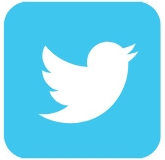


SHELLEY MOORE



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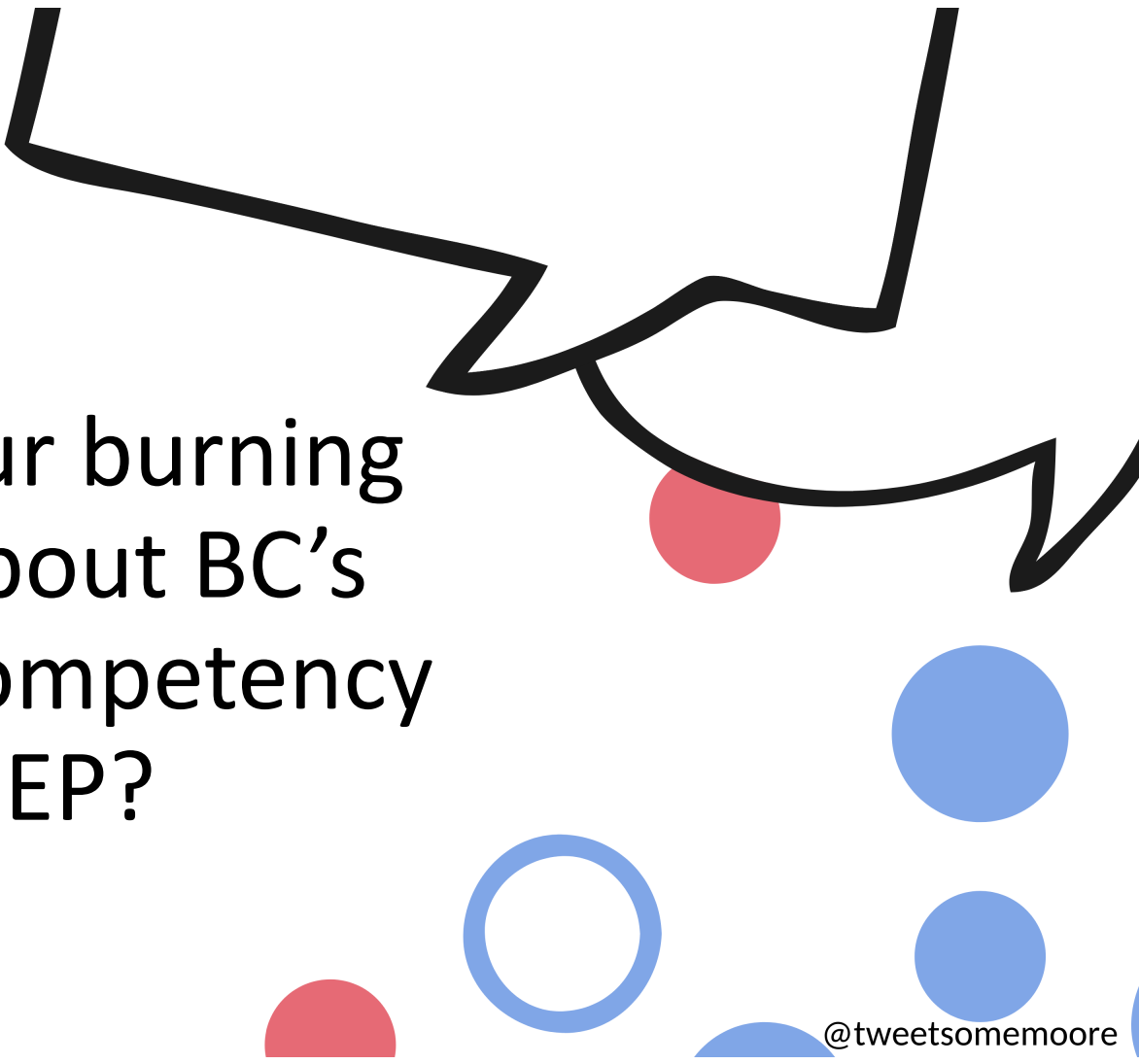
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NEXWLÉLEXM (BOWEN ISLAND)

- 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**.



