

# SHELLEY MOORE



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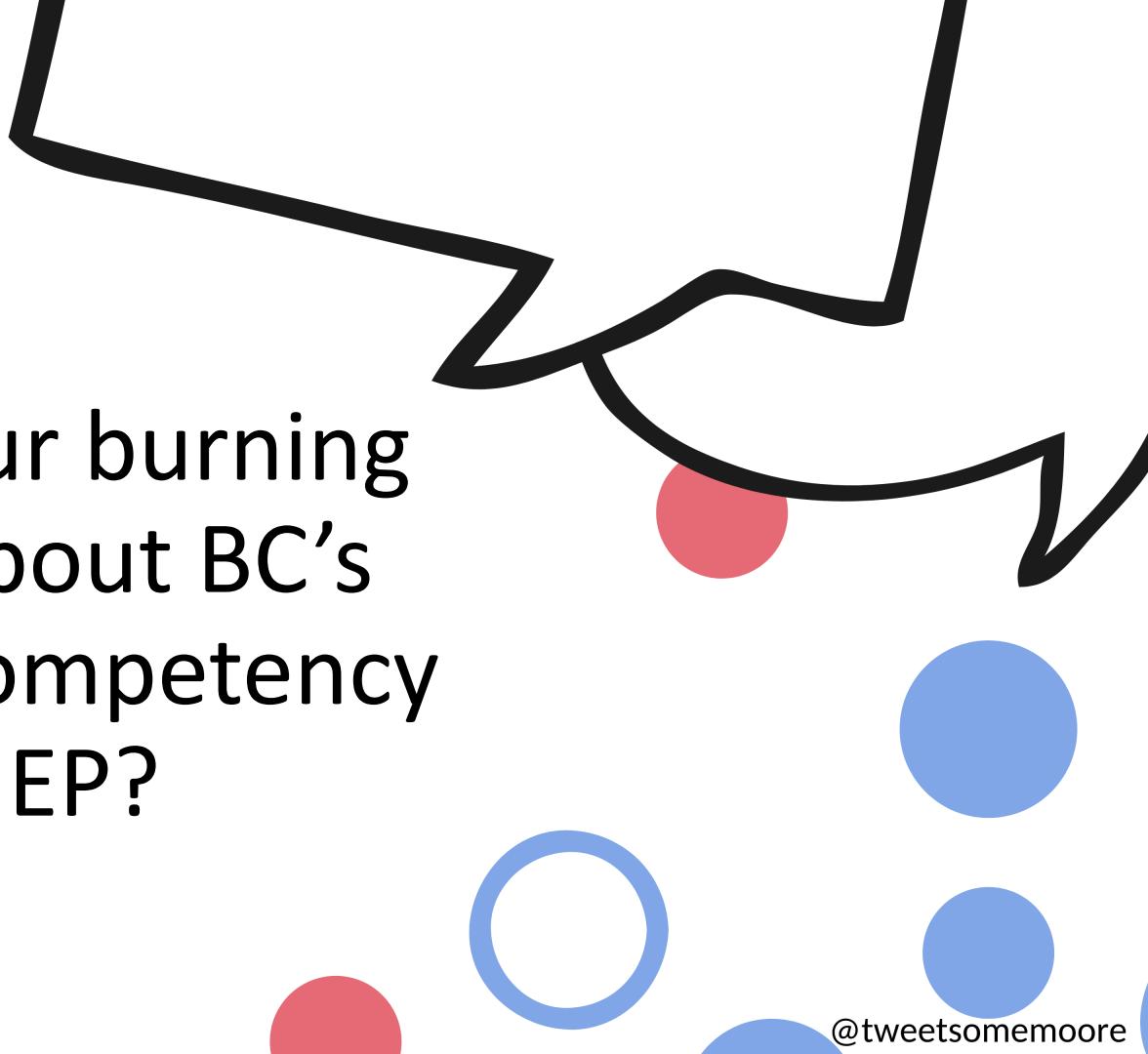
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# NEXWLéLEXM (BOWEN ISLAND)

- 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**.





What are your burning  
questions about BC's  
Inclusive & Competency  
Based IEP?

What is one of the biggest barriers to inclusion?

