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BOWEN ISLAND COMMUNITY  
SCHOOL IS PARTNERING WITH  
**DR. SHELLEY MOORE**

For a 2025–2026 learning series  
*And YOU are invited!*

Oct. 16, 2025  
330–430 pm

Reflecting on and prioritizing the needs of a class

Nov. 20, 2025  
330–430 pm

Needs based support planning layer 1:  
Connecting to BC Core Competencies

Dec 10, 2025  
330–430 pm

Needs based support planning layer 1:  
Universal Design for Learning

Jan. 21, 2026  
330–430 pm

Needs based support plan layer 2 & 3

Feb. 25, 2026  
330–430 pm

Building student ownership & agency  
Teaching strategies

Apr. 23, 2026  
330–430 pm

Building student ownership & agency  
Reflecting on core competencies

May 26, 2026  
330–430 pm

Sharing and celebrating what we tried and learned



What is ONE priority need **in my class**?

What is **one needs area** can I focus on?

Who is **one student** that I can target in this class?

What is **one needs area** that I can focus on?



Hosted at BICS  
*snacks provided!*



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What is one **Core Competency** that I can focus on in my class?

What is **Core Competency goal** that can I focus on in my class?

What is one **Core Competency** that I can focus for my target student?

What is **Core Competency goal** that can I focus on for my target student?



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snacks provided!

# Needs Based Support Planning

Planning Team:

Class:

Target Student:

Prioritized Needs Area:

Prioritized Need Area:

Targeted Core Competency Areas:

Targeted Core Competency Area:

Targeted Core Competency Goals:

Targeted Core Competency Goals:

# Needs Based Support Planning

Planning Team:

Class:

Target Student:

Prioritized Needs Area:

Prioritized Need Area:

Targeted Core Competency Areas:

Targeted Core Competency Area:

Targeted Core Competency Goals:

Targeted Core Competency Goals:

### Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: Three Kindergarten	Classroom Teacher(s): LM	Support Teachers/Staff:	Date: Nov 2024
<ol style="list-style-type: none"> <li>1. Look at the following areas of need as a team</li> <li>2. Record needs for students who have IEPs (individual education plan) and/or LSPs (learning support plan)</li> <li>3. You can refer to individual assessments and recommendations as well as specialists to determine needs if useful</li> <li>4. Record needs for students in class who do not have IEP or LSP</li> <li>5. Look for clusters of need and reflect on community impact</li> <li>6. Determine priority classroom needs to develop Classroom Support Plan</li> </ol>			



Areas of Need IEP (8) – AA, DC, NC, AC, AM, CS, KP, IO ELL – DG, AM, IO	Students who have this need (Start with target students)	This need impacts the community and/or there is a cluster of students who have this need	This need is being monitored/or is being managed	This is an individual need area and/or community does not need support in this area
Addiction				x
Attendance/ Lateness	DC, NC, CS, KP, DG, BQ		x	
Attention	DC, NC, KP, IO, DG, JL, CV, KM		x	
Anxiety/ Depression	AM, IO, LC, AY		x	
Bullying	JL, KM, CV		x	
Communication (receptive)	AA, DC, AC, AM, CS, IO, DG, AY, BQ	x		
Communication (expressive)	AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ	x		
Eating/Food/Allergies	AM, CS			x
Engagement/Motivation	NC, KP, IO, DG, JL, LC, AY, CV, BQ		x	
Executive Functioning	AA, DC, NC, AC, AM, CS, KP, IO, DG, AY, CV, BQ	x		
Family/Community/Identity	DC, NC, CS, KP, LC		x	



Frustration/ Anger	AA, CS		x	
Greif/ Trauma	NC, AM, CS, KP, LC, KM, BQ		x	
Gross/Fine Motor Skills	AA, DC, NC, AC, AM, CS, IO, DG, AY, CV, BQ	x		
Intellectual Ability (access)	DC, AM, CS, CV, BQ		x	
Intellectual Ability (extend)	DC, AC, AM, CS, DG, CV, BQ		x	
Language	AA, DC, NC, AC, AM, CS, IO, CV, BQ	x		
Literacy (decoding)	AA, DC, NC, AC, AM, CS, KP, IO, DG, LD, LC, KM, AY, CV, BQ		x	
Literacy (understanding)	AA, DC, NC, AC, AM, CS, KP, IO, DG, BQ	x		
Literacy (written output)	AA, DC, NC, AC, AM, CS, KP, IO, DG, LD, LC, KM, AY, CV, BQ		x	
Literacy (oral language/speaking)	AA, DC, NC, AC, AM, CS, IO, LC, CV, BQ	x		
Medical	AM, CS			x
Memory	DC, NC, AM, CS, IO, DG, BQ		x	
Mental Health	AM, CS, LC, KM		x	
Numeracy	AA, DC, NC, AC, AM, CS, IO, AY, BQ		x	
Personal Care	CS, IO, AY		x	
Personal Safety	CS, KM		x	
Physical/Mobility				x
Self-Advocacy	AC, AM, CS, CS, IO, KM, LC, AY		x	
Self-Regulation (emotional)	AA, DC, NC, CS, LC		x	
Self-Regulation (behavioural)	AA, DC, NC, CS		x	
Self-Regulation (learning)	AA, DC, AC, CS, KP, IO, DG, KM, BQ	x		
Self Esteem	NC, AC, AM, IO, LC, KM, AY		x	

# Homework – Nov 20

- Teach students about “Needs”
- Ask students about what they think they need support for/ what their needs are?

Some things that I need support with



## We All Need Support Sometimes!

Look at this list of needs, what are some needs that you feel like you need support or **need help with** at school.

Do you have a hard time...	Yes, I need support for this!
Coming to school	
Being on time	
Paying attention	
Feeling anxious or scared	
Feeling sad	
Feeling angry or frustrated	
Bullying others	
Getting bullied	
Sharing what I am thinking	
Listening and understanding	
With food and/or allergies	
Moving my body	
Writing with a pencil	
Remembering /knowing what I am supposed to be doing	
Remembering supplies or things I need	

What are some other things that make it hard for you to feel good at school?

