

Competency-Based IEP Overview



Introduction

Competency-Based IEPs (CBIEP) are now being used to support the learning of students here in Chilliwack. This new format and process is supported by the Ministry of Education and was collaboratively developed by representatives from several school districts, the BCTF and the Provincial Audit Team.

This document outlines the rationale for the change and what a CBIEP looks like. It also reviews the new process, walks you through the basic elements of the CBIEP and discusses the timeline for implementation.

Rationale for Change

Changing to a CBIEP was needed to reflect current perspectives in education. In 2016, the United Nations declared Inclusive Education as a Human Right. As educators, we recognize the diverse strengths and needs in our student population. As such, we need to think beyond the diagnoses children are given and adopt a more universal approach to providing support.

We also recognize that the 21st Century requires a new set of skills for student success. Information and media literacy, critical and creative thinking as well as communication, collaboration and social skills have become as essential as academic skills. The BC Ministry of Education re-designed the K to 12 curriculum to reflect these changes for all learners with a focus on the development of **competencies**, to foster deeper, more transferable learning.

What are CBIEPs?

CBIEPs are based in just that: competencies. Competencies represent a combination of skills, processes, behaviours and habits of mind, and there are two kinds. Core Competencies focus on the development of Personal, Social and Intellectual skills and attributes that allow students to engage in deep, life-long learning. They are intended to support academic learning and foundational skill building as well as help students develop into well rounded individuals. Curricular Competencies are the skills, strategies and processes that students develop over time. While these competencies are more subject-specific, they are also connected to the core competencies. Together, they are key to the development of the whole person.

CBIEPs are:

- strengths-based and student-centered – focusing on what the learner CAN do.
- developed over the course of a student's schooling and are part of the curriculum for all students.
- representative of growth-based continuums that include all learners.
- aligned with the same curriculum as their peers.
- more inclusive of parent and student input.
- based on Universal Design principles that focus on accessibility to support authentic inclusion.

Because the competencies are on a developmental continuum, all students are included, but may be at different stages in different areas. For example, one student may be working on expanding social communication using a talking board to share an idea with a friend; another student may be working on social communication by learning to give and receive feedback about a project with a group of peers. One student may be using a picture exchange system while another student may be developing their ability to ask and respond to questions in a job interview.

How are CBIEPs Written?

Moving to a CBIEP is more than just a document change; it is a shift in process. It is a shift that has student agency and self-regulated learning at its core in order to create a more accessible focused learning plan for the learner. The new a process is:

- student centered with the creation of a Learner Profile that includes the voice of the learner.
- reflective of the learner's strengths, interests and needs.
- infused with collaboration and meaningful consultation.
- developed with consultation and collaboration and starts with the learner NOT the IEP. It incorporates multiple voices including the student, family, school staff and the larger team.
- no longer about what we are doing to the student, but we are doing together to support student learning.

The process of creating the CBIEP is different than the traditional IEP. The first step includes the development of a Student Profile. This focuses on student interests, learning preferences, strengths, stretches, needs and supports. The information is gathered from multiple sources including the student and their family. It may be gathered through interviews, meetings, questionnaires, interactive observations and assessments.

Second, the student's program and CBIEP goals and objectives are created from this profile. It considers where the student is currently at in their learning, where they are going and how we can best support them in getting there.

CBIEPs are written and stored in My Education BC information system. This means they will transfer automatically when a student moves to another school or district in BC.

Basic Elements of a CBIEP

All students who have a CBIEP, regardless of individualized needs, will at minimum have *one core competency goal*. Many students will have more than one core competency goal and some will have curricular competency goals in the academic areas where they require additional instruction or more individualized programming (i.e. reading, writing and/or math).

Usually one or two areas will be selected as a focus for the CBIEP, even though a student's plan may be more extensive. These areas are collaboratively chosen based on the Student Profile. Once selected, the CBIEP goals and objectives are written using student-friendly language from the core competencies and in some cases, the curricular competencies.

CBIEPs will vary in complexity and objectives are specific to the student and reflect their journey towards meeting a long-term goal. For some, this may include regular small group teaching sessions from a learning assistance teacher as well as classroom supports such as a calculator or multiplication chart. Other students may have a more extensive CBIEP that includes personal care skills, money skills, self-regulation skills and social interaction skills.

The CBIEP also includes decisions in who will be responsible for each part