



# Inclusive & Competency Based IEPs

## Session 1: The Rationale & History

# Katie Jameson

Katie is a Mother of four, three kids 5 and under and a baby boy in heaven. Katie is an advocate, she is outspoken when conversations turn hard, and offers perspective to hearts who haven't walked a similar path as her own. Katie's daughter Kenzie has Down syndrome and is the best unexpected gift her family could have asked for.





What is one of the biggest  
barriers to inclusion?

# Infrastructure



# IEPS

## 2005 - 2012

- Grade 8 – 12
- Students with intellectual disabilities
- Shifting from a self-contained model to an inclusive model
- Started with elective classes
- Added academic classes
- All students were enrolled and attending at least one elective and one academic class in every term

Elective

Academic

Phys ED

Support

How can we make these **inclusive classes** purposeful and meaningful for students?

# IEPs

4



# Barriers

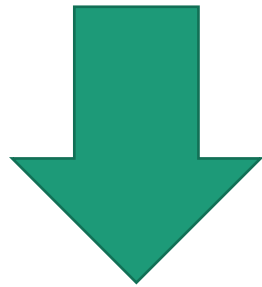
**Things were getting in the way and making inclusion HARD to do!**

- 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

## **Barriers make inclusion hard to do:**

- When inclusion is hard, we think it's not working
- When inclusion is hard, we are less likely to be inclusive
- When inclusion is hard, we find reasons why we should not do it

**Instead of asking...**



**How do we reduce or remove barriers to improve the**

# **Infrastructure**



# FLASH OF GENIUS





# Masters Project 2010

Parents

Support Teachers

Classroom Teachers

A tension at  
one high school

Collect  
some data

Interviews

What do we  
need IEPs for?

What doesn't  
work about  
IEPs?

What do you  
wish you  
could change  
about IEPs?