# What did you try? Want to still try?



Class: BW – K/1				Date: November 2025		
Student	Identities	Interests	Strengths	Needs	Stretches	Supports
Mila Only child, mom, dad	6, Cool, a cousin,	Play, magnets, building castles, snuggles	Cartwheels, building stuff, help when my dad gets hurt, ask “are you ok?” help carry things		Knitting, reading, letters	
Fenja Mom, dad, sister	Awesome, little sister	Dolls, playing with my sister, pretending, playing games, I love math, the front playground	Helping clean up, giving people a head start,		Playing with my sister is sometimes hard, spelling	
Jameson Sister,	5, big brother	Swimming, ride my bike, Nana and Poppa		It’s hard to learn	Climbing a mountain	
Dagney Mom, dad, 2 sisters	5, a little grouchy,	Playing with toys, playing with my dad, my dad and mom and Q and Tamsin and cousins	Swinging on swings, jumping off swings when they are really high, giving some tea and water, being friendly and kind		Puzzles, reaching things that are high, fixing your pants when they are too tight, I want to get better at jumping high and jumping off swings	When my teachers are fun
Emery Mom, dad, sister	Kindergartener, Happy, cousin,	Play with toys with Lizzy, Lego, Lego chess, soccer, taekwondo, kicking the ball to the net	Making birthday cards, playing	Walking my feet	When Lizzy doesn’t want to play with me, want to get better at soccer and taekwondo	My mom and dad, I use braces to help me walk
Root Mom, brother,	A unicorn, a princess	Unicorns, princess, K Pop Demon Hunters, mermaids, snacks, play outside, centers, watch shows and movies	Gymnastics, handstands, cartwheels, setting up snacks, holding hands when people fall, helping my brother if he gets hurt, helping my mom when she falls on the stairs		Writing words, math, spelling,	





Class: Amanda Towne, Grade 1/2				Date: Nov 2025		
Student	Identities	Interests	Strengths	Needs	Stretches	Supports
Emielle - 7 Mom, dad, brother	Nice, a good sport	Jumping on the trampoline, swim, gymnastics, family, cousins, grandparents, drawing, running, dancing,	Swimming, I jump in the water even if it's cold, I can almost do the Splitz, help when people are hurt, play with people, building forts, being nice,		Too many friends, want to get better at swimming	Asking if I need a hug, being nice to me
Stanley – 7 sister	7, confident, sporty, funny	Gaming, Fortnite, sports, baseball, playing games like Candy land, Math, Mariokart	Soccer, videogames, math, centers, being kind, being helpful, class job – the white board		Backflips, times tables, beating records at Fort Night	Getting a Band-Aid when I am hurt, when people are funny and cheer me up
Brooke - 7	Kind, Respectful	My family, play/ be outside, math, reading	reading		Math, get better at reading	
Avery – 7 Sister, Grandma, Grandpa,	7, Happy, Fun, Silly	Red, my sister, playing with my sister, Lego blocks, walks outside, bike rides, math, recess, gym, centers,	Soccer, dance, drama, help my friends do math, and help them to write and spell, help at home with sweeping and vacuuming and making beds		Back handsprings, math, when I don't know how to answer a question, want to get better at soccer	
Riley – 6 Dad, sister,		Mine craft, video games, Roblox, eating bacon and eggs, and sausages with ketchup, playing with my dad's phone, games,	Washing the dishes, going up and down mountains, helping to lift and carry things,	Noisy and loud when I'm trying to focus	Climbing mountains and trees, making words, spellings, sometimes I feel bored, not being afraid of heights	Covering my ears, helping me in the hallway,
Romi		Mining for gems, math, centers, recess, play hide and seek,	Math, I help with people trip and fall, I ask "are you ok?", I help them get up,		Math, making forts, playing, want to get better at mining and math, making towers	
Lane – 6 Brother,	6, brave, funny, cool	My friends, playing outside, playing board games, tag, play with my brother, video games, Mario cart,	Ask, "are you okay" if anyone is hurt, helping people,	My worries	Sometimes me and my friends get into fights, jumping over a high table, math, beating my high score in my video game, getting better at adding big numbers	

Aitana – 6 Sister,	6, Happy, from Mexico, speaks Spanish	Play, friends, eat,	Making friends		Numbers, counting, reading, math, English,	
Stella – 7 Sister,	Happy	Drawing, reading, playing outside, Monopoly, watch TV, Gabby Cats, Peppa,	Reading, helping people when they trip, I help my mom when she's sick, help with Math		Get better at reading	
Ayrton – 7 Dad, Mom, Sister	Soccer player, Half Indian, Half German,	Soccer, baseball, MLS, recess, playing outside, centers, math, Jurassic Park Monopoly, Cars, Lego, my neighbours,	Soccer (play up), I pass and dribble and I have a good shot, a powerful shot, asking friends if they are ok, getting a Band-Aid if people need, help at home the dishwasher, vacuuming, cleaning my room,		Art, science, art takes a long time to finish,	Explaining what we have to do, listening, working ahead, not giving up
Wyn – 7 Mom, brother,	Excited	Robots, technology, drawing, being outside, watch TV, go to Playland, watch movies, play catch, baseball, soccer, running,	Drawing, climbing trees, being kind, helping with math,		Math, hockey, reading, printing with my pencil, want to get better at soccer,	My mom makes sure I read the word rights
Leo – 7 Sister, Dad	A runner, funny, good at telling jokes	Running, tell jokes, play, recess, gym, music, centers, watch movies/TV, Minecraft, play catch with my dad	Throwing and catching, drawing, telling jokes, I do chores to help out, staying in bounds, playing nicely		When my sister annoys me, math sometimes, not being lazy, waking up, get better at soccer	
Scotia – Brother,	Kind (a sister, smart)	(Play, play outside, friends, snack time) playing kitties, (Gabbys dollhouse), (walks, games, watch shows), eating blueberries and strawberries (books, math, reading, friends, centers)	I'm really good at drawing, painting, (kind, friendly)		Math, reading	Sounding out the words
Yusra	From Bangladesh, speaks Bangla, Muslim, funny,	Playing,				

# Needs Based Support Planning

Planning Team:

Class:

Target Student:

Prioritized Needs Area:

Prioritized Need Area:

Targeted Core Competency Areas:

Targeted Core Competency Area:

Targeted Core Competency Goals:

Targeted Core Competency Goals:

# MULTIPLE LAYERS OF SUPPORT



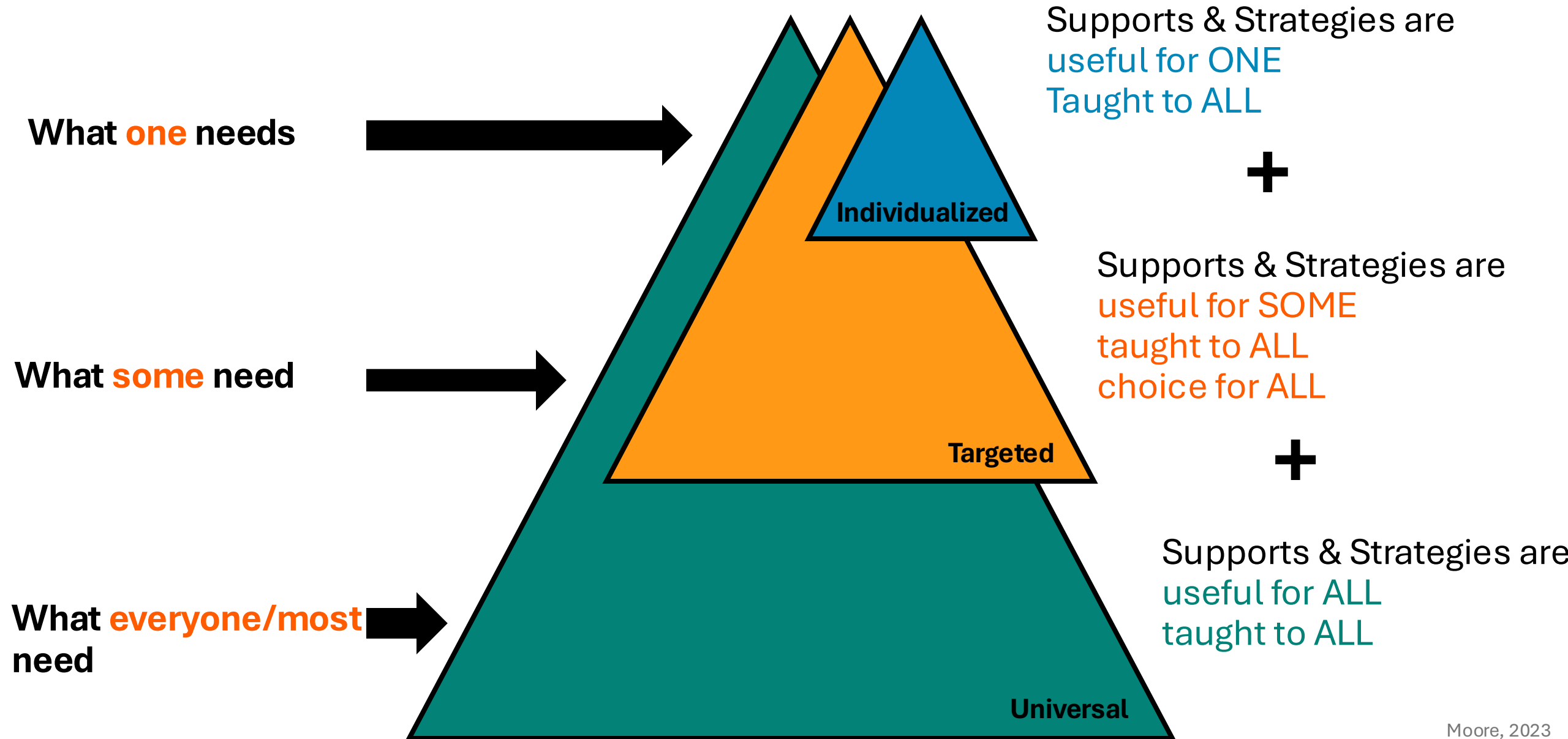
PERIODIC TABLE OF PLANT NUTRIENTS

7	15	19	17	16	20
N Nitrogen	P Phosphorus	K Potassium	Mg Magnesium	S Sulfur	Ca Calcium
Primary Macronutrients			Secondary Macronutrients		
5	17				
B Boron	Cl Chlorine				
25	26	28	29	30	42
Mn Manganese	Fe Iron	Ni Nickel	Cu Copper	Zn Zinc	Mo Molybdenum
Micronutrients					

