



Inclusive & Competency Based IEPs

Session 4: Purposeful & Responsive Planning

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**.



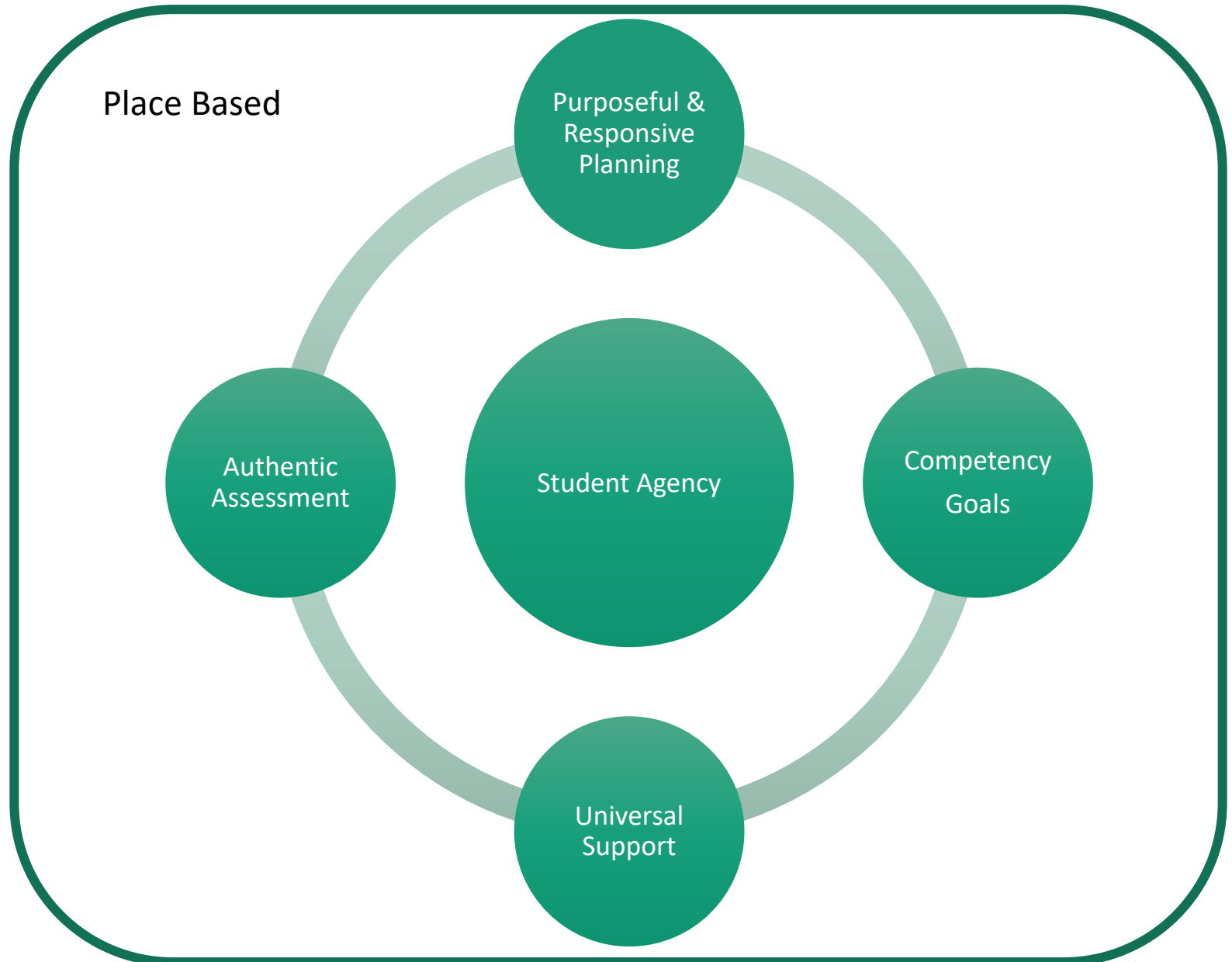
@tweetsomemoore

Shelley Moore, 2021

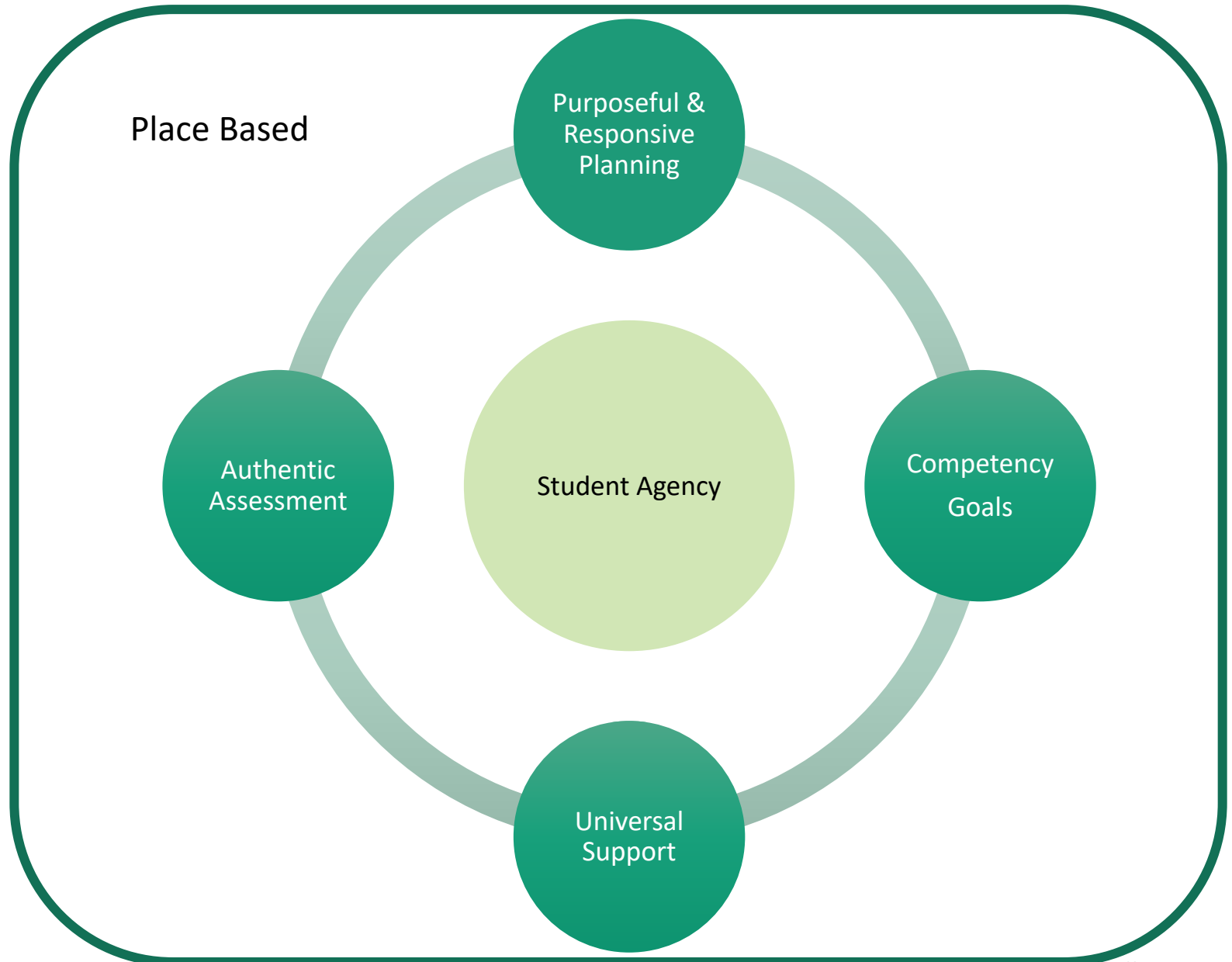
Housekeeping!