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

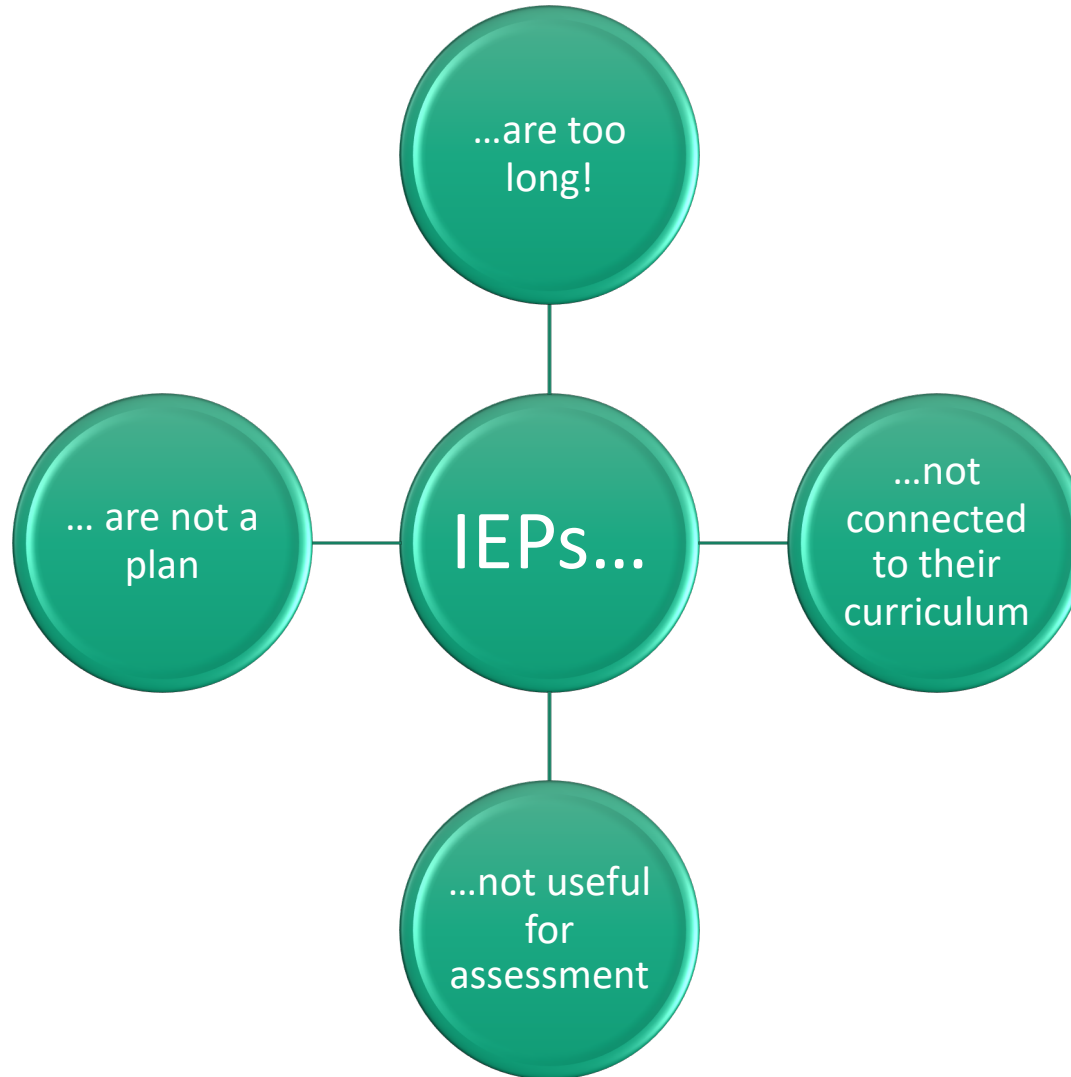
To meet  
the needs  
of  
students

Accountability

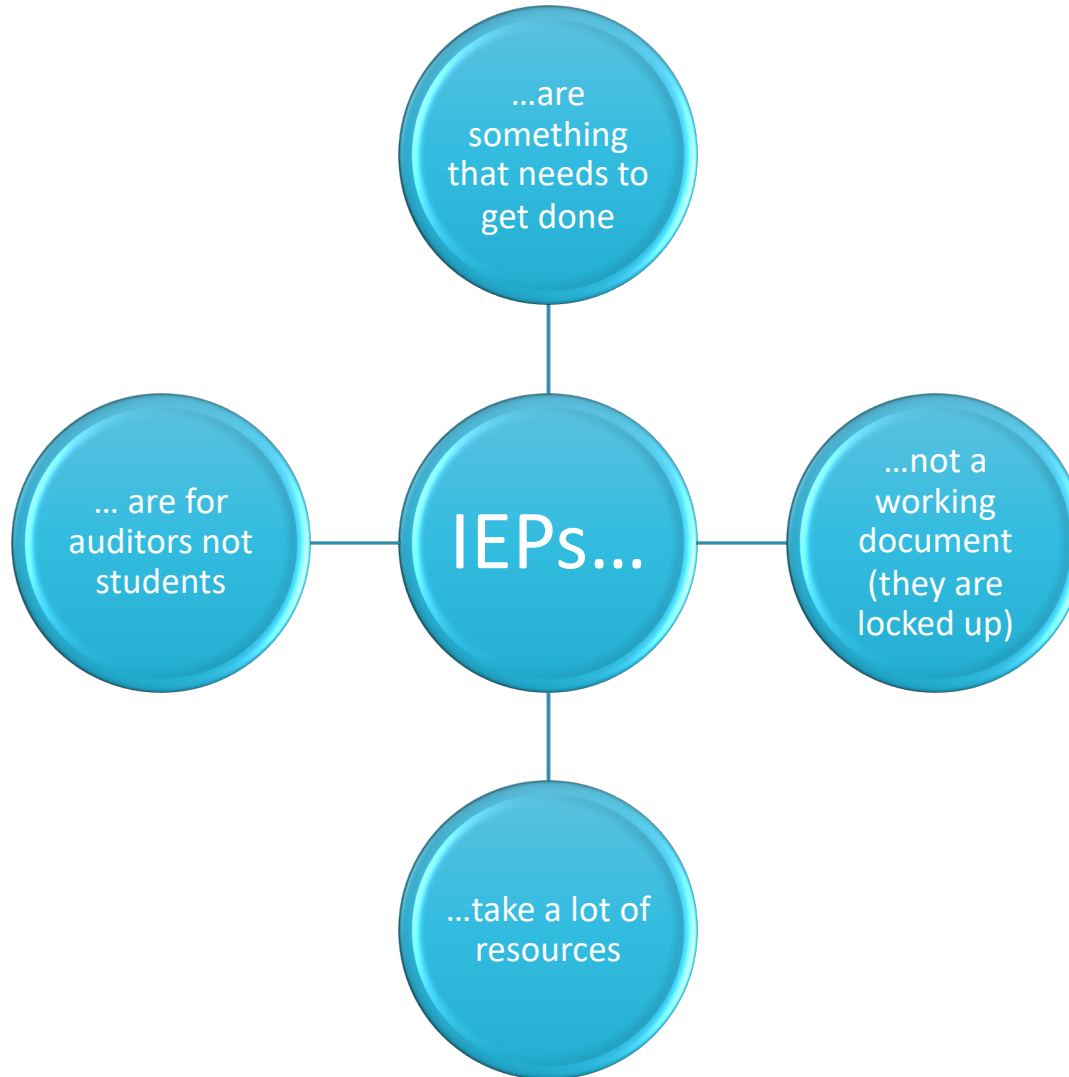
What doesn't work about IEPs?