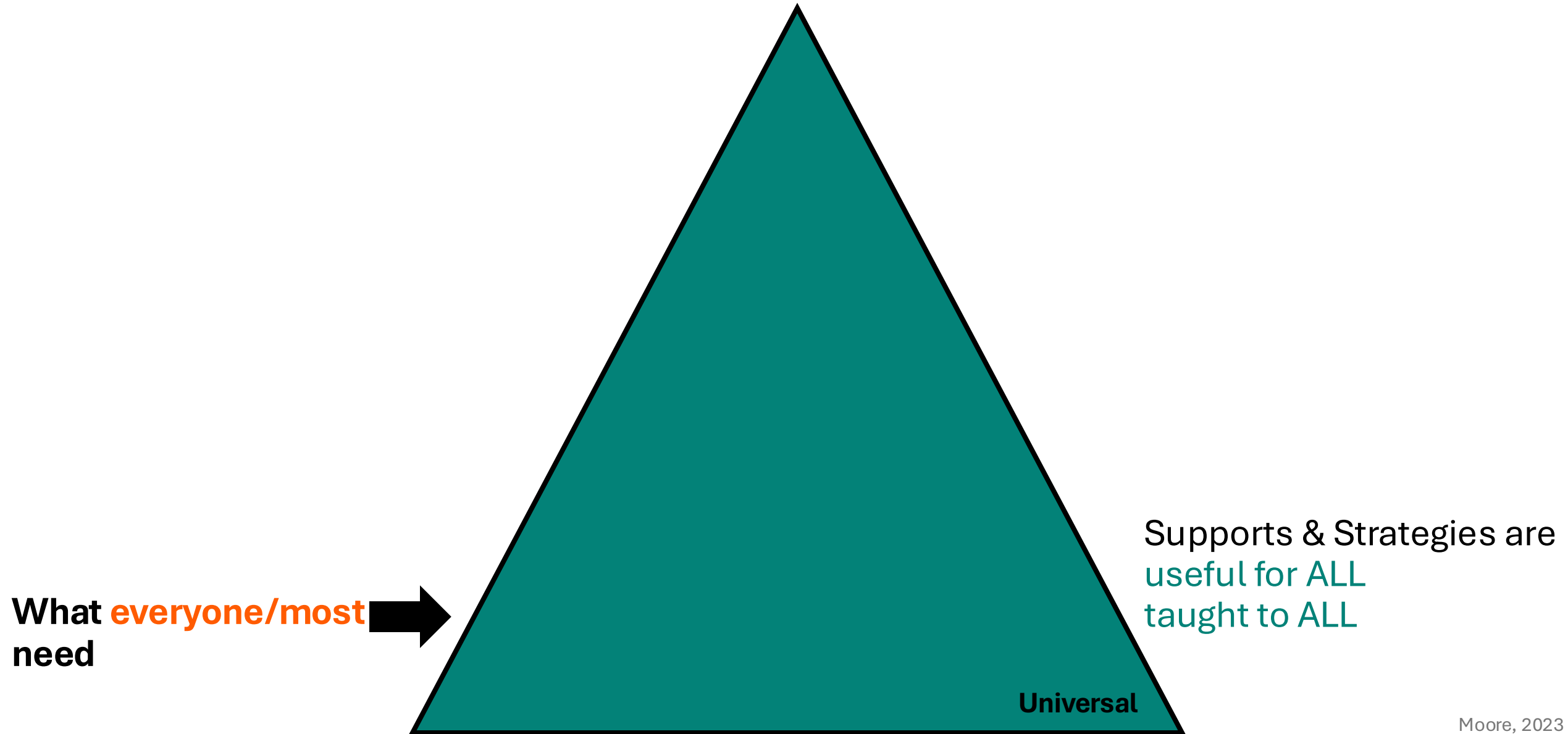
Source: Greenandvibrant.com



# Multiple Layers of Needs Based Support

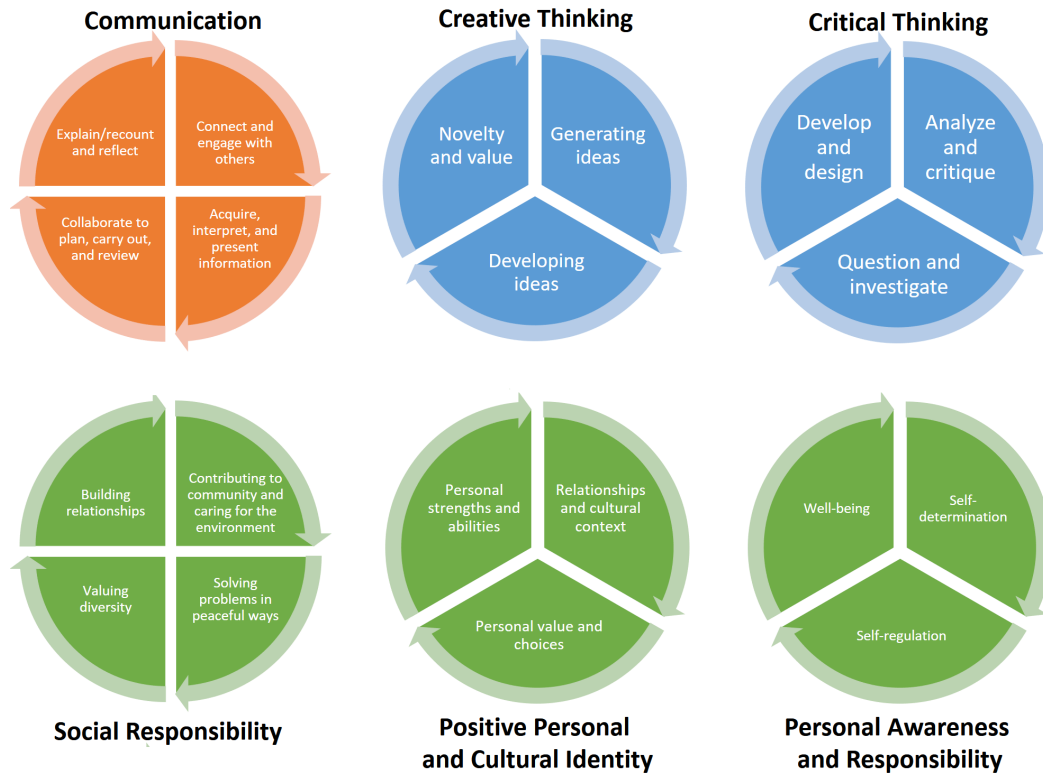


# Multiple Layers of Needs Based Support






# Universal Structures that Support Everyone

## Building Skills/Competencies

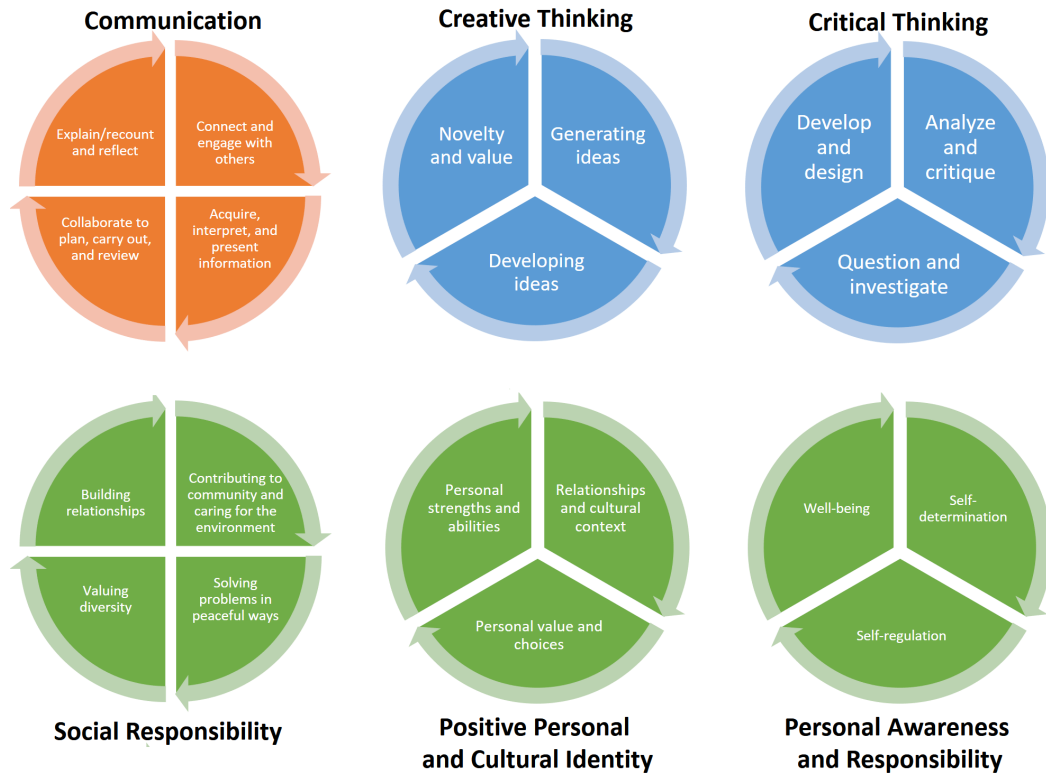


## Reducing Barriers

	Design Multiple Means of Engagement 	Design Multiple Means of Representation 	Design Multiple Means of Action & Expression 
Access	<b>Design Options for Welcoming Interests &amp; Identities (7)</b> <ul style="list-style-type: none"> <li>Optimize choice and autonomy (7.1)</li> <li>Optimize relevance, value, and authenticity (7.2)</li> <li>Nurture joy and play (7.3)</li> <li>Address biases, threats, and distractions (7.4)</li> </ul>	<b>Design Options for Perception (1)</b> <ul style="list-style-type: none"> <li>Support opportunities to customize the display of information (1.1)</li> <li>Support multiple ways to perceive information (1.2)</li> <li>Represent a diversity of perspectives and identities in authentic ways (1.3)</li> </ul>	<b>Design Options for Interaction (4)</b> <ul style="list-style-type: none"> <li>Vary and honor the methods for response, navigation, and movement (4.1)</li> <li>Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)</li> </ul>
Support	<b>Design Options for Sustaining Effort &amp; Persistence (8)</b> <ul style="list-style-type: none"> <li>Clarify the meaning and purpose of goals (8.1)</li> <li>Optimize challenge and support (8.2)</li> <li>Foster collaboration, interdependence, and collective learning (8.3)</li> <li>Foster belonging and community (8.4)</li> <li>Offer action-oriented feedback (8.5)</li> </ul>	<b>Design Options for Language &amp; Symbols (2)</b> <ul style="list-style-type: none"> <li>Clarify vocabulary, symbols, and language structures (2.1)</li> <li>Support decoding of text, mathematical notation, and symbols (2.2)</li> <li>Cultivate understanding and respect across languages and dialects (2.3)</li> <li>Address biases in the use of language and symbols (2.4)</li> <li>Illustrate through multiple media (2.5)</li> </ul>	<b>Design Options for Expression &amp; Communication (5)</b> <ul style="list-style-type: none"> <li>Use multiple media for communication (5.1)</li> <li>Use multiple tools for construction, composition, and creativity (5.2)</li> <li>Build fluencies with graduated support for practice and performance (5.3)</li> <li>Address biases related to modes of expression and communication (5.4)</li> </ul>