# Infrastructure

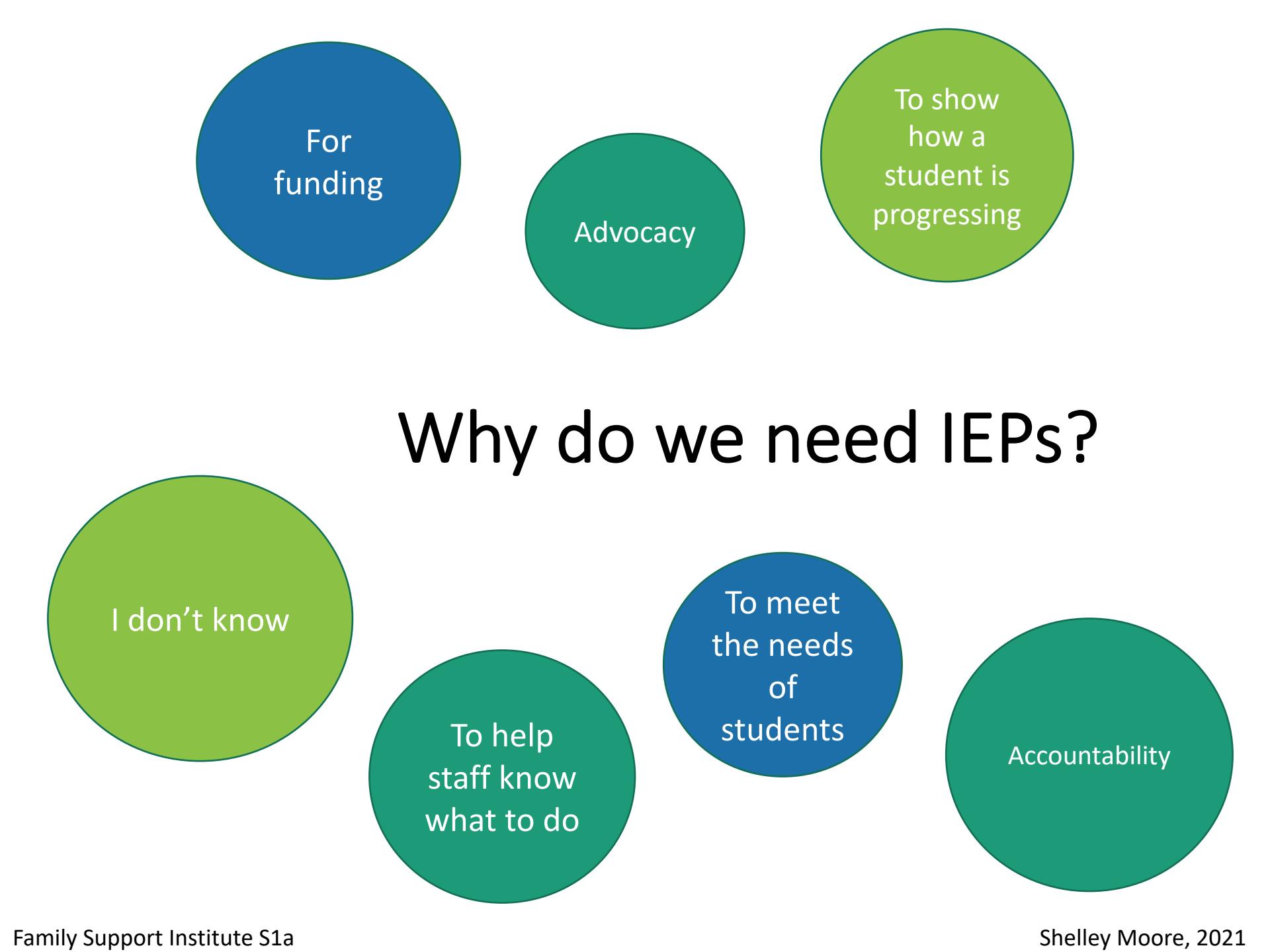


IEPS

# Barriers

**Things were getting in the way and making inclusion HARD to do!**

- IEPs took A LOT of resources to construct
- Very few classroom Teachers were following (or reading) the IEP
- Very few classroom teachers would meet or co-plan
- Educational Assistants (EAs) were left doing all the things!
- Assessment and Reporting
  - Report Cards - four times a year
  - IEPs once a year
- IEPs were historically designed for individuals in self contained settings, who were with other students who also have IEPs
- Now...student with an IEP in an inclusive class with other students who do not have IEPs