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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



A diagram with a central title 'Why do we need IEPs?' surrounded by seven circles of varying sizes and colors (blue, green, and light green). Each circle contains a reason for needing IEPs. The circles are arranged in a circular pattern around the central text.

For
funding

Advocacy

To show
how a
student is
progressing

Why do we need IEPs?

I don't know

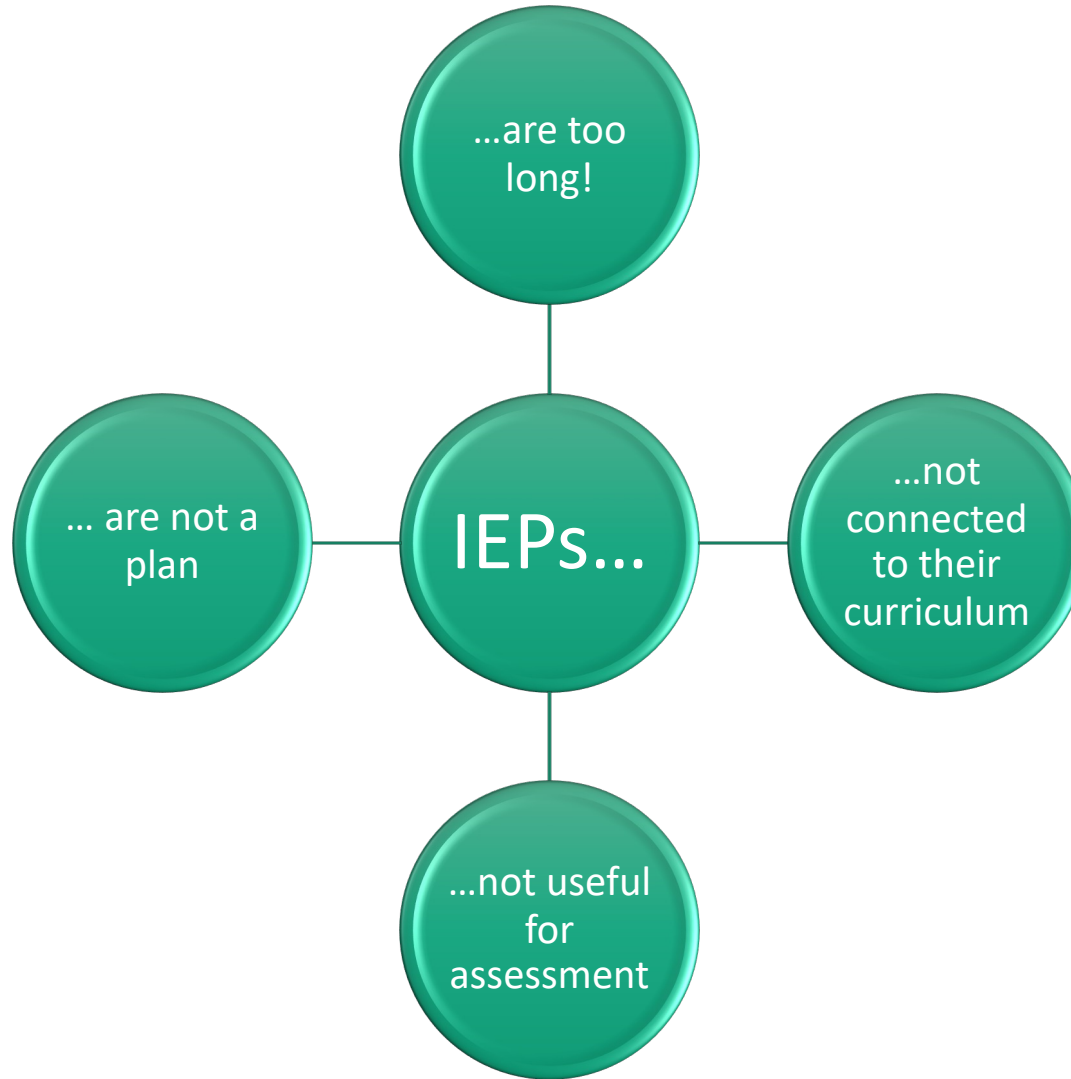
To help
staff know
what to do

To meet
the needs
of
students

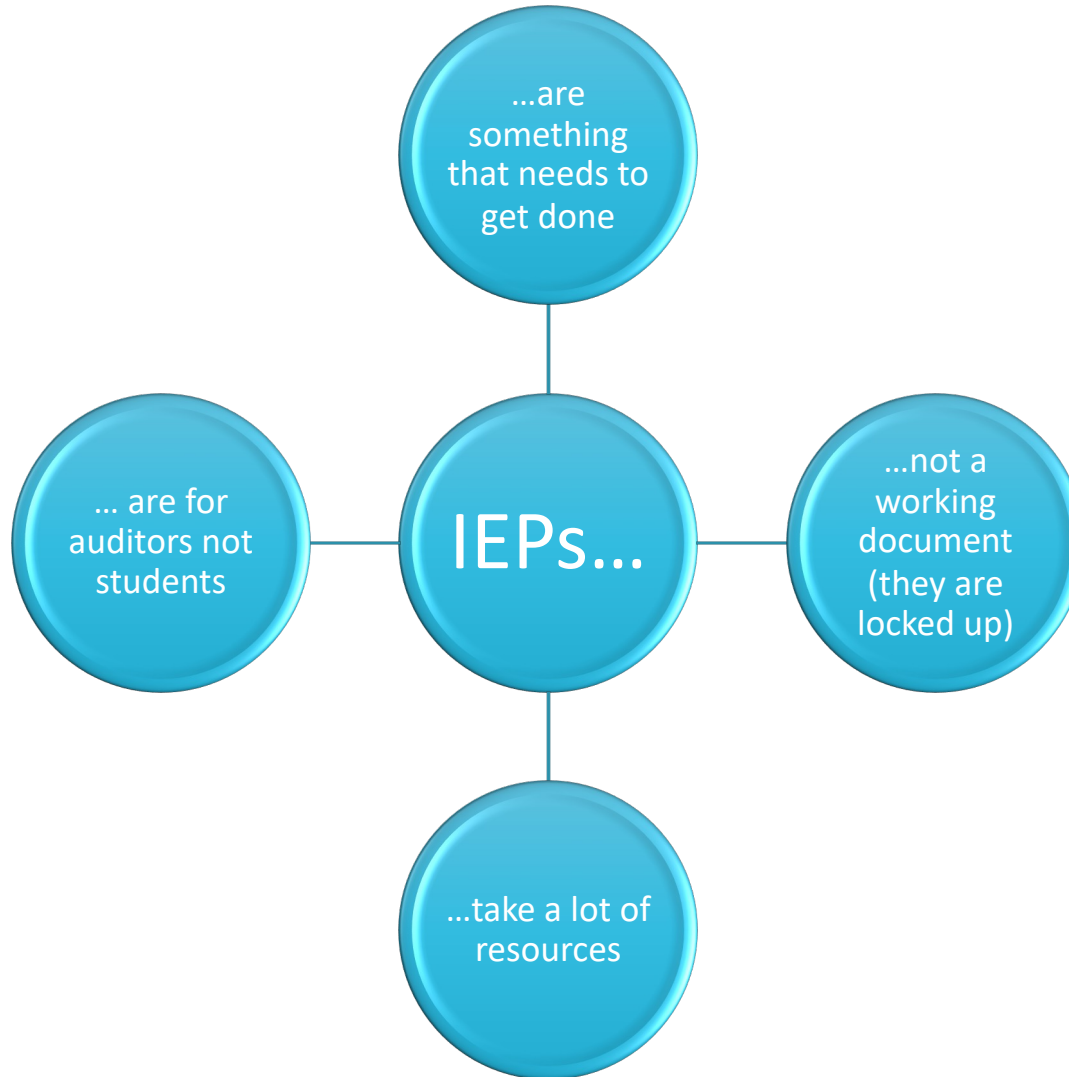
Accountability

What doesn't work about IEPs?