- Please change your name to NAME/PRONOUN, DISTRICT
- Podcast 1: Case Study of a classrooms and a student
 - 2 classes
 - Range (age, subject, disability)
- Scheduling early January

Guiding Principles of a Renewed IEP



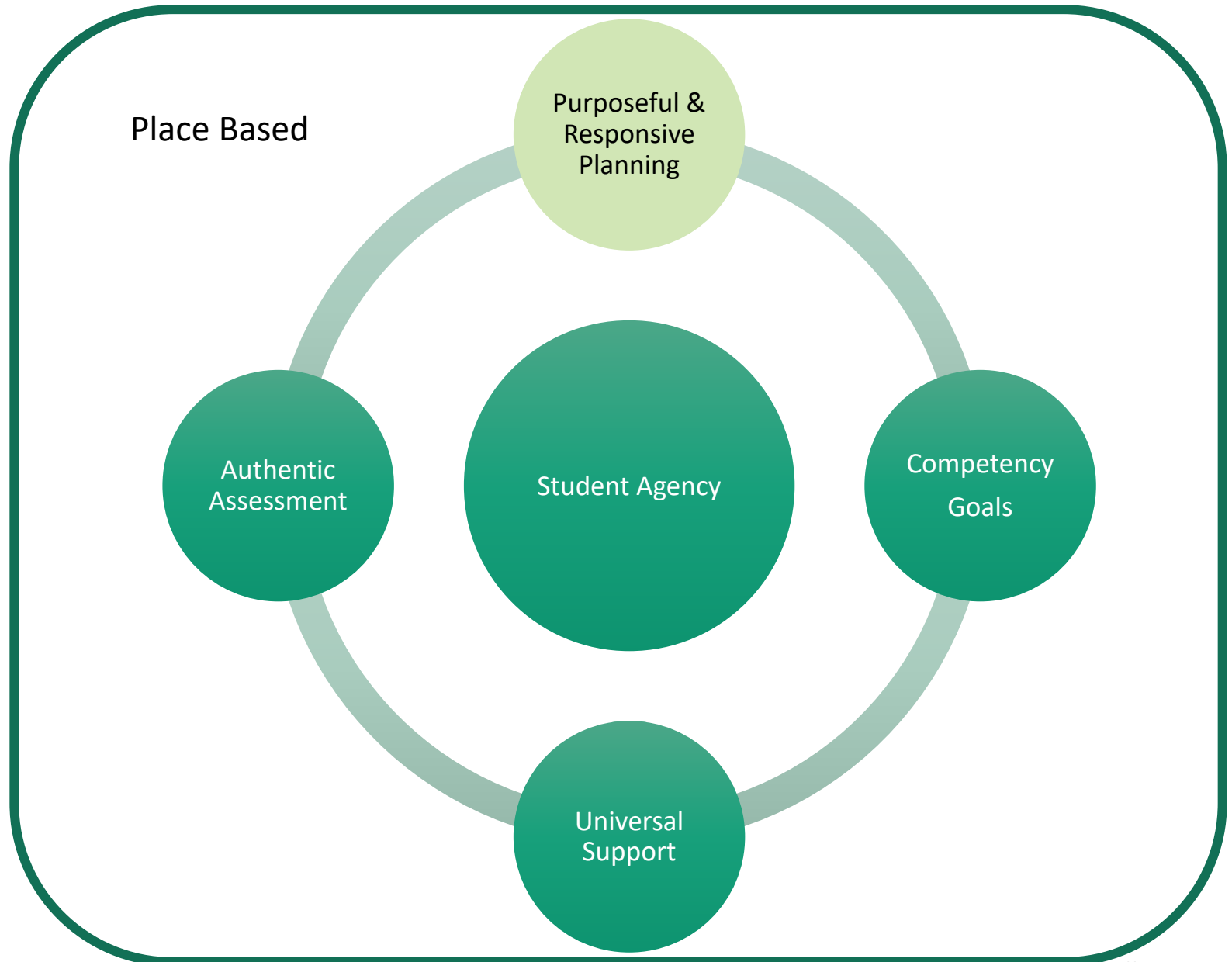
Guiding Principles of a Renewed IEP



Reflection and Sharing

- What stands out from last session?
- How have/are you drawing from what you are learning into your practice?
- What are you noticing?
- What questions are coming up for you?
- How are you collecting evidence about what is shifting in your context?

Guiding Principles of a Renewed IEP



Today's Session

- What is purposeful & responsive planning?
- Why is purposeful & responsive planning important?
- How do we connect purposeful & responsive planning to an I & CB IEP?
- How does purposeful & responsive planning support the development of student agency and self-determination?

What is Purposeful Planning?

Purpose helps us make Places meaningful!

All of us navigate 3 purposes in every place we are in:

- Personal Purpose
- Social Purpose
- Intellectual/Learning Purpose

These purposes make it so that we are more than just existing in a location, and instead gives us meaningful roles & responsibilities in a community

Having purpose in a place is connected to us feeling like we belong in a community

What is Purposeful Planning?



Personal

Personal Purpose

- Roles & responsibilities connected to how an **individual** can be successful in a community
 - How can we support **individual identity**?
 - How can we support **positive behaviour**?
 - How can we support **individual identity, awareness and regulation**?
 - How can a **community support individuals to personally belong**?
 - How can we **co-construct a personal vision** for a successful community that **considers all the individuals within it**?

What is Purposeful Planning?



Social

Social Purpose

- Roles & responsibilities connected to how a **community** can be successful **together**
 - How can we support **social identity**?
 - How can we support **positive interactions** and **communication**?
 - How can we support **social awareness, responsibility,** and **collaboration**?
 - How can a **community** support individuals to **socially belong**?
 - How can we **co-construct** a **social vision** for a successful community that **considers all the individuals within it**?

What is Purposeful Planning?



Intellectual

Intellectual/ Learning Purpose

- Roles & responsibilities connected to how a **community** can **learn** successfully together
 - How can we support **intellectual identity**?
 - How can we support **positive learning experiences**?
 - How can we honour **multiple ways of learning and knowing, critical and creative thinking**?
 - How can a **community support individuals to intellectually belong**?
 - How can we **co-construct an intellectual vision** for a successful community that **considers all the individuals within it**?

What is Purposeful Planning?

Historically, however...

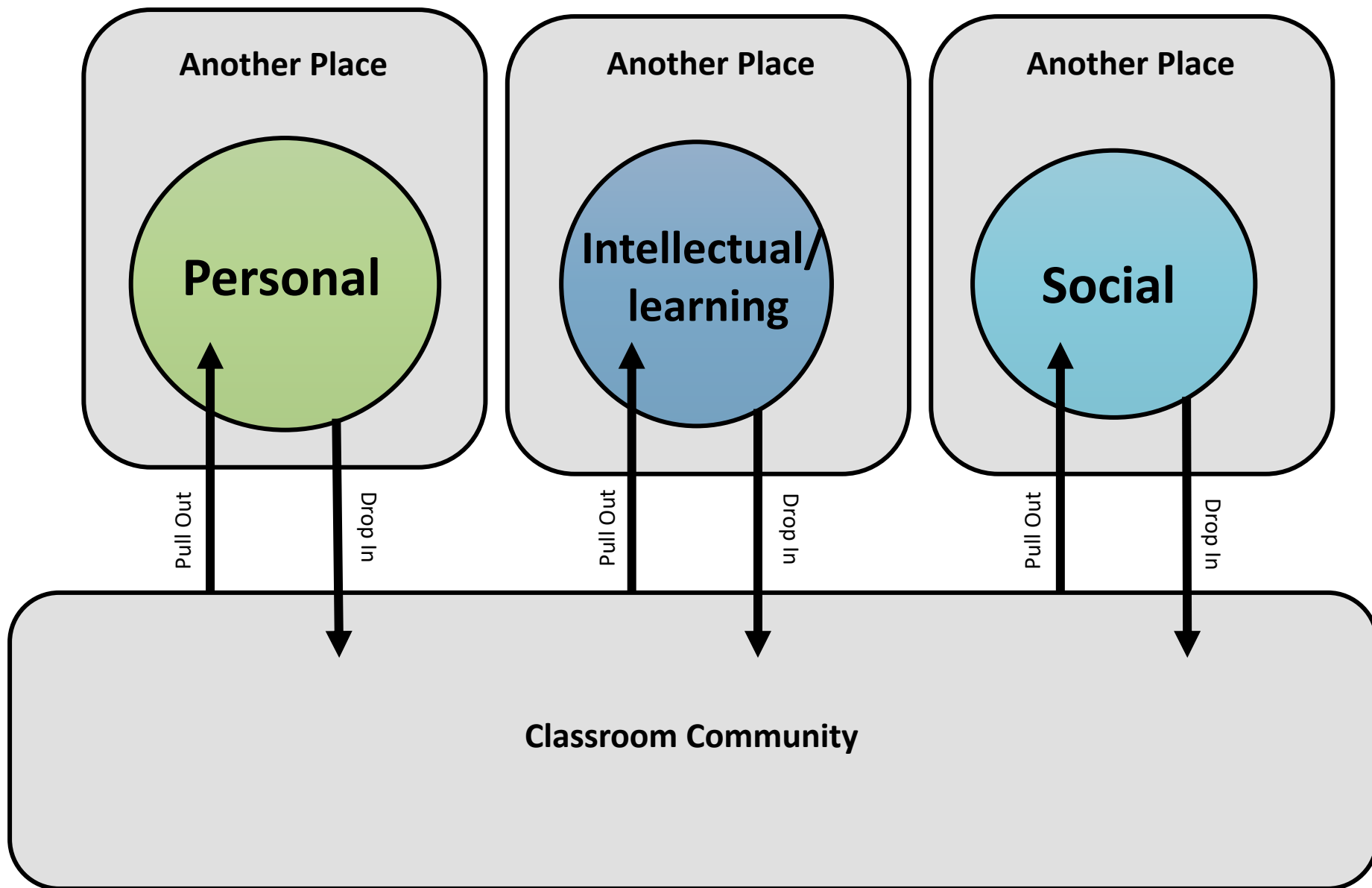
These three areas often correspond with an individual's areas of deficit:

1. Personal – Behaviour Deficits
2. Social – Communication & Social Skills Deficits
3. Intellectual – Learning Deficits

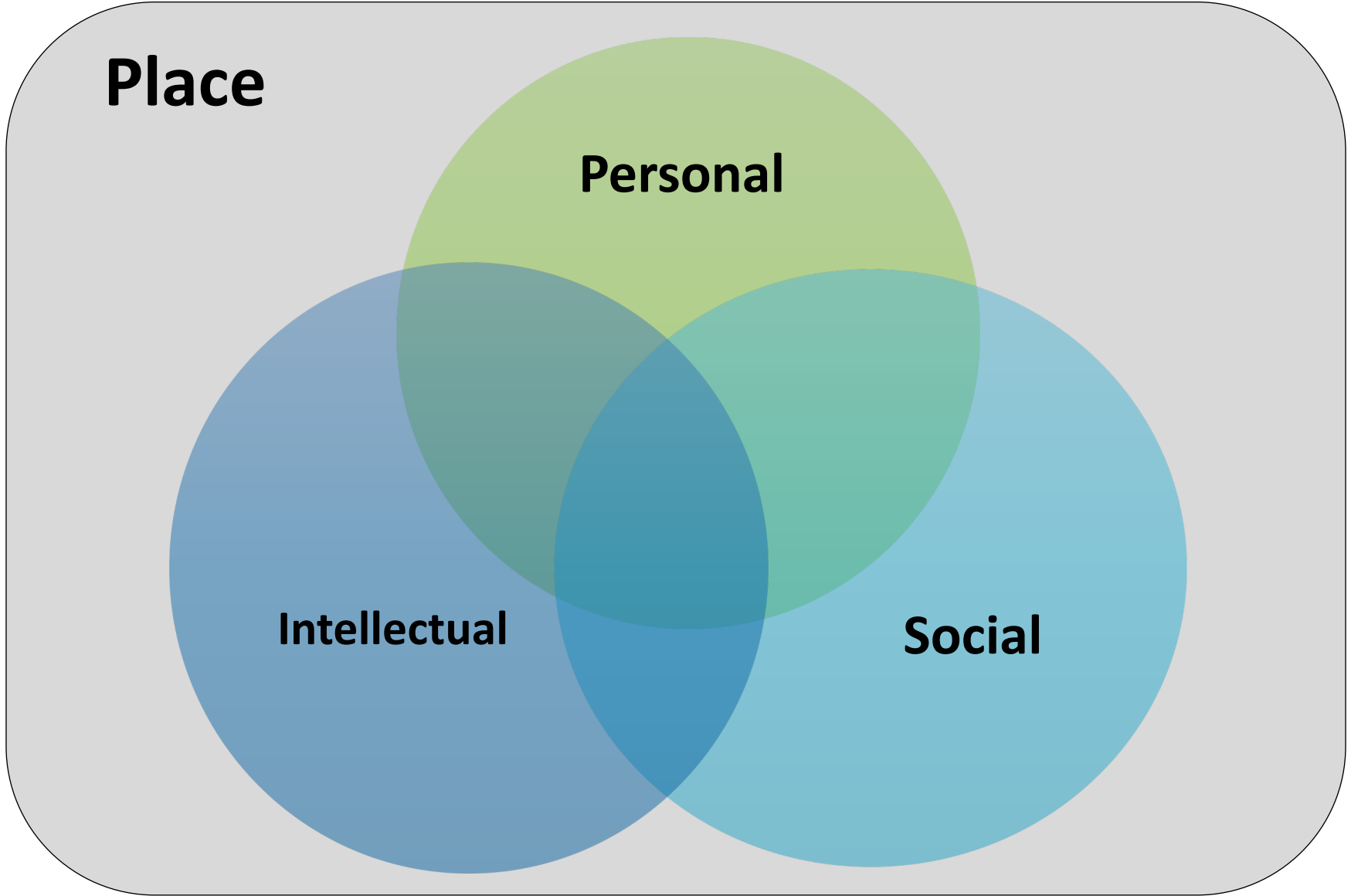
This has led to IEPs **focusing on deficit-based goals and programming**

This programming is often connected to receiving services and support in these areas **in another place**

Historical Special Education: Pull students out to address deficit areas



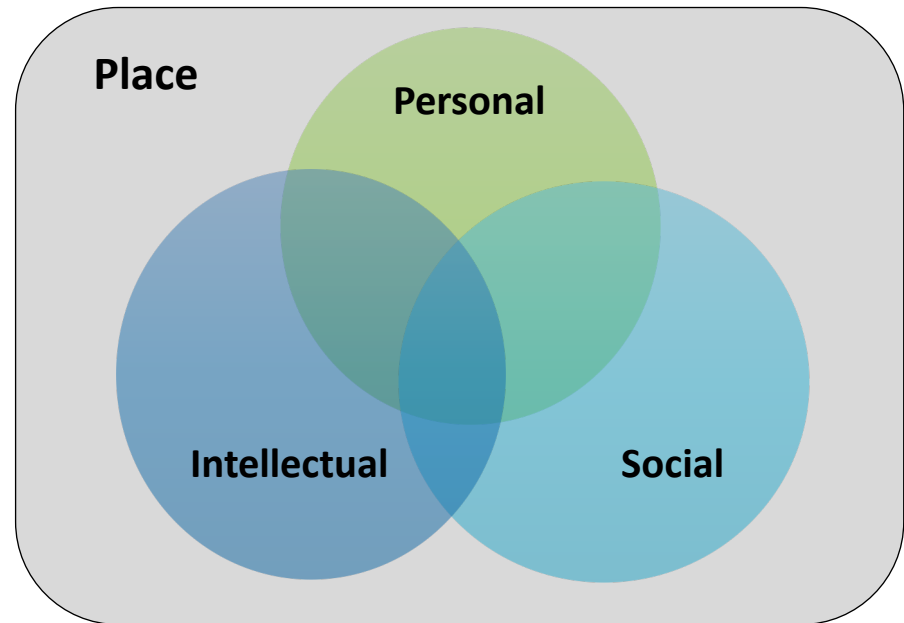
Inclusive Education: Focus on balancing all areas for everyone in a community



Think of a **Place**?

Where is a place where you feel like you belong in that community?