For funding

Advocacy

To show  
how a  
student is  
progressing

I don't know

To help  
staff know  
what to do

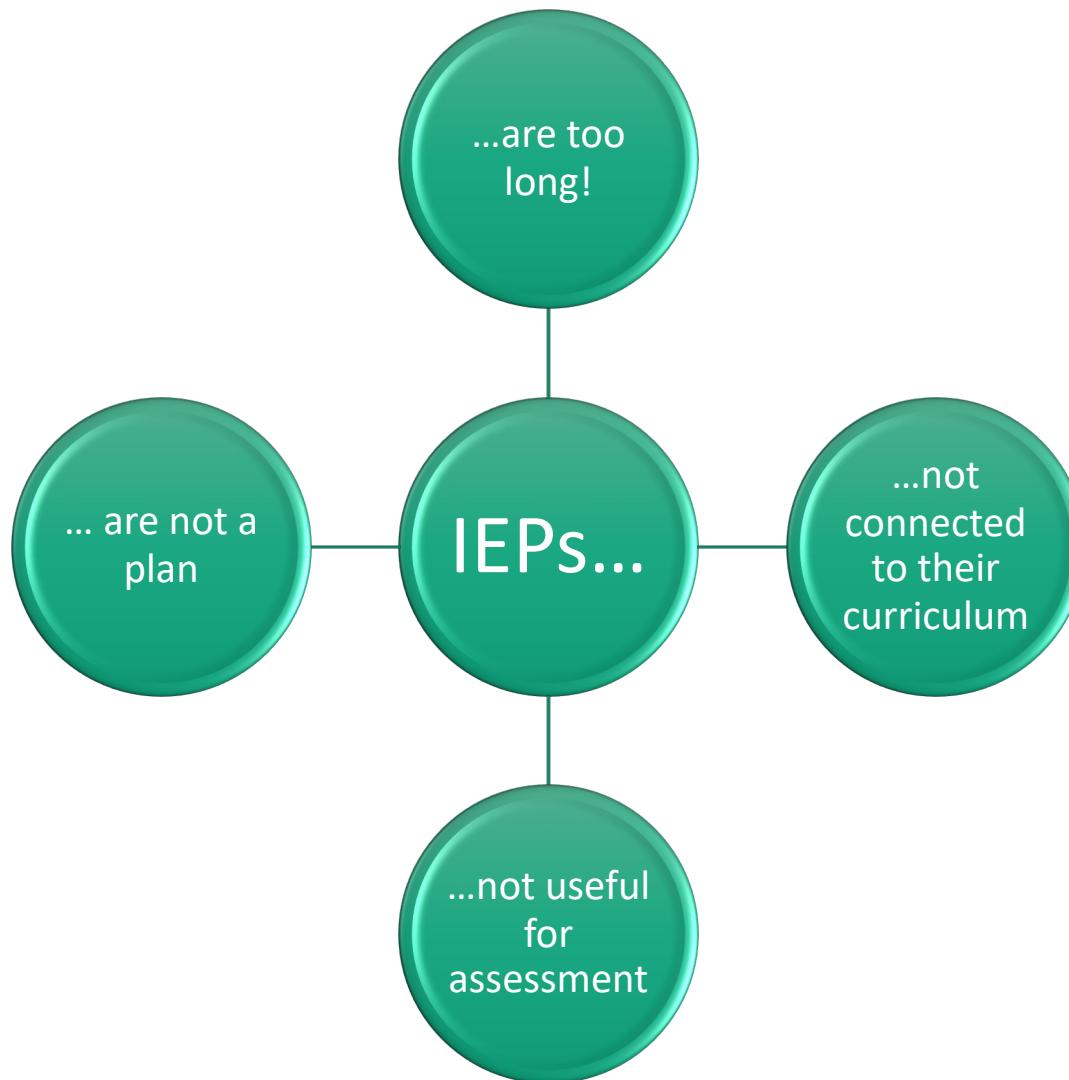