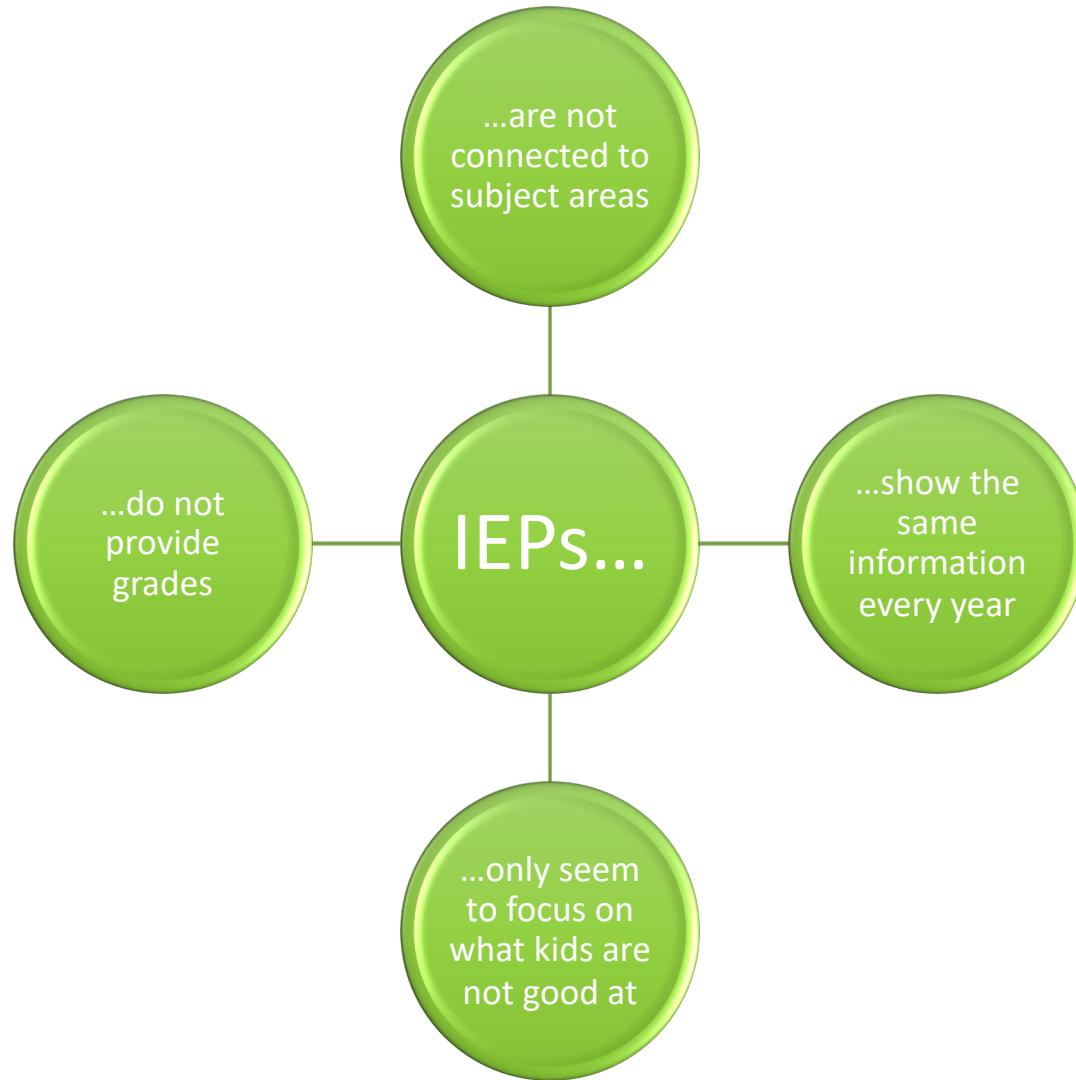
Classroom Teachers Said...



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 **acomodations** 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