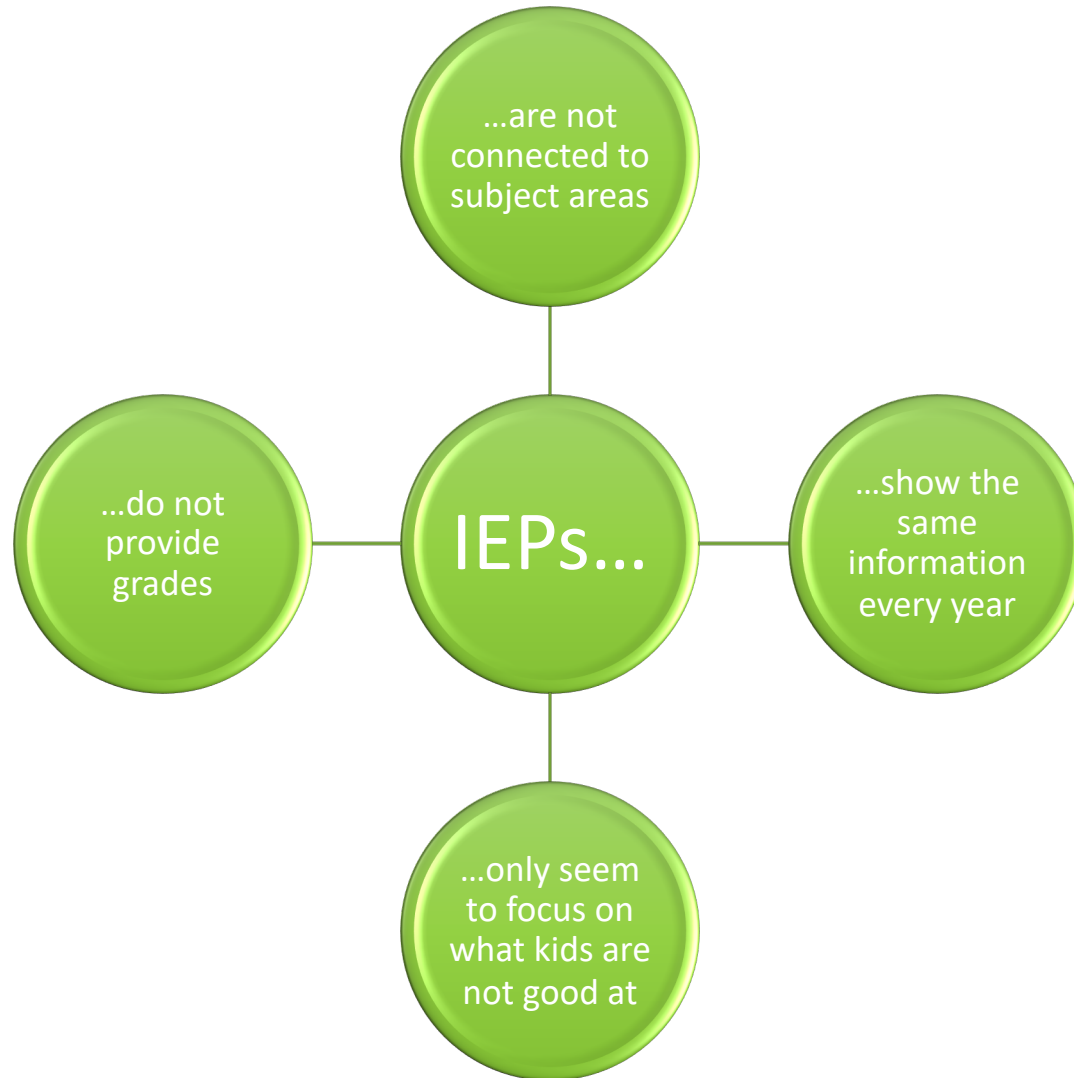
# Classroom Teachers Said...