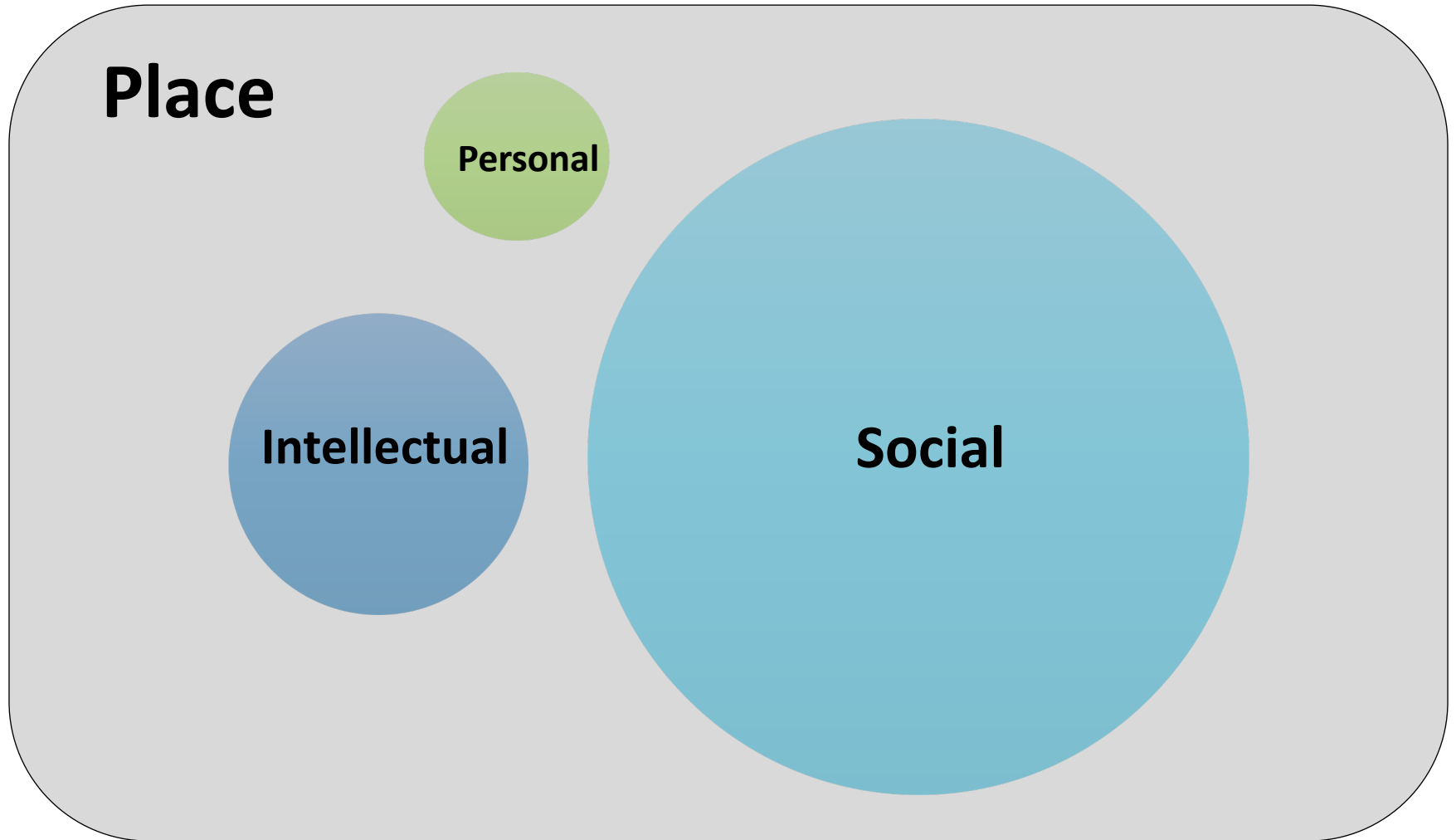
- School, church, sports team, family events, book club, choir etc.
- What are the different roles and responsibilities that you have, in this place?
- How do these roles support your sense of belonging in this place?
- How could using this framework help teams to anticipate purposes, so that students can have roles & responsibilities in inclusive classrooms that might support a sense of belonging?



What is Responsive Planning?

- The opposite of standardized planning
 - Not assessing for deficit areas and setting goals based on where students “should” be
 - Reflecting holistically as an individual in a community, and setting goals based on where students “could” be
- Providing space for students and families to reflect on purpose areas
- Making individuals plans that use strengths to target stretches
- Evolve to a more holistic “current level of performance?”

What is Responsive Planning?



Replacing “Current Level of Performance” with “**what are my strengths & stretches**, and how can I work towards **balance** as a **contributing individual in a community?**”

Why is Purposeful & Responsive Planning Important?

- Focusing on an individual's **roles & responsibilities** that are connected to **belonging to a community**
- **Shifts away** from targeting **individual's deficits in isolation** and **towards** their holistically building on their strengths and **contributions in a community**
- Ensures students are **more than just integrated**, or existing in a classroom (which often leads to challenging behaviour)
- Keeps **student and family priorities** and values front and center to the IEP process

How does Purposeful &
Responsive Planning
connect to the I & CB IEP ?

Inclusive & Competency Based IEP

- Page 1
 - Student Details
 - Personal Profile
 - Learner Profile
 - Determine Focus Areas
 - Connect to Competencies

School District		Student Name, Year		
Inclusive and Competency Based Individual Education Plan				
Student Details				
Student Photo	Student Name		Primary Designation	
	Grade		Additional Designation	
	Student Number		IEP Review Date	
	Date of Birth		Case Manager	
	Student Support Team		Role	
Parent/Guardian Consultation Date				
My Personal Profile	Link to Evidence:		Thoughts from family and my team	
My Identities				
My Interests				
My Needs				
My Learning Profile	Link to Evidence:			
	Personal	Social	Learning/ Intellectual	
My Strengths	*Thoughts from my team	*Thoughts from my team	*Thoughts from my team	
My Stretches	*Thoughts from my team	*Thoughts from my team	*Thoughts from my team	
Areas I want to focus on this year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



School District	Inclusive and Competency Based Individual Education Plan
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I & CBIEP Example

- Geeshan
- Grade 11
- ICBIEP Page 1

Student Details				
Student Photo	Student Name	Geeshan Bandara	Primary Designation	Autism
	Grade	11	Additional Designation	Intellectual Disability
	Student Number	495204	IEP Review Date	May 16, 2020
	Date of Birth	December 12, 2005	Case Manager	L. O'Donnell
	Student Support Team		Role	
	Rashani and Wasura Bandara		Parents (Mother and Father)	
	Keshana Bandara		Sister	
	A. Kwan		EA	
	H. Perret		SLP	
	Winter		VP	
Parent/Guardian Consultation Date			Oct 9 th , 2019	

My Personal Profile	Link to Evidence: video in digital portfolio	Thoughts from my family and team
My Identities	G chose: "Sri Lankan" from picture options	<ul style="list-style-type: none"> • Geeshan loves his family. We have a big extended family, and we value those connections"
My Interests	G chose "food," "family" and "friends" from picture options	<ul style="list-style-type: none"> • Geeshan loves to play with objects that have cause and effect functions • Loves spending time with his peers at school • Loves being included in anything and everything • Enjoys tasks where he can exercise his independence
My Needs	G chose "talk" from picture options	<ul style="list-style-type: none"> • Support with effective communication • Differentiated access to curriculum • Some personal care routines

My Learning Profile	Link to Evidence: video in digital portfolio		
	Personal	Social	Learning/ Intellectual
My Strengths	G chose "learn," and "waking up" and "happy" from picture options <ul style="list-style-type: none"> • G is content at school and at home • Enjoys coming to school everyday 	G chose "friends," and "play" from picture options <ul style="list-style-type: none"> • Wants to spend time with other students in the school • Enjoys watching his peers and engaging in simple games • Increased verbal echolalic communication when around peers 	G chose "reading" and "listening" from picture options <ul style="list-style-type: none"> • Engaged in learning materials that have appropriately set access points • Engages in looking at books and listening while being read to • Engages when activities are age appropriate
My Stretches	G chose "mad," and "waiting" from picture options <ul style="list-style-type: none"> • Looking to increase number of preferred activities and increase flexibility with unpreferred activities 	G did not choose any picture options <ul style="list-style-type: none"> • Functional communication • Building vocabulary 	G chose "reading," and "numbers" from picture options <ul style="list-style-type: none"> • 1 to 1 correspondence

Areas I want to focus on this year



I & CBIEP Example

- Nella
- Grade 8
- ICBIEP Page 1



School District	Inclusive and Competency Based Individual Education Plan
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Student Details					
Student Photo	Student Name	Nella John	Primary Designation	Learning Disability	
	Grade	8	Additional Designation	n/a	
	Student Number	6867678	IEP Review Date	May 05, 2020	
	Date of Birth	Jan 20, 2006	Case Manager	D. Creek	
	Student Support Team		Role		
	S. Altheas		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	Thoughts from family and my team
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

My Learning Profile	Link to Evidence: Student Portfolio		
	Personal	Social	Learning/ Intellectual
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 being creative with my work."
	N is very expressive. She has a strong identity and is proud of who she is	*Thoughts from my team	*Thoughts from my team
My Stretches	"Sometimes, I have anxiety around new people."	"I don't like talking to people I don't know."	"Sometimes, I have a hard time writing."
	N needs some support managing her anxiety, especially around new people and in new situations	N needs support engaging in social dialog with unfamiliar peers and adults	N needs some support organizing thinking within written tasks