To meet  
the needs  
of  
students

Accountability

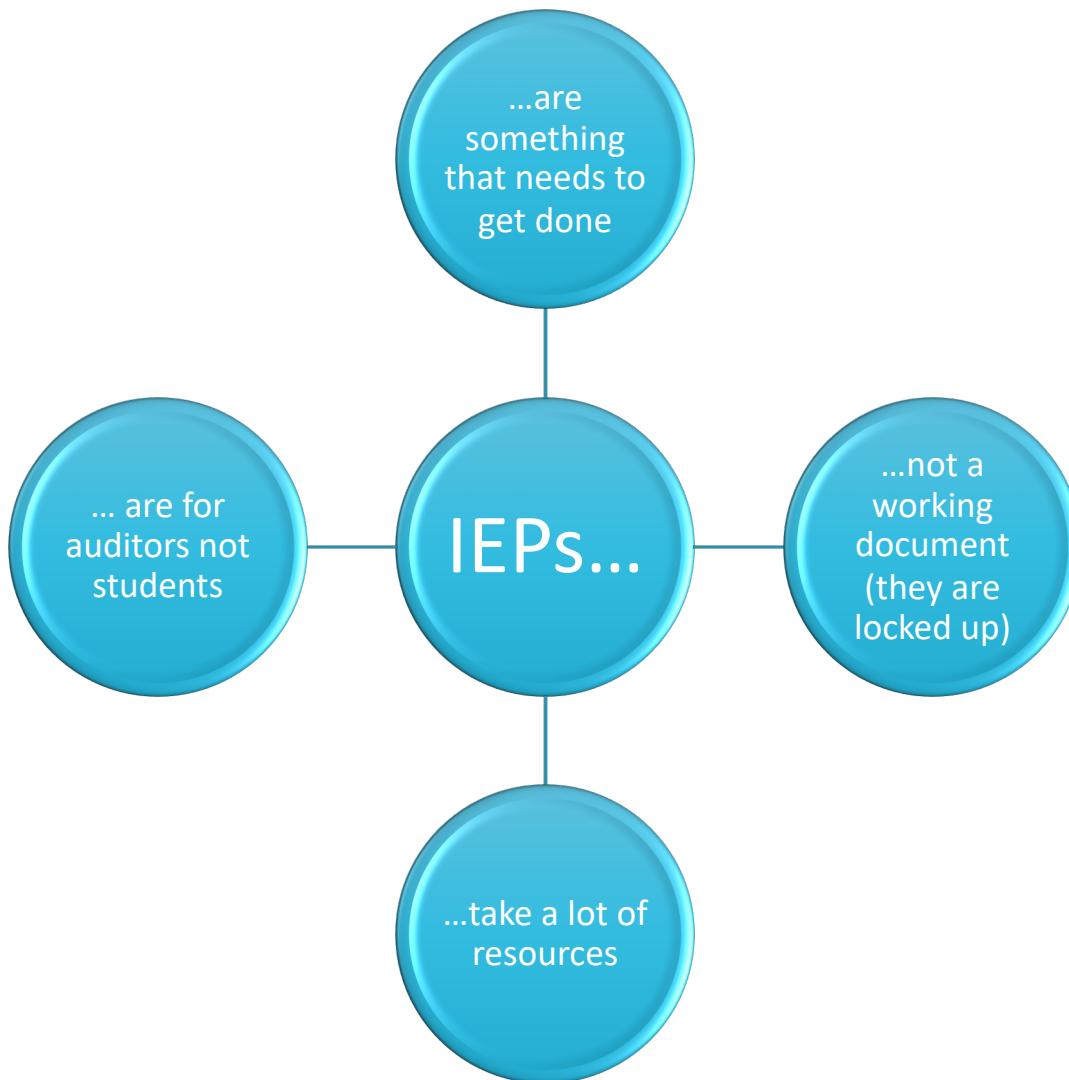
# Why do we need IEPs?