# 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

# Our First Step: An Inclusive IEP at our High School

All student with  
disabilities

## **IEP Home Document**

- Student history & assessment information
- Goals specific to designation
- Connected to Support block
- 1-2 goals total
- Reviewed once a year

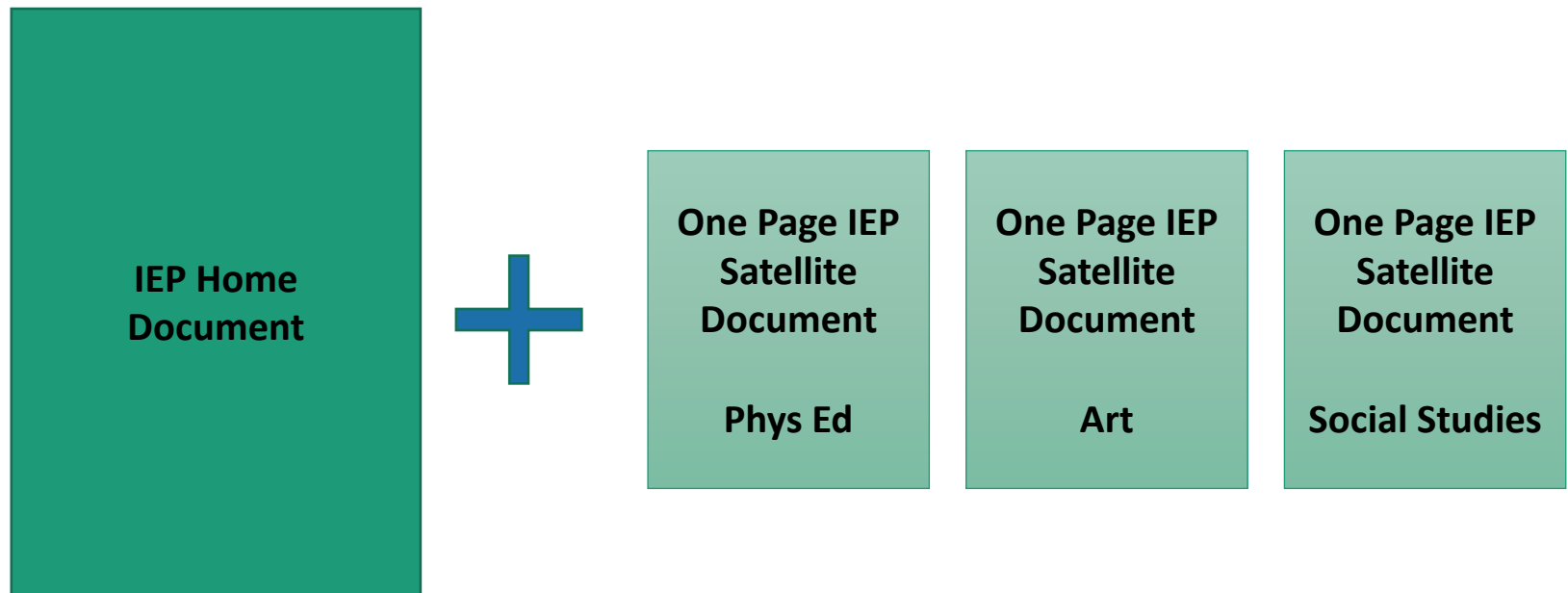


Students with disabilities who  
needed a modified goal

## **One Page IEP Satellite Document**

- Course specific
- 1 curricular goal/unit
- Assessed every term
- Course grade based on modified course goal

# Our First Step: An Inclusive IEP at our High School



We went from **0%** classroom teacher participation in IEPs to **100%**



# Inclusion is getting easier!

- Started in one high school
- Specifically meeting the needs of students with intellectual disabilities being included in courses with their peers
- Spread to other high schools in our district