Areas I want to focus on this year



Student Details & Personal Profile

G. Bandara, 2019-2020 Inclusive and Competency Based Individual Education Plan			
School District			
Student Details			
Student Name	Geehan Bandara	Primary Designation	Autism
Grade	11	Additional Designation	Intellectual Disability
Student Number	495204	IEP Review Date	May 16, 2020
Date of Birth	December 12, 2005	Case Manager	L. O'Donnell
Student Support Team		Role	
Rashmi and Wavara Bandara		Parents (Mother and Father)	
Keshan@Bandara		Sister	
A. Kwan		EA	
R. Parret		SLP	
Winter		VP	
Parent/Guardian Consultation Date		Oct 9 th , 2019	
My Personal Profile			
Link to Evidence: video in digital portfolio		Thoughts from my family and team	
My Identities	G chose: "Sri Lankan" from picture options	<ul style="list-style-type: none"> Geehan loves his family. We have a big extended family, and we value those connections! 	
My Interests	G chose "food," "family" and "friends" from picture options	<ul style="list-style-type: none"> Geehan loves to play with objects that have cause and effect functions Loves spending time with his peers at school Loves being included in anything and everything Enjoys tasks where he can exercise his independence 	
My Needs	G chose "talk" from picture options	<ul style="list-style-type: none"> Support with effective communication Differentiated access to curriculum Some personal care routines 	
My Learning Profile			
	Personal	Social	Learning/Intellectual
My Strengths	G chose "learn," and "walking up" and "happy" from picture options	G chose "friends," and "play" from picture options	G chose "reading" and "listening" from picture options
	<ul style="list-style-type: none"> G is content at school and at home Enjoys coming to school everyday 	<ul style="list-style-type: none"> Wants to spend time with other students in the school Enjoys watching his peers and engaging in simple games Increased verbal echolalic communication when around peers 	<ul style="list-style-type: none"> Engaged in learning materials that have appropriately set access points Engages in looking at books and listening while being read to Engages when activities are age appropriate
My Stretches	G chose "mad," and "waiting" from picture options	G did not choose any picture options	G chose "reading," and "numbers" from picture options
	<ul style="list-style-type: none"> Looking to increase number of preferred activities and increase flexibility with unpreferred activities 	<ul style="list-style-type: none"> Functional communication Building vocabulary 	<ul style="list-style-type: none"> 1 to 1 correspondence



Student Name, Year

School District	Inclusive and Competency Based Individual Education Plan
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Student Details				
Student Photo	Student Name		Primary Designation	
	Grade		Additional Designation	
	Student Number		IEP Review Date	
	Date of Birth		Case Manager	
	Student Support Team		Role	
	Parent/Guardian Consultation Date			

My Personal Profile	Link to Evidence:	
My Identities		
My Interests	*Thoughts from my team	
My Needs	*Thoughts from my team	

Geeshan Gr. 11

G. Bandara, 2019-2020

Student Details			
Student Name	Geeshan Bandara	Primary Designation	Autism
Grade	11	Additional Designation	Intellectual Disability
Student Number	495204	IEP Review Date	May 16, 2020
Date of Birth	December 12, 2005	Case Manager	L. O'Donnell
Student Support Team		Role	
Rashani and Wasura Bandara	Parents (Mother and Father)		
Keshana Bandara	Sister		
A. Kwan	EA		
H. Perret	SLP		
Winter	VP		
Parent/Guardian Consultation Date	Oct 9 th , 2019		

My Personal Profile	Link to Evidence: video in digital portfolio	Thoughts from my family and team
My Identities	G chose: "Sri Lankan" from picture options	<ul style="list-style-type: none"> Geeshan loves his family. We have a big extended family, and we value those connections"
My Interests	G chose "food," "family" and "friends" from picture options	<ul style="list-style-type: none"> Geeshan loves to play with objects that have cause and effect functions Loves spending time with his peers at school Loves being included in anything and everything Enjoys tasks where he can exercise his independence
My Needs	G chose "talk" from picture options	<ul style="list-style-type: none"> Support with effective communication Differentiated access to curriculum

G. Bandara, 2019-2020

School District	Inclusive and Competency Based Individual Education Plan
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Student Details			
Student Name	Geeshan Bandara	Primary Designation	Autism
Grade	11	Additional Designation	Intellectual Disability
Student Number	495204	IEP Review Date	May 16, 2020
Date of Birth	December 12, 2005	Case Manager	L. O'Donnell
Student Support Team		Role	
Rashani and Wasura Bandara		Parents (Mother and Father)	
Keshana Bandara		Sister	
A. Kwan		EA	
H. Perret		SLP	
Winter		VP	
Parent/Guardian Consultation Date		Oct 9 th , 2019	

My Learning Profile	Link to Evidence: video in digital portfolio		
	Personal	Social	Learning/Intellectual
My Strengths	G chose "learn," and "walking up" and "happy" from picture options <ul style="list-style-type: none"> G is content at school and at home Enjoys coming to school everyday 	G chose "friends," and "play" from picture options <ul style="list-style-type: none"> Wants to spend time with other students in the school Enjoys watching his peers and engaging in simple games Increased verbal echolalic communication when around peers 	G chose "reading" and "listening" from picture options <ul style="list-style-type: none"> Engaged in learning materials that have appropriately set access points Engages in looking at books and listening while being read to Engages when activities are age appropriate
My Stretches	G chose "mad," and "waiting" from picture options <ul style="list-style-type: none"> Looking to increase number of preferred activities and increase flexibility with unpreferred activities 	G did not choose any picture options <ul style="list-style-type: none"> Functional communication Building vocabulary 	G chose "reading," and "numbers" from picture options <ul style="list-style-type: none"> 1 to 1 correspondence

Areas I want to focus on this year

My Personal Profile	Link to Evidence: video in digital portfolio	Thoughts from my family and team
My Identities	G chose: "Sri Lankan" from picture options	<ul style="list-style-type: none"> Geeshan loves his family. We have a big extended family, and we value those connections"
My Interests	G chose "food," "family" and "friends" from picture options	<ul style="list-style-type: none"> Geeshan loves to play with objects that have cause and effect functions Loves spending time with his peers at school Loves being included in anything and everything Enjoys tasks where he can exercise his independence
My Needs	G chose "talk" from picture options	<ul style="list-style-type: none"> Support with effective communication Differentiated access to curriculum Some personal care routines

Nella Gr. 8

N. John, 2019			
School District		Inclusive and Competency Based Individual Education Plan	
Student Photo	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. Altheas		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	"I have a lot of cousins, so my family is big. Some of my family are from other countries."	Thoughts from family and my team	
My Interests	"I really like anime, especially Dragon Ball Z. I also like drawing"	Nella has two homes that she shares her time between	
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."	Showing a lot of interest and skill in the arts Enjoys making cross-curricular connections within her subject classes * Strengthen organization and time management * Managing her worries and emotions	



N. John, 2019

School District		Inclusive and Competency Based Individual Education Plan	
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Student Details				
Student Photo	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. Altheas		Parent (mother)	
	S. John		Parent (father)	
	L. Aracama		Counsellor	
	J. Gill		Youth Worker	
	R. Che		Principal	
Parent/Guardian Consultation Date		October 18, 2019		

My Learning Profile			
Link to Evidence: Student Portfolio			
	Personal	Social	Learning/ Intellectual
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 being creative with my work."
My Stretches	"Sometimes, I have anxiety around new people and in new situations"	"I don't like talking to people I don't know."	"Sometimes, I have a hard time writing."