Executive Function	<b>Design Options for Emotional Capacity (9)</b> <ul style="list-style-type: none"> <li>Recognize expectations, beliefs, and motivations (9.1)</li> <li>Develop awareness of self and others (9.2)</li> <li>Promote individual and collective reflection (9.3)</li> <li>Cultivate empathy and restorative practices (9.4)</li> </ul>	<b>Design Options for Building Knowledge (3)</b> <ul style="list-style-type: none"> <li>Connect prior knowledge to new learning (3.1)</li> <li>Highlight and explore patterns, critical features, big ideas, and relationships (3.2)</li> <li>Cultivate multiple ways of knowing and making meaning (3.3)</li> <li>Maximize transfer and generalization (3.4)</li> </ul>	<b>Design Options for Strategy Development (6)</b> <ul style="list-style-type: none"> <li>Set meaningful goals (6.1)</li> <li>Anticipate and plan for challenges (6.2)</li> <li>Organize information and resources (6.3)</li> <li>Enhance capacity for monitoring progress (6.4)</li> <li>Challenge exclusionary practices (6.5)</li> </ul>

# Universal Structures that Support Everyone

## Building Skills/Competencies



## Sustained Attention

BC Core Competencies	I Can Sub-Goals (Profiles 1–6)
Personal Awareness & Responsibility	PAR1c, PAR2g, PAR3b, PAR4d, PAR5f, PAR6e
Critical & Reflective Thinking	CRT1d, CRT2e, CRT3a, CRT4c, CRT5b, CRT6d

## Selective Attention

BC Core Competencies	I Can Sub-Goals (Profiles 1–6)
Critical & Reflective Thinking	CRT1b, CRT2c, CRT3d, CRT4a, CRT5d, CRT6i
Communication	COM1a, COM2d, COM3d, COM4f, COM5g, COM6f

## Shifting Attention

BC Core Competencies	I Can Sub-Goals (Profiles 1–6)
Critical & Reflective Thinking	CRT1d, CRT2h, CRT3b, CRT4d, CRT5e, CRT6c
Creative Thinking	CRE1a, CRE2c, CRE3b, CRE4d

## Attention Regulation

BC Core Competencies	I Can Sub-Goals (Profiles 1–6)
Personal Awareness & Responsibility	PAR1c, PAR2d, PAR3c, PAR4g, PAR5g, PAR6i
Social Awareness & Responsibility	SAR1d, SAR2f, SAR3b, SAR4a