## More questions!

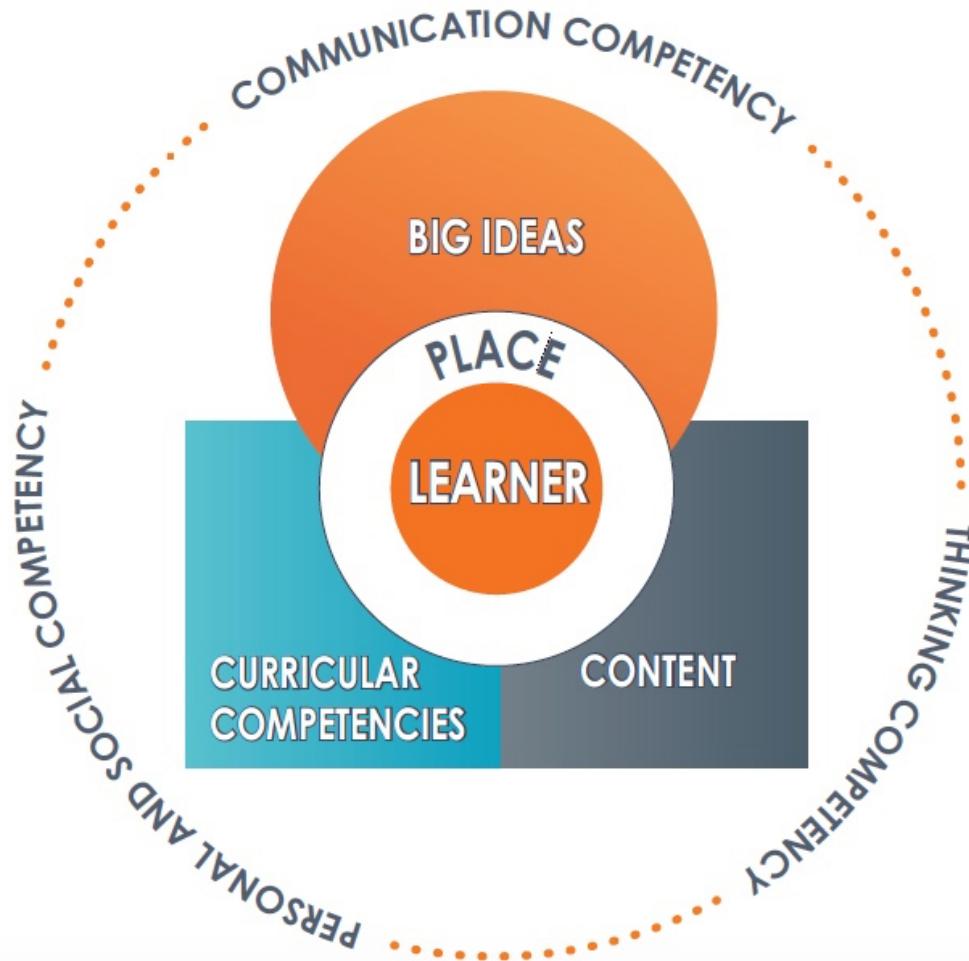
- How could this model help elementary school?
- How could we evolve IEPs for students without intellectual disabilities?

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- ~~Focusing on more **current & evolving** “life skills”~~
- Highlight **student** and **classroom centered evidence** and assessment
- ~~Align IEPs to a **common evaluation process** and schedule~~

