	by describing important places, events and traditions in a culture different that my own		Instructional Strategies	Create an emergent level text with pictures and important words, paired with objects for a different culture group	
Curricular IEP Goal 4	G can explain different cultural perspectives of people, important places, events, traditions, ideas and/or developments by				
Objective 4A	by sharing what I know about mine and another culture		Instructional Strategies	Visual options (power point, or objects, pictures, videos), pair words with visuals, include music	

## Deriving Replacement Goals & Objectives from Grade Level Curriculum

Student:	Course	Teacher/Staff:
What unit are you working on this term?	Why is this unit important? (Big Idea)	
Unit:		
What do you want everyone to get out of this unit? (Goal)	What could this look like for _____? (IEP Objective)	
What resources/ strategies are you using for this unit?	What do we need for _____? (strategies)	
How will you assess all students learning in this unit?	What could this look like for _____? (assessment)	

How can we create **curricular IEP goals** in ways that support the development of student agency and self-determination?

# Reflecting

- What is useful from today?
- What is something you want to share with someone else?
- How does this session connect with what you are already doing in your contexts?
- How does this session connect to the previous session?
- What questions are coming up for you?

# Next Session – May 8

- Universal & Essential Supports & Strategies
  - What is the difference?
  - How are they different from adaptations & accommodations?
  - How to find them
  - Examples
  - Next section of ICBIEP Template
  - Dr. Julie Causton

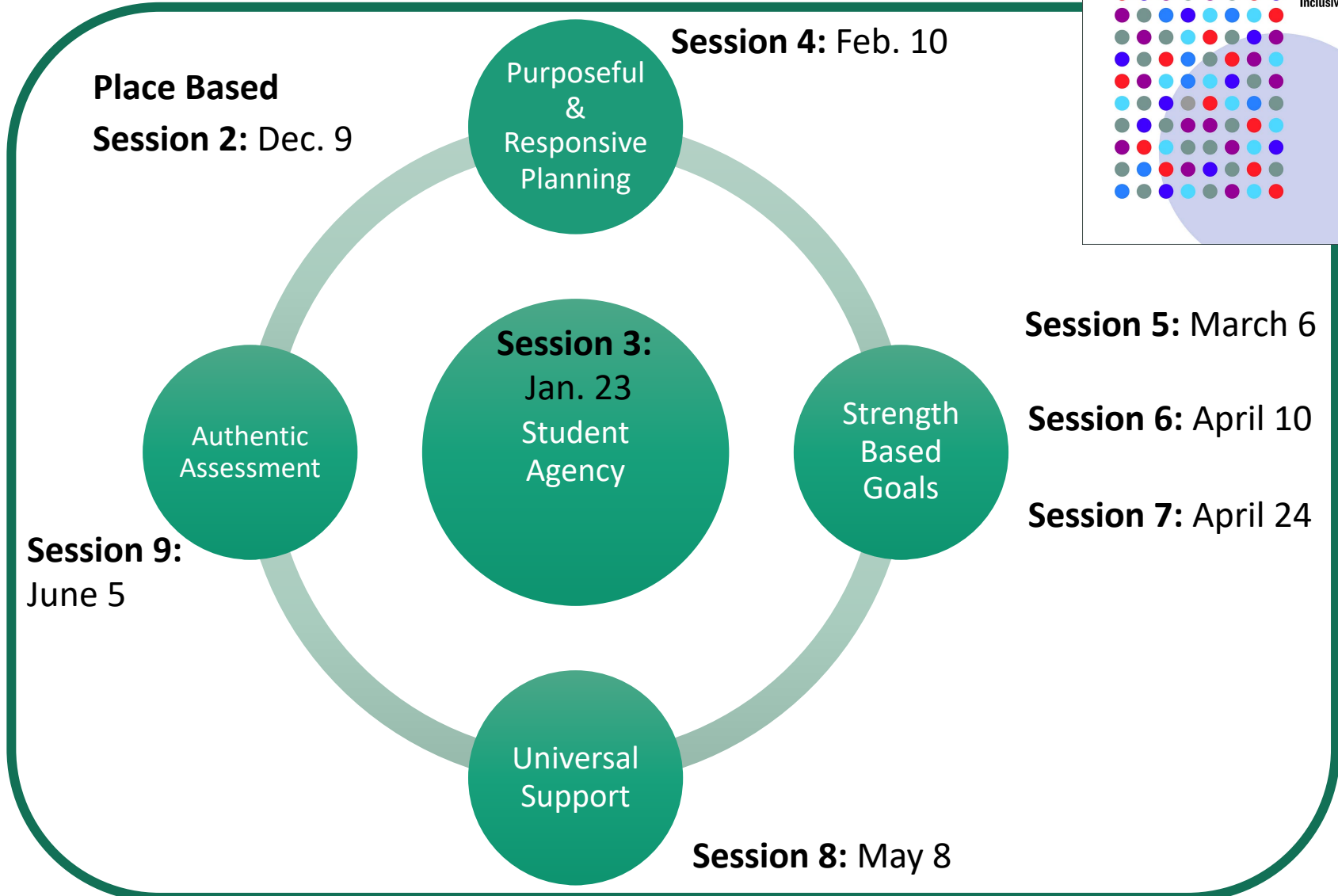
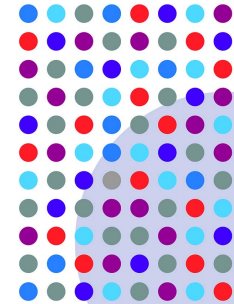
# Guiding Principles of a Renewed & Inclusive IEP

From the author of *One Without the Other*

Shelley Moore

**ALL FOR ONE**

Designing Individual Education Plans for Inclusive Classrooms





# Inclusive & Competency Based IEPs

Slides: [www.blogsomemoore.com](http://www.blogsomemoore.com)



# Access to Session Recording

- Link will be sent to the email that you registered with
- Available for 72 hours after email is sent
- Registration open for Sessions 7-9
- School & district purchasing options are available
  - shelleymoore79@gmail.com