**Core Competencies "I can" Statements Aligned to Inclusive Lenses**

	Personal Purpose		Social Purpose			Intellectual/Learning Purpose	
	Personal & Social Competencies			Communication Competencies		Thinking Competencies	
	Personal Awareness & Responsibility	Positive Personal & Cultural Identity	Social Awareness & Responsibility	Collaboration	Communication	Critical & Reflective Thinking	Creative Thinking
<b>Profile One</b>	<p>PAR 1a) I can show a sense of accomplishment and joy</p> <p>PAR 1b) I can express needs and wants and preferences</p> <p>PAR 1c) I can recognize my emotions</p>	<p>PPC 1a) I am aware of myself as different from others</p> <p>PPC 1b) I know my name</p> <p>PPC 1c) I am aware of my family and/or my caregivers</p>	<p>SAR 1a) I am aware of others in my surroundings</p> <p>SAR 1b) I can have fun with my family and friends</p> <p>SAR 1c) I can help and be kind</p> <p>SAR 1d) I can tell if someone is sad or angry and try to make them feel better</p> <p>SAR 1e) I am aware that other people can be different than me</p>	<p>COL 1a) I can participate with others</p>	<p>COM 1a) I can respond meaningfully to communication from peers and adults</p>	<p>CRI 1a) I can get ideas when I play</p> <p>CRI 1b) I can get ideas when I use my senses to explore</p> <p>CRT 1c) I can have fun when I use my ideas to play</p> <p>CRT 1d) I can make my ideas work and/or I can change my what I am doing</p>	<p>CRE 1a) I can explore using materials and/or actions</p> <p>CRE 1b) I can explore and communicate whether I like something or not</p>
<b>Profile 2</b>	<p>PAR 2a) I can feel happy and proud</p> <p>PAR 2b) I know and can seek out experiences that make me feel happy and proud</p> <p>PAR 2c) I can celebrate my efforts and accomplishments</p> <p>PAR 2d) I can use strategies to help me manage my feelings and emotions</p> <p>PAR 2e) I can give evidence of my learning</p> <p>PAR 2f) I can recognize and/or explain my role in learning activities</p> <p>PAR 2g) I can participate in activities that support my wellbeing</p> <p>PAR 2h) I can describe how specific choices can affect my wellbeing</p>	<p>PPC 2a) I can identify my attributes</p> <p>PPC 2b) I can identify objects or images that represent me or things that are important to me</p> <p>PPC 2c) I can explain what I like and dislike and why</p> <p>PPC 2d) I can describe my family, home and/or community</p>	<p>SAR 2a) I can build relationships</p> <p>SAR 2b) I can work and play cooperatively</p> <p>SAR 2c) I can participate in activities to care for and improve my social and physical surroundings</p> <p>SAR 2d) I can use materials respectfully</p> <p>SAR 2e) I can solve problems myself and ask for help when I need it</p> <p>SAR 2f) I can listen to others' ideas and concerns</p> <p>SAR 2g) I can be part of a group and invite others to join</p> <p>SAR 2h) I can identify when something is unfair to me or others</p>	<p>COL 2a) I can contribute in group activities</p> <p>COL 2b) I can cooperate with others</p> <p>COL 2c) I can listen respectfully to other people's ideas</p> <p>COL 2d) I can work with others for a specific purpose</p>	<p>COM 2a) I can communicate and listen to peers and adults by talking</p> <p>COM 2b) I can communicate for a purpose</p> <p>COM 2c) I can communicate information about topics that are important to me</p> <p>COM 2d) I can answer simple and direct questions about my experiences</p>	<p>CRT 2a) I can ask questions</p> <p>CRT 2b) I can make predictions</p> <p>CRT 2c) I can use my senses to gather information</p> <p>CRT 2d) I can explore with a purpose and use what I learn</p> <p>CRT 2e) I can communicate something about my thinking</p> <p>CRT 2f) I can contribute to and/or use criteria</p> <p>CRT 2g) I can find evidence</p> <p>CRT 2h) I can make a judgment based on evidence</p> <p>CRT 2i) I can reflect on my work and experiences and communicate to others what I learned</p>	<p>CRE 2a) I can have fun with my ideas</p> <p>CRE 2b) I can get new ideas to create new things and/or solve a problem</p> <p>CRE 2c) I can use my imagination to get new ideas, build onto other people's ideas, and/or combine my ideas with others in new ways</p> <p>CRE 2d) I can make my ideas work when there is a constraint of a form, problem or materials</p>
<b>Profile 3</b>	<p>PAR 3a) I can take action to meet my wants and needs and/or joy and satisfaction</p> <p>PAR 3b) I can work towards a goal and/or solving a problem</p> <p>PAR 3c) I can use strategies to increase my feeling of well-being and help me manage my feelings and emotions</p> <p>PAR 3d) I can connect my actions with both positive and negative consequences and can make adjustments</p> <p>PAR 3e) I can accept feedback</p> <p>PAR 3f) I can make decisions about my activities and take responsibility for my physical and emotional well-being</p>	<p>PPC 3a) I can identify my individual characteristics</p> <p>PPC 3b) I can explain what interests me</p> <p>PPC 3c) I can describe different groups that I belong to</p>	<p>SAR 3a) I can build and sustain relationships</p> <p>SAR 3b) I can share my feelings in my relationships</p> <p>SAR 3c) I can contribute to group activities that make my classrooms, school, community and/or natural world a better place</p> <p>SAR 3d) I can consider different perspectives of an issue, clarify problems, consider alternatives and evaluate strategies</p> <p>SAR 3e) I can demonstrate respectful and inclusive behaviour with people I know</p> <p>SAR 3f) I can explain why something is fair or unfair</p>	<p>COL 3a) I can take on different roles and task in the group and work respectfully and safely in our shared space</p> <p>COL 3b) I can express my ideas and help others feel comfortable to share theirs so that all voices feel included</p> <p>COL 3d) I can work with others to achieve a common goal and can evaluate our group processes and results</p>	<p>COM 3a) I can participate in conversations for a variety of purposes</p> <p>COM 3b) I can listen and respond to others</p> <p>COM 3c) I can consider my purpose when I am choosing a form and content</p> <p>COM 3d) I can communicate clearly about topics that I know and understand well, using forms and strategies I have practices</p> <p>COM 3e) I can gather the information I need and present it</p>	<p>CRT 3a) I can ask open-ended questions, explore and gather information</p> <p>CRT 3b) I can experiment purposefully to develop options</p> <p>CRT 3c) I can contribute to and use criteria</p> <p>CRT 3d) I can describe my thinking and how it is changing</p> <p>CRT 3e) I can use observations, experiences and my imagination to draw conclusions, make judgements and/or ask new questions</p> <p>CRT 3f) I can establish goals individually with others</p> <p>CRT 3g) I can connect my learning with my experiences, efforts and goals</p> <p>CRT 3h) I can give and receive constructive feedback</p>	<p>CRE 3a) I can generate new ideas as I pursue my interests</p> <p>CRE 3b) I can deliberately learn a lot about something by doing research, talking to others, or practicing so that I can generate new ideas about it</p> <p>CRE 3c) I can build skills I need to make my ideas work, and I usually succeed, even if it takes a few tries</p>
<b>Profile 4</b>	<p>PAR 4a) I can accept myself</p> <p>PAR 4b) I can recognize my strengths &amp; stretches</p> <p>PAR 4b) I can advocate for myself and my ideas</p> <p>PAR 4c) I can engage with ideas and/or information that is challenging for me</p> <p>PAR 4d) I can be focused and determined</p> <p>PAR 4e) I can set goals and use strategies to accomplish them</p> <p>PAR 4f) I can persevere through a challenging task</p> <p>PAR 4g) I can tell when I am getting angry and/or upset or frustrated and I have strategies to calm myself</p> <p>PAR 5h) I can make choices that benefit my well-being and keep me safe in the communities that I belong to</p>	<p>PPC 4a) I can describe and demonstrate pride in my positive qualities, characteristics and/or skills</p> <p>PPC 4b) I can explain why I make specific choices</p> <p>PPC 4c) I can represent aspects of my cultural contexts through words and or images</p> <p>PPC 4d) I can describe what I participate in or am connected to a community</p>	<p>SAR 4a) I can build relationships and be a thoughtful and supportive friend</p> <p>SAR 4b) I can identify ways that my actions and the actions of others affect my community and the natural environment</p> <p>SAR 4c) I can look for ways to make my classrooms, school, community, or natural world a better place and identify small things I can do that would make a difference</p> <p>SAR 4d) I can demonstrate respectful and inclusive behaviour in a variety of settings, and I recognize that everyone has something to offer</p>	<p>COL 4a) I can identify and apply roles and strategies to facilitate group work</p> <p>COL 4b) I can draw on past experiences to negotiate and develop group processes</p> <p>COL 4c) I can be an active listener and speaker</p> <p>COL 4d) I can share my ideas and try to connect them with other people's ideas</p> <p>COL 4e) I can ask clarifying questions (about others' ideas) and check for understanding when appropriate</p> <p>COL 4f) I can test my ideas with others and consider their input</p> <p>COL 4g) I can help resolve conflicts and challenges as they arise</p> <p>COL 4h) I can recognize how my contributions and those of others complement each other</p> <p>COL 4i) I can plan with other and adjust out plan according to the group's purpose</p>	<p>COM 4a) I can share my ideas and try and connect them with others' ideas</p> <p>COM 4b) I am an active listener and can make connections</p> <p>COM 4c) I can ask clarifying and extending questions when appropriate</p> <p>COM 4d) I can plan ways to make my message clear and engaging for my audience</p> <p>COM 4e) I can create communications that focus on a variety of purposes and audiences</p> <p>COM 4f) I can acquire the information that I need for specific tasks and for my own interests and present information clearly</p>	<p>CRT 4a) I can use that I know to observe to identify problems and ask questions</p> <p>CRT 4b) I can explore and engage with materials and sources</p> <p>CRT 4c) I can develop and adapt criteria, check information, assess my thinking and develop reasoned conclusions, judgements and/or plans</p> <p>CRT 4d) I can consider more than one way to proceed and make choices based on my reasoning and what I am trying to do</p> <p>CRT 4e) I can assess my own efforts and experiences and identify new goals</p> <p>CRT 4f) I can give, receive and act on constructive feedback</p>	<p>CRE 4a) I can get ideas that are new to my peers</p> <p>CRE 4b) I can use my creative ideas to express myself</p> <p>CRE 4c) I can use strategies deliberately to help me focus, so that I can be creative</p> <p>CRE 4d) I can use my experiences with various steps and attempts to direct my future work</p>