# And then!!!

## Renewal of British Columbia's Curriculum K-12



### A New IEP?

Shelley Moore, 2020

# A New Partnership!



**Inclusive IEP**



**Competency Based IEP**



**An Inclusive and Competency Based IEP!**

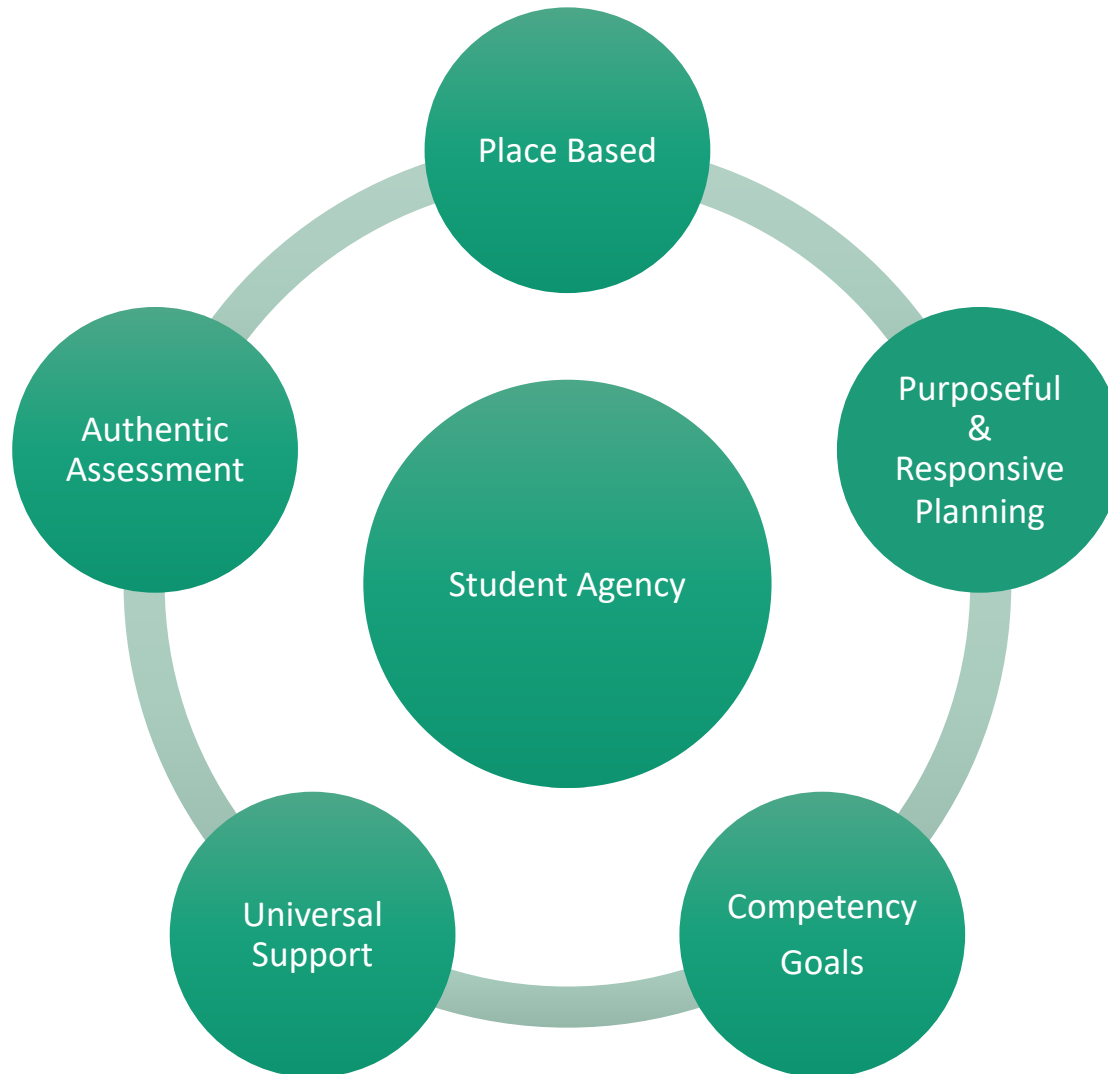
**ICBIEP**

# Building our First Prototype



- What makes the renewed curriculum different from the previous?
- How can we use these evolving principles to design a new inclusive and competency-based IEP framework?

# Guiding Principles of a Renewed & Inclusive Curriculum



## Guiding Principles of a Renewed & Inclusive IEP



# 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~~

Changing the

# **Infrastructure**

To Make Inclusion Easier

# I & CB IEP



Ministry of  
Education



Principles of BCs  
Curriculum

Version 1  
Trial &  
Feedback

Version 2  
Trial &  
Feedback

Version  
3, 4, 5, 6  
Trial &  
Feedback

...

Version  
13  
2020



School District 47  
POWELL RIVER  
BOARD OF EDUCATION



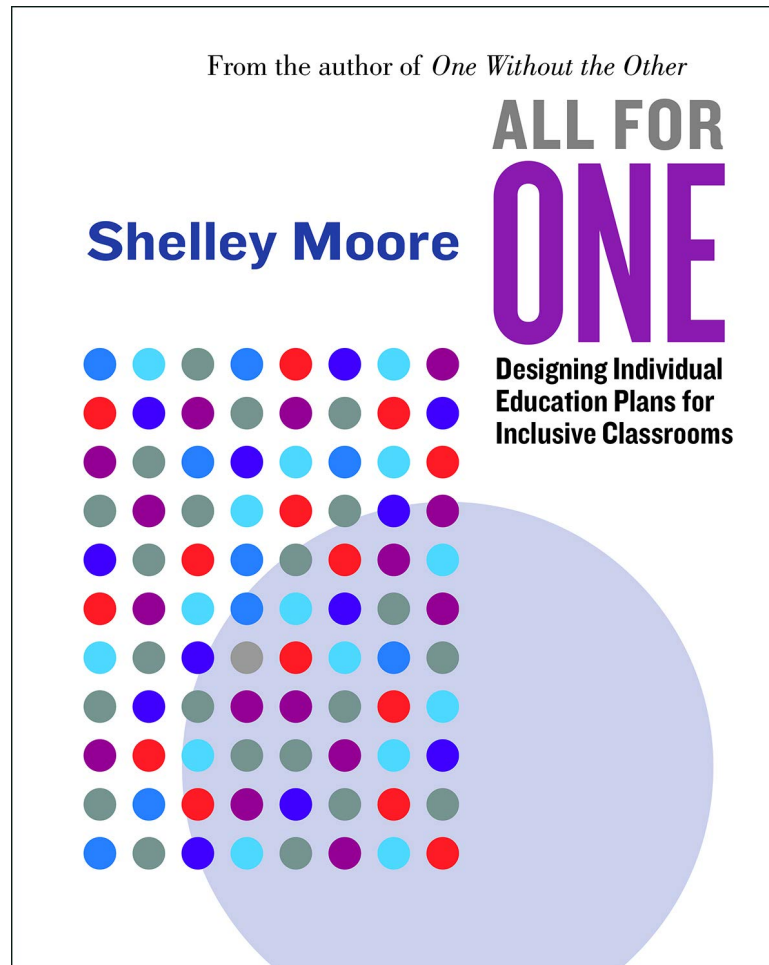
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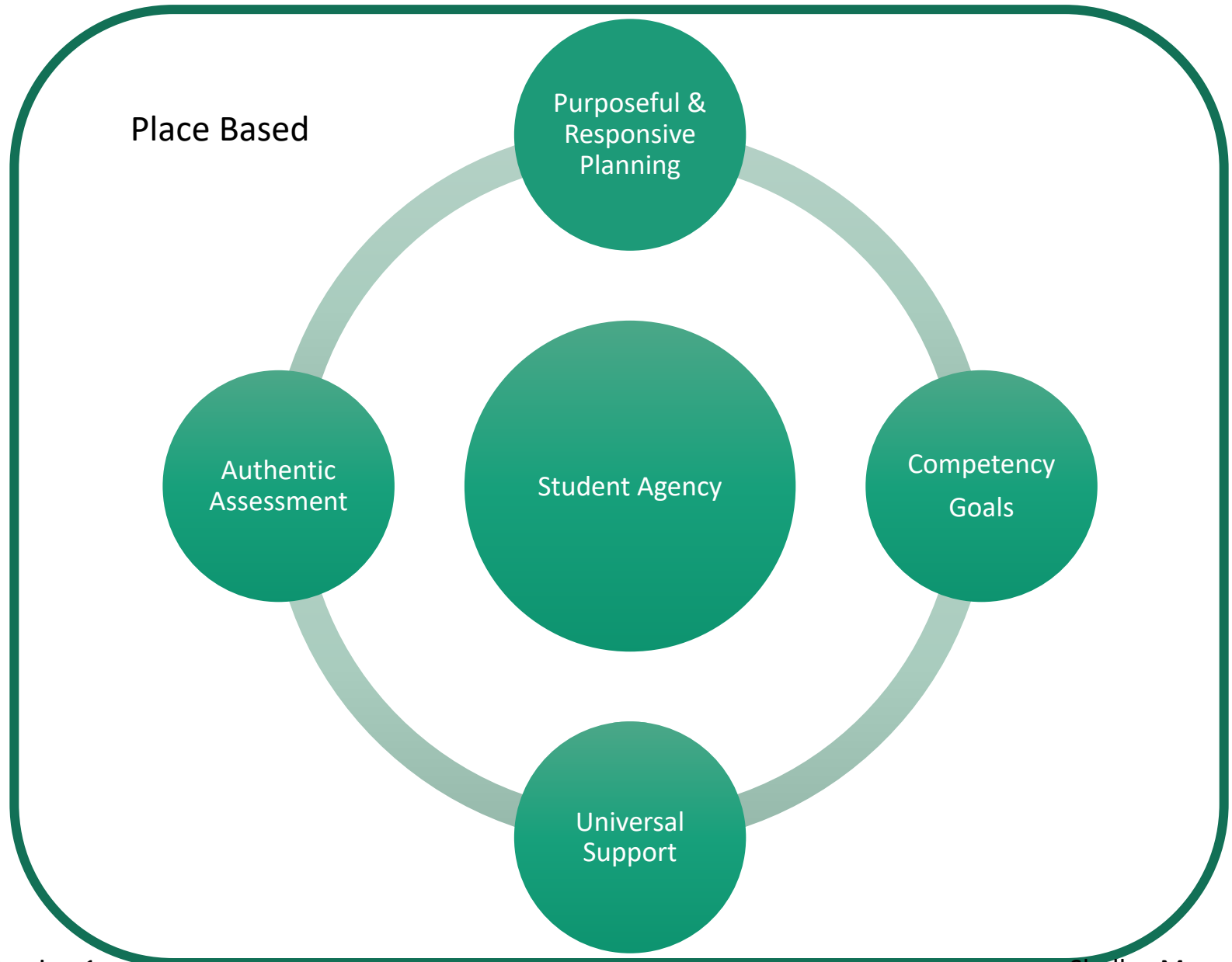
Langley  
Schools

VSB

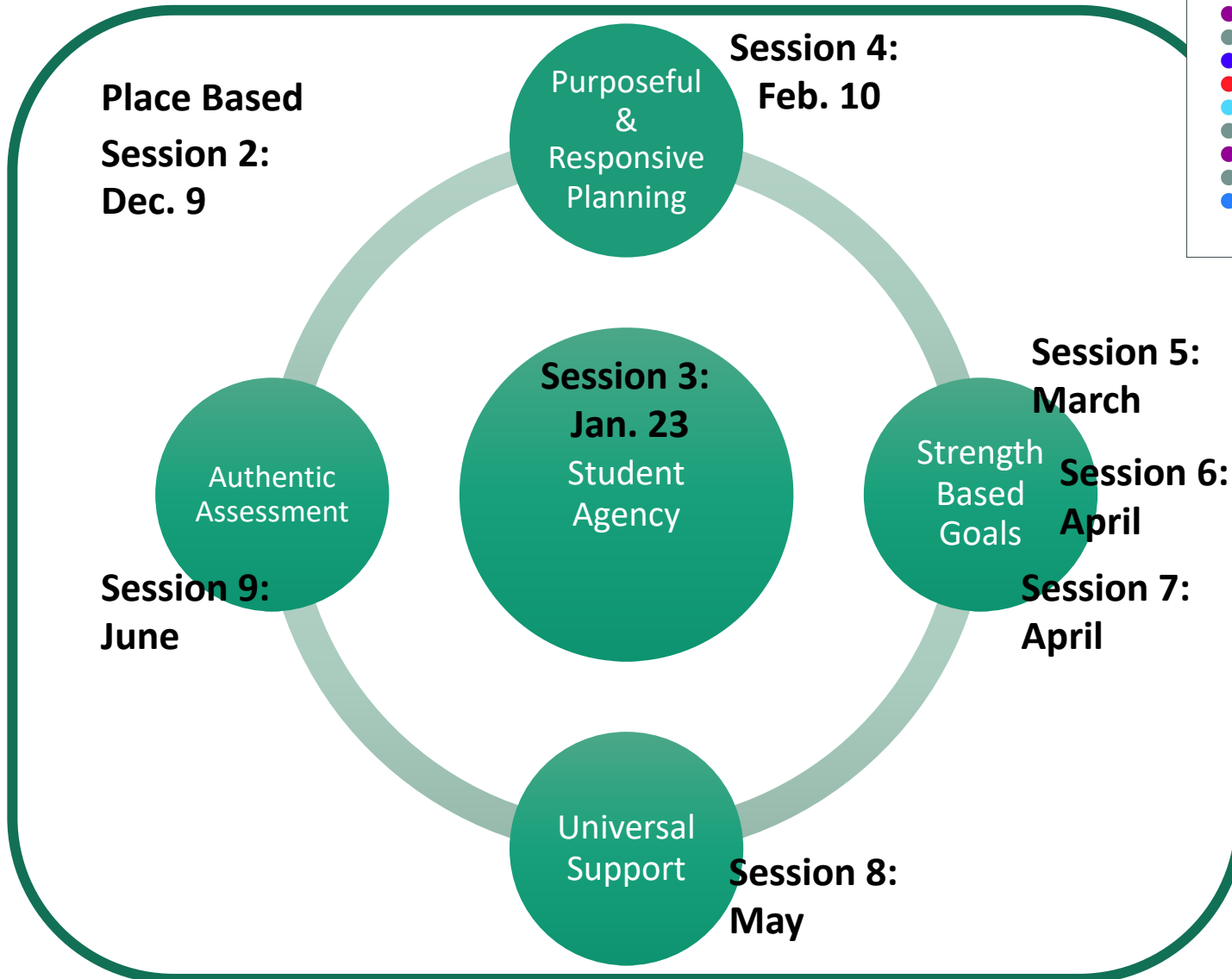
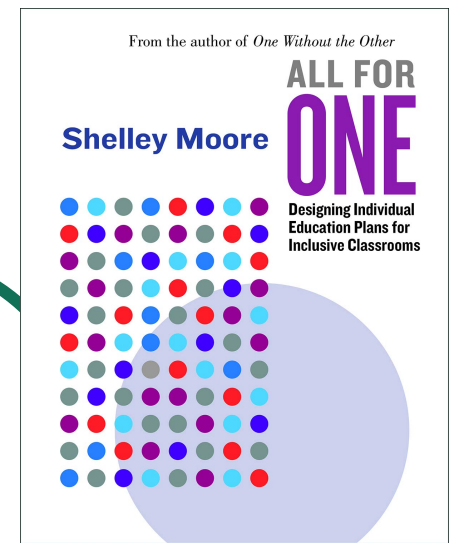
# Sharing the ICBIEP Journey



# Guiding Principles of a Renewed IEP



# Guiding Principles of a Renewed & Inclusive IEP







# 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
- Password is: Inclusion1
- Available for 72 hours after email is sent