# What doesn't work about IEPs?

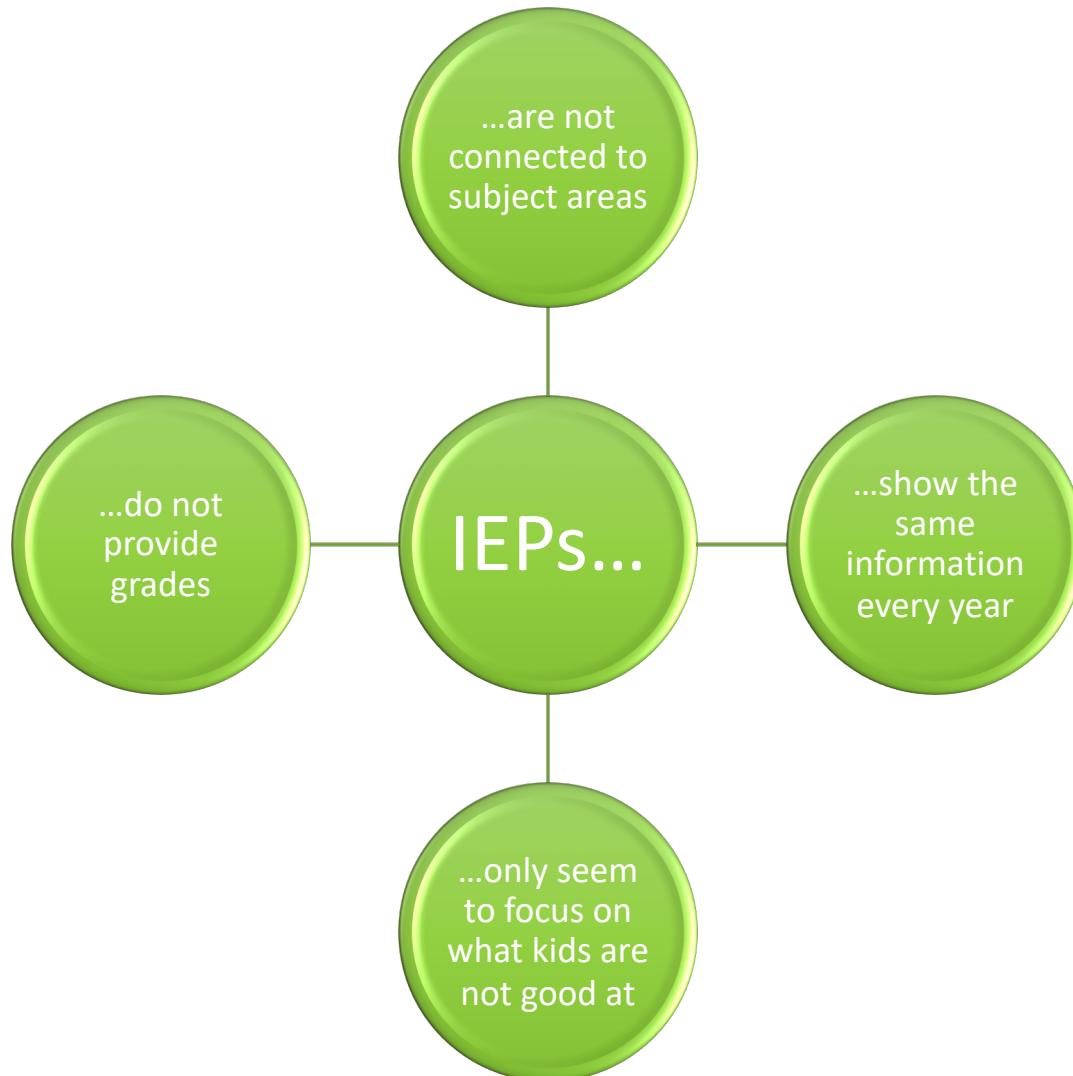
# Classroom Teachers Said...



# Support Teachers Said...



# Parents said...



# What Do We Wish IEPs Could Do?

- Center the **voice** of the **students, families & caregivers**
- Align goals to **a common curriculum** as peers
- Shift to **focus of goals** from *should* to *could*
- Include **curricular & learning goals** – not just behavioural or functional
- Design **accommodations** that can **connect to everyone** in the community (Universal)
- Be a planning document that could be a **blueprint** for an entire **classroom community**
- Focusing on more **current & evolving** “life skills”
- Highlight **student** and **classroom centered evidence** and assessment
- Align IEPs to a **common evaluation process** and schedule