## Needs Based Support Planning

Planning Team: Laurie & Shelley

Class: Kindergarten

Target Student: KJ

Prioritized Needs Area:  
Expressive Communication

Prioritized Need Area:  
Self Advocacy

Targeted Core Competency Areas:  
Communication

Targeted Core Competency  
Area:  
Personal Awareness &  
Responsibility

Targeted Core Competency Goals (a range of 3-5)  
Expressive Vocabulary - COM1a, COM2c, COM2d, COM3a,  
COM3b

Targeted Core Competency  
Goals:  
Advocacy through expression:  
PAR1b

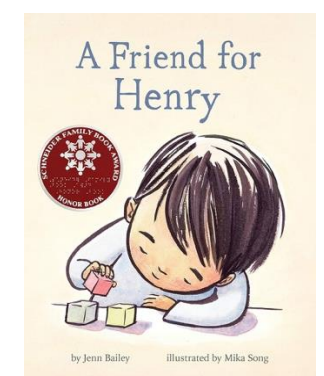
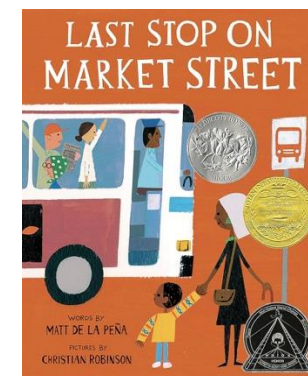
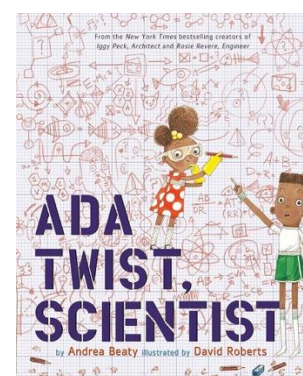
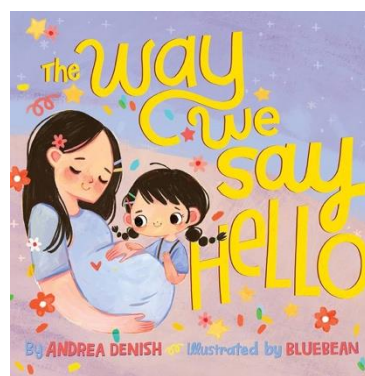
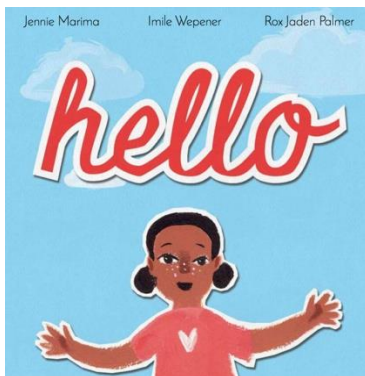
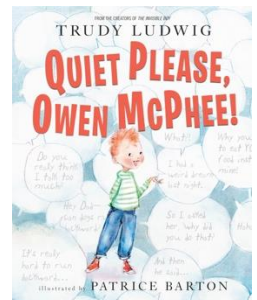
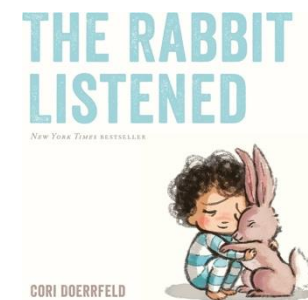
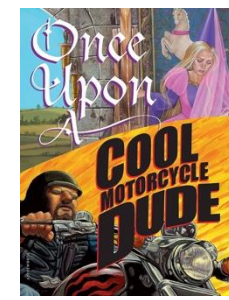
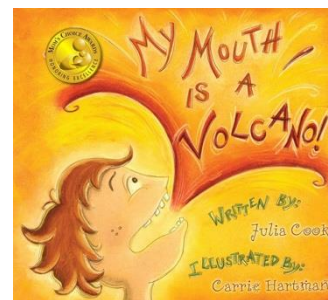
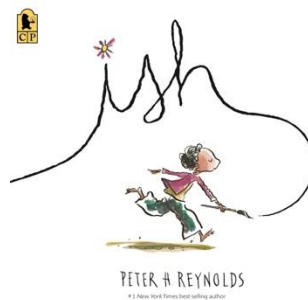
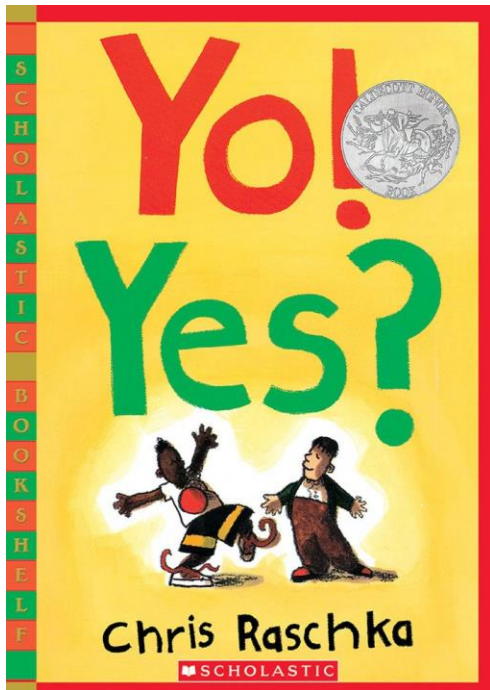
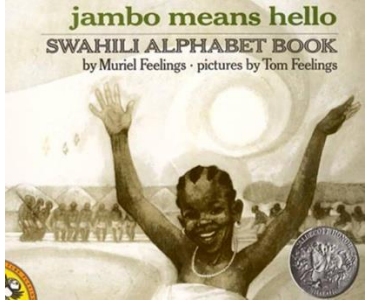
# Teaching to a range of skills