Areas I want to focus on this year:

My Personal Profile	Link to Evidence: Student Portfolio	Thoughts from family and my team
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

The Learning Profile & Focus Areas

Student Name, Year

School District	Inclusive and Competency Based Individual Education Plan			
Student Details				
Student Photo	Student Name	Primary Designation		
	Grade	Additional Designation		
	Student Number	IEP Review Date		
	Date of Birth	Case Manager		
	Student Support Team		Role	
Parent/Guardian Consultation Date				
My Personal Profile		Link to Evidence:		
My Identities		Thoughts from family and my team		
My Interests				

My Learning Profile	Link to Evidence:		
	Personal	Social	Learning/ Intellectual
My Strengths	*Thoughts from my team	*Thoughts from my team	*Thoughts from my team
My Stretches	*Thoughts from my team	*Thoughts from my team	*Thoughts from my team
Areas I want to focus on this year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My Learning Profile	Link to Evidence:		
	Personal	Social	Learning/ Intellectual
My Strengths	*Thoughts from my team	*Thoughts from my team	*Thoughts from my team
My Stretches	*Thoughts from my team	*Thoughts from my team	*Thoughts from my team

Areas I want to focus on this year



Learning Profile & Focus Areas: Purposeful & Holistic Reflection

My Learning Profile	Link to Evidence:		
	Personal	Social	Learning/ Intellectual
My Strengths			
	*Thoughts from my team	*Thoughts from my team	*Thoughts from my team
My Stretches			
	*Thoughts from my team	*Thoughts from my team	*Thoughts from my team

Areas I want to focus on this year



Example Geeshan: Learning Profile

G. Bandara, 2019-2020

Inclusive and Competency Based Individual Education Plan			
Student Details		Primary Designation: Autism	
Student Name	Geeshan Bandara	Grade	11
Student Number	495204	Additional Designation	Intellectual Disability
Date of Birth	December 12, 2005	IEP Review Date	May 16, 2020
Student Support Team		Case Manager: L. O'Donnell	
Role		Parents (Mother and Father)	
Keshani and Wavara Bandara		Sister	
A. Kwan		EA	
H. Perret		SIP	
Winter		VP	
Parent/Guardian Consultation Date		Oct 9 th , 2019	
My Personal Profile			
Link to Evidence: video in digital portfolio	Thoughts from my family and team		
My Identities	G chose: "Sri Lanka" from picture options		
My Interests	G chose "food," "family" and "friends" from picture options		
My Needs	G chose "talk" from picture options		
My Learning Profile			
Link to Evidence: video in digital portfolio	Thoughts from my family and team		
My Strengths	Personal	Social	Learning/Intellectual
	G chose "learn," and "waking up" and "happy" from picture options	G chose "friends," and "play" from picture options	G chose "reading" and "listening" from picture options
My Stretches	G chose "mad," and "waiting" from picture options	G did not choose any picture options	G chose "reading" and "numbers" from picture options
	Looking to increase number of preferred activities and	Functional communication	1 to 1 correspondence
Areas I want to focus on this year			
unpreferred activities			

- Purposeful Reflection of strengths & stretches in 3 areas: personal, social and intellectual/ learning

My Learning Profile	Link to Evidence: video in digital portfolio		
	Personal	Social	Learning/ Intellectual
My Strengths	G chose "learn," and "waking up" and "happy" from picture options	G chose "friends," and "play" from picture options	G chose "reading" and "listening" from picture options
	<ul style="list-style-type: none"> G is content at school and at home Enjoys coming to school everyday 	<ul style="list-style-type: none"> Wants to spend time with other students in the school Enjoys watching his peers and engaging in simple games Increased verbal echolalic communication when around peers 	<ul style="list-style-type: none"> Engaged in learning materials that have appropriately set access points Engages in looking at books and listening while being read to Engages when activities are age appropriate
My Stretches	G chose "mad," and "waiting" from picture options	G did not choose any picture options	G chose "reading," and "numbers" from picture options
	<ul style="list-style-type: none"> Looking to increase number of preferred activities and increase flexibility with unpreferred activities 	<ul style="list-style-type: none"> Functional communication Building vocabulary 	<ul style="list-style-type: none"> 1 to 1 correspondence

- This process can replace "current level of performance"
- This process must include voice of student and family

Example Nella: Learning Profile

- Purposeful Reflection of strengths & stretches in 3 areas: personal, social and intellectual/ learning

⊕ N. John, 2019

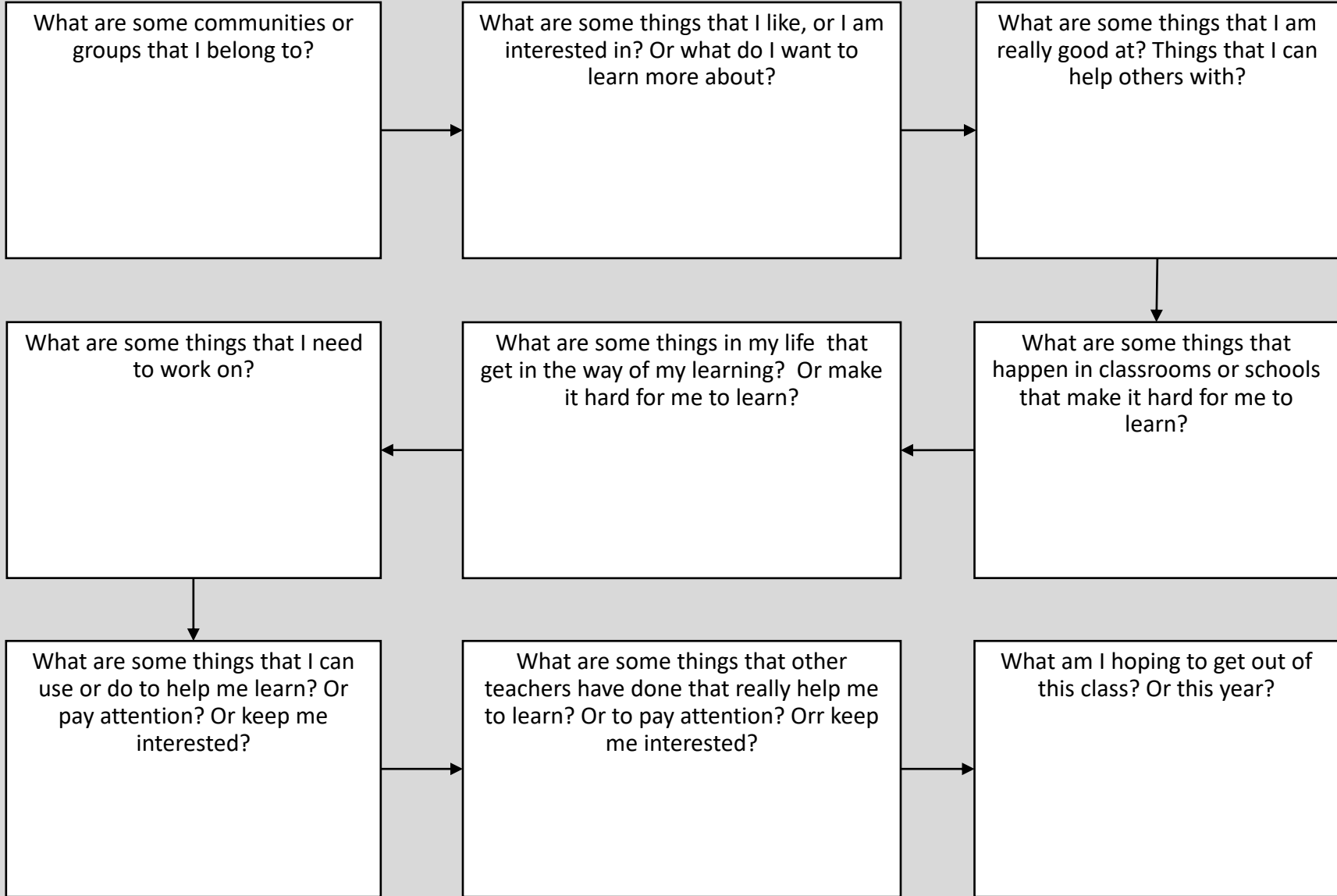
School District		Inclusive and Competency Based Individual Education Plan	
Student Details			
Student Name	Nella John	Primary Designation	Learning Disability
Grade	8	Additional Designation	n/a
Student Number	6867678	IEP Review Date	May 05, 2020
Date of Birth	Jan 20, 2006	Case Manager	D. Creek
Student Support Team		Role	
S. Albheas		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		Thoughts from family and my team	
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	
My Learning Profile			
Link to Evidence: Student Portfolio			
Personal		Social	
Learning/ Intellectual			
My Strengths	"I know what my feelings are when I'm having them." "I'm very expressive. She has a strong identity and is proud of who she is"	"I have 2 best friends that I like to spend time with." "Thoughts from my team"	"I am really good at finding being creative with my work." *Thoughts from my team
My Stretches	"Sometimes, I have anxiety around new people." "N needs some support managing her anxiety, especially around new people and in new"	"I don't like talking to people I don't know." "N needs support engaging in social dialog with unfamiliar peers and adults"	"Sometimes, I have a hard time writing." "N needs some support organizing thinking within written tasks"

never want to focus on this year

My Learning Profile	Link to Evidence: Student Portfolio		
	Personal	Social	Learning/ Intellectual
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 being creative with my work."
	N is very expressive. She has a strong identity and is proud of who she is	*Thoughts from my team	*Thoughts from my team
My Stretches	"Sometimes, I have anxiety around new people."	"I don't like talking to people I don't know."	"Sometimes, I have a hard time writing."
	N needs some support managing her anxiety, especially around new people and in new situations	N needs support engaging in social dialog with unfamiliar peers and adults	N needs some support organizing thinking within written tasks

- This process can replace "current level of performance"
- This process must include voice of student and family

Who am I? _____



THIS IS ME!

Help us get to know _____!

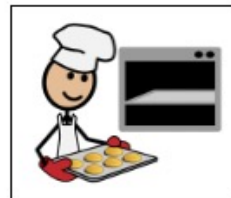
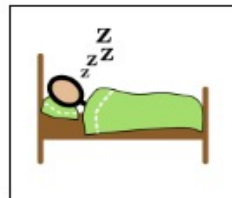
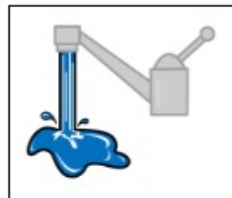
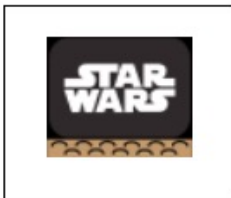
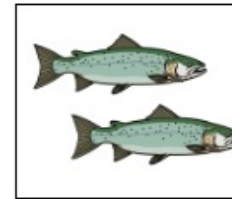
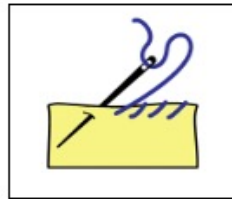
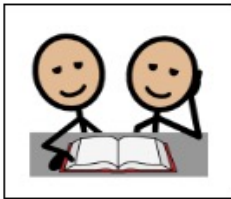
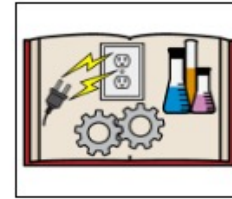
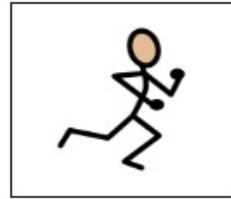
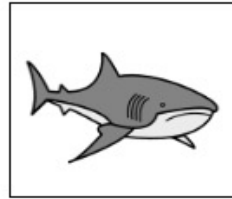
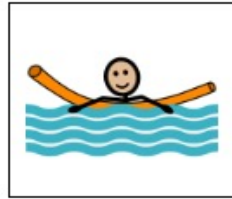
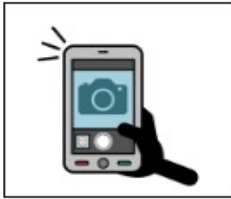
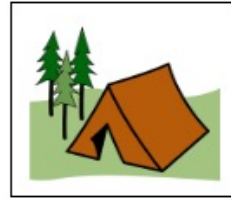
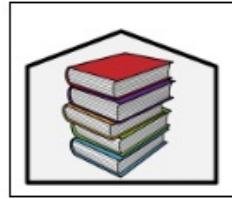
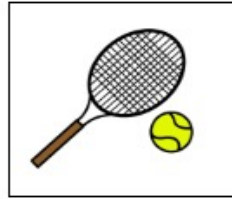
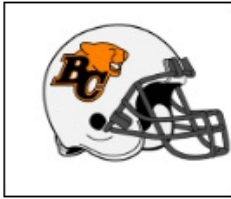
Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is _____? What words would you use to describe _____?	What is _____ interested in? What does _____ like to do on their own, with their family and friends?	What is _____ good at? What could _____ teach others?	What is hard for _____ but they can still do? What do you think is something _____ wants to get better at?	What does _____ need a lot of support with? 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 Juni ? What words would you use to describe Juni ?	What is Juni interested in? What does Juni like to do on her own, with her family and friends?	What is Juni good at? What could Juni teach others?	What is hard for Juni , but she can still do? What do you think is something Juni wants to get better at?	What does Juni need a lot of support with? What is something that Juni 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?

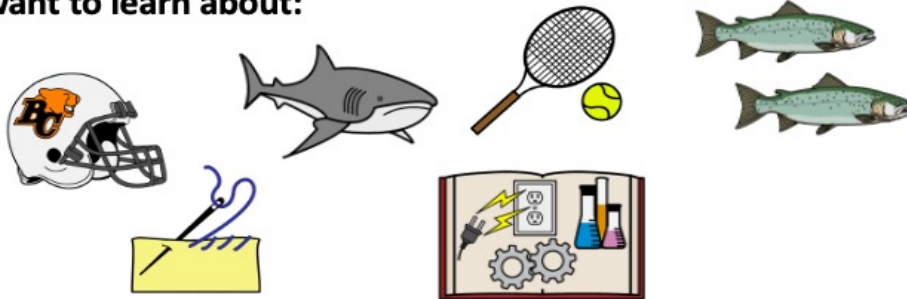




Building my Student profile: What are my INTERESTS?

INTERESTS can be things we want to learn more about.

I want to learn about:



INTERESTS can be things like to do on our own, with out family, or with our friends.

I like to:



Learning Profile & Focus Areas: Determining Focus/ Goal Areas

My Learning Profile	Link to Evidence:		
	Personal	Social	Learning/ Intellectual
My Strengths			
	*Thoughts from my team	*Thoughts from my team	*Thoughts from my team
My Stretches			
	*Thoughts from my team	*Thoughts from my team	*Thoughts from my team
Areas I want to focus on this year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Example Geeshan: Choosing Focus Areas

G. Bandara, 2019-2020 Inclusive and Competency Based Individual Education Plan			
School District			
Student Details			
Student Name	Geeshan Bandara	Primary Designation	Autism
Grade	11	Additional Designation	Intellectual Disability
Student Number	495204	IEP Review Date	May 16, 2020
Date of Birth	December 12, 2005	Case Manager	L. O'Donnell
Student Support Team		Role	
Rashani and Wavara Bandara		Parents (Mother and Father)	
Keshani/Barbara		Sister	
A. Kwan		EA	
R. Perret		SIP	
Winter		VP	
Parent/Guardian Consultation Date		Oct 9 th , 2019	

- Based on strengths and stretches, goal areas are then determined
- Focus on balance

My Personal Profile	Link to Evidence: video in digital portfolio	Thoughts from my family and team
My Identities	G chose "Sri Lankan" from picture options	<ul style="list-style-type: none"> Geeshan loves his family. We have a big extended family, and we value those connections!
My Interests	G chose "food," "family" and "friends" from picture options	<ul style="list-style-type: none"> Geeshan loves to play with objects that have cause and effect functions Loves spending time with his peers at school Loves being included in anything and everything Enjoys tasks where he can exercise his independence
My Needs	G chose "talk" from picture options	<ul style="list-style-type: none"> Support with effective communication Differentiated access to curriculum Some personal care routines

My Learning Profile	Link to Evidence: video in digital portfolio		
	Personal	Social	Learning/Intellectual
My Strengths	<ul style="list-style-type: none"> G chose "learn," and "waking up" and "happy" from picture options G is content at school and at home Enjoys coming to school everyday 	<ul style="list-style-type: none"> G chose "friends," and "play" from picture options Wants to spend time with other students in the school Enjoys watching his peers and engaging in simple games Increased verbal echolalic communication when around peers 	<ul style="list-style-type: none"> G chose "reading" and "listening" from picture options Engaged in learning materials that have appropriately set access points Engages in looking at books and listening while being read to Engages when activities are age appropriate
My Stretches	<ul style="list-style-type: none"> G chose "mad," and "waiting" from picture options Looking to increase number of preferred activities and increase flexibility with 	<ul style="list-style-type: none"> G did not choose any picture options Functional communication Building vocabulary 	<ul style="list-style-type: none"> G chose "reading," and "numbers" from picture options 1 to 1 correspondence

My Learning Profile	Link to Evidence: video in digital portfolio		
	Personal	Social	Learning/Intellectual
My Strengths	G chose "learn," and "waking up" and "happy" from picture options <ul style="list-style-type: none"> G is content at school and at home Enjoys coming to school everyday 	G chose "friends," and "play" from picture options <ul style="list-style-type: none"> Wants to spend time with other students in the school Enjoys watching his peers and engaging in simple games Increased verbal echolalic communication when around peers 	G chose "reading" and "listening" from picture options <ul style="list-style-type: none"> Engaged in learning materials that have appropriately set access points Engages in looking at books and listening while being read to Engages when activities are age appropriate
My Stretches	G chose "mad," and "waiting" from picture options <ul style="list-style-type: none"> Looking to increase number of preferred activities and increase flexibility with unpreferred activities 	G did not choose any picture options <ul style="list-style-type: none"> Functional communication Building vocabulary 	G chose "reading," and "numbers" from picture options <ul style="list-style-type: none"> 1 to 1 correspondence



Areas I want to focus on this year



- Determined by student and family
- One, two or all three goal areas can be chosen

Example Nella: Choosing Focus Areas

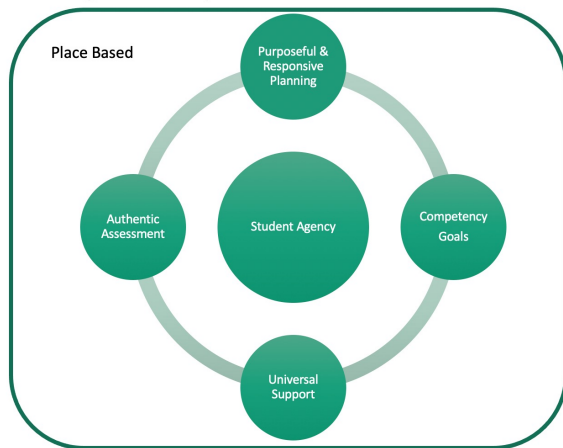
School District		Inclusive and Competency Based Individual Education Plan	
N. John, 2019			
Student Details			
Student Photo	Student Name	Nella John	Primary Designation
	Grade	8	Additional Designation
	Student Number	6867678	IEP Review Date
	Date of Birth	Jan 20, 2006	Case Manager
	Student Support Team		Role
	S. Allheas		Parent (mother)
S. John		Parent (father)	
L. Aracama		Counselor	
J. Gill		Youth Worker	
K. Che		Principal	
Parent/Guardian Consultation Date		October 18, 2019	
My Personal Profile	Link to Evidence: Student Portfolio		Thoughts from family and my team
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
My Learning Profile	Link to Evidence: Student Portfolio		
	Personal	Social	Learning/ Intellectual
My Strengths	"I know what my feelings are when I'm having them." N is very expressive. She has a strong identity and is proud of who she is.	"I have 2 best friends that I like to spend time with." *Thoughts from my team	"I am really good at finding being creative with my work." *Thoughts from my team
My Stretches	"Sometimes, I have anxiety around new people." N needs some support managing her anxiety, especially around	"I don't like talking to people I don't know." N needs support engaging in social dialog with unfamiliar	"Sometimes, I have a hard time writing." N needs some support organizing thinking within
Areas I want to focus on this year			

- Based on strengths and stretches, goal areas are then determined
- Focus on balance

My Learning Profile	Link to Evidence: Student Portfolio		
	Personal	Social	Learning/ Intellectual
My Strengths	"I know what my feelings are when I'm having them." N is very expressive. She has a strong identity and is proud of who she is	"I have 2 best friends that I like to spend time with." *Thoughts from my team	"I am really good at finding being creative with my work." *Thoughts from my team
	"Sometimes, I have anxiety around new people." N needs some support managing her anxiety, especially around	"I don't like talking to people I don't know." N needs support engaging in social dialog with unfamiliar	"Sometimes, I have a hard time writing." N needs some support organizing thinking within
My Stretches	"I know what my feelings are when I'm having them." N is very expressive. She has a strong identity and is proud of who she is	"I have 2 best friends that I like to spend time with." *Thoughts from my team	"I am really good at finding being creative with my work." *Thoughts from my team
	"Sometimes, I have anxiety around new people." N needs some support managing her anxiety, especially around	"I don't like talking to people I don't know." N needs support engaging in social dialog with unfamiliar	"Sometimes, I have a hard time writing." N needs some support organizing thinking within
Areas I want to focus on this year			



- Determined by student and family
- One, two or all three goal areas can be chosen



How does purposeful & responsive planning support the development of student agency and self-determination?

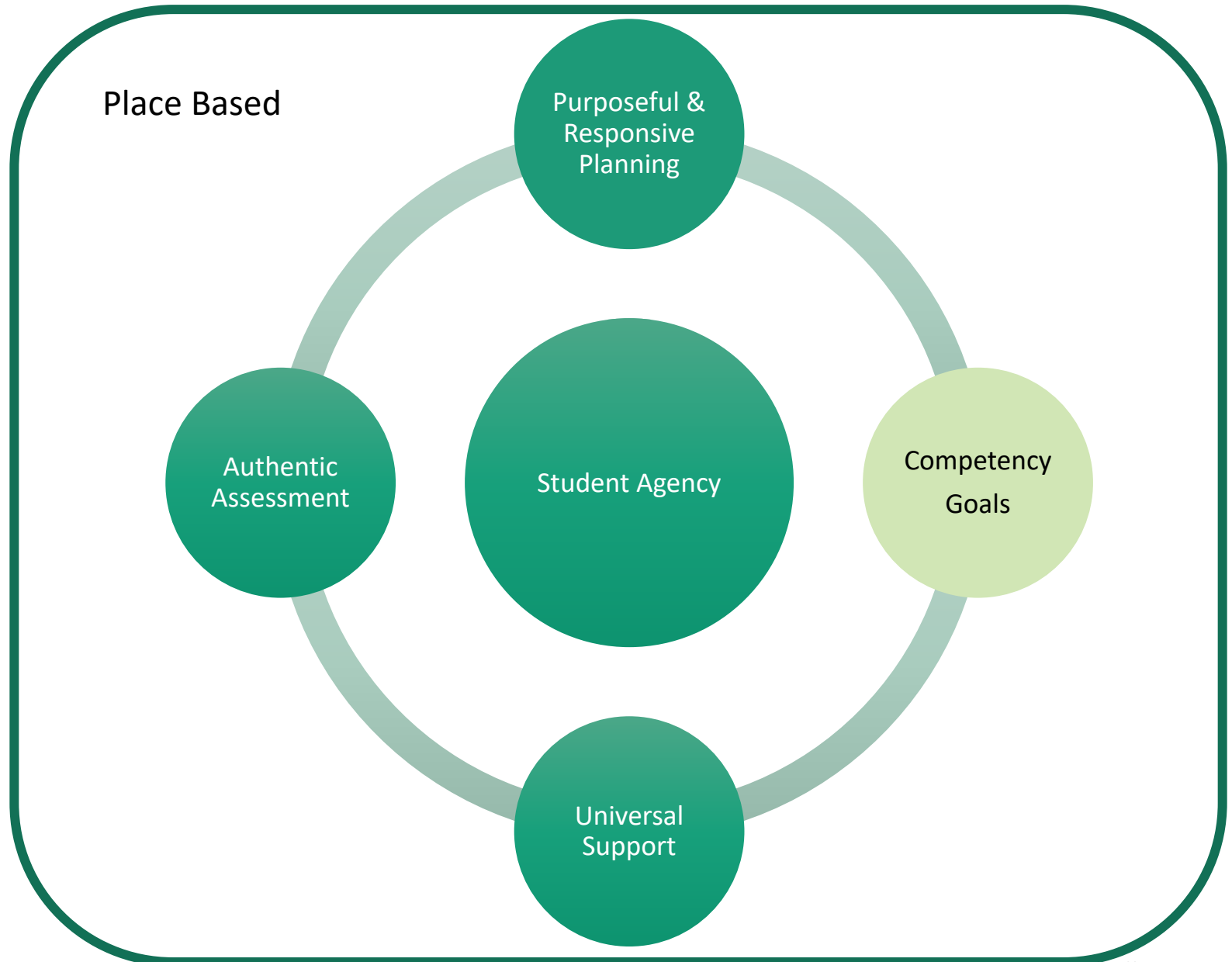
Reflecting

- 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?

Taking Action

- Choose a **student**
- Gather evidence for **personal profile**
- Gather evidence for **learning profile**
- Co-construct **first page** of I & CB IEP
- Decide with student and/or family which **focus areas to target**

Guiding Principles of a Renewed IEP





Inclusive & Competency Based IEPs

Slides: www.blogsomemoore.com