- Class Core Competency: Communication
  - COM1a: I can respond meaningfully to communication from peers and adults
  - COM2c: I can communicate information about topics that are important to me
  - COM2d: I can answer simple and direct questions about my experiences
  - COM3a: I can participate in conversations for a variety of purposes
  - COM3b: I can listen and respond to others

# You choose

- We are communicators because we are working on
  - Smiling, waving, high fiving and/or saying a couple of words when my friends and my teachers talk to me or ask me questions
  - Sharing with my friends and teachers about something I know a lot about
  - Answering questions when my friends and teachers ask me
  - Having conversations with my friends and teachers
  - Listening and responding carefully to my friends and teachers

- We are communicators because we are working on
  - Smiling, waving, high fiving and/or saying a couple of words when my friends and my teachers when they talk to me or ask me questions
  - Sharing with my friends and teachers about something I know a lot about
  - Answering questions when my friends and teachers ask me
  - Having conversations with my friends and teachers
  - Listening and responding carefully to my friends and teachers

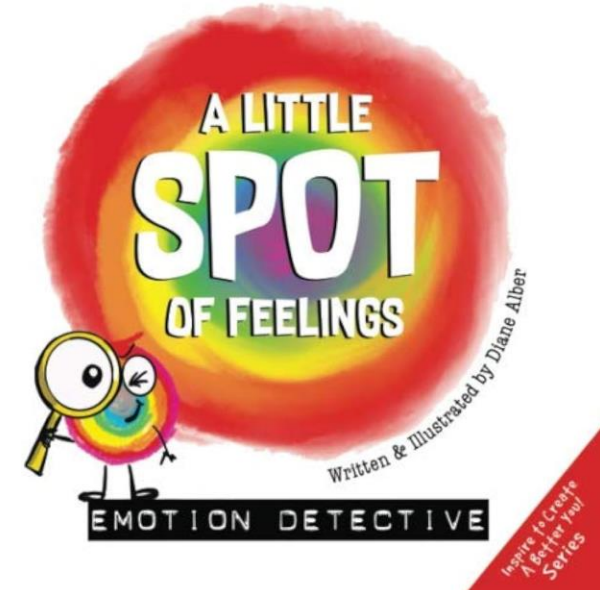
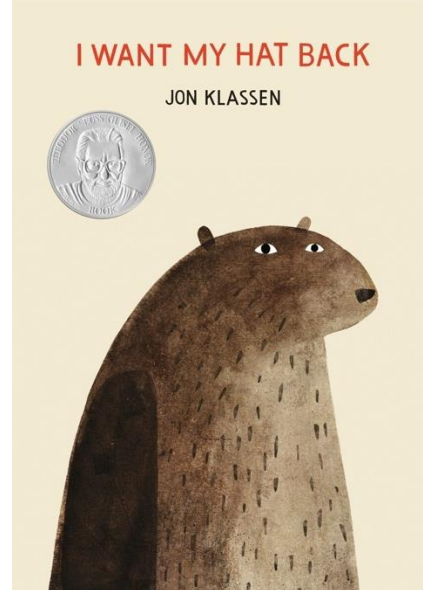
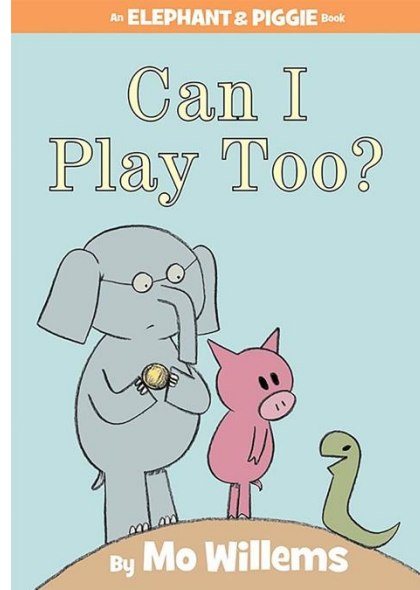
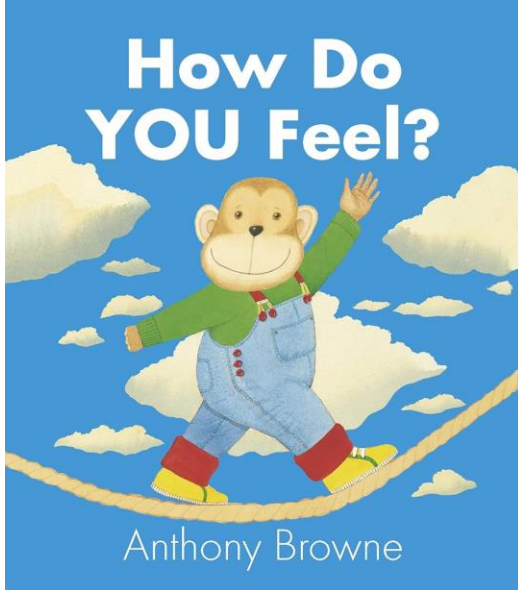


# Teaching to a target skill

- Individual Core Competency: Personal Awareness & Responsibility
  - PAR1b: I can express my needs wants and preferences

# Targeted Teaching

- We are personally aware and responsible because we are working on
  - Letting my friends and teachers know what I want, what I need, and what I like





BOWEN ISLAND COMMUNITY SCHOOL IS PARTNERING WITH  
**DR. SHELLEY MOORE**

For a 2025–2026 learning series  
*And YOU are invited!*

- Oct. 16, 2025  
330–430 pm Reflecting on and prioritizing the needs of a class
- Nov. 20, 2025  
330–430 pm Needs based support planning layer 1:  
Connecting to BC Core Competencies
- Dec 10, 2025  
330–430 pm Needs based support planning layer 1:  
Universal Design for Learning
- Jan. 21, 2026  
330–430 pm Needs based support plan layer 2 & 3
- Feb. 25, 2026  
330–430 pm Building student ownership & agency  
Teaching strategies
- Apr. 23, 2026  
330–430 pm Building student ownership & agency  
Reflecting on core competencies
- May 26, 2026  
330–430 pm Sharing and celebrating what we tried and learned



What **barriers** can we reduce to support everyone?



Hosted at BICS  
snacks provided!

# Homework – December 10

- Let me know which goals you are targeting in the google form
- Get your students to vote on a core competency goal that they want to focus on this year



<https://forms.gle/P8MsrAQZzZWWij7K7>

Shelley  
MOORE PH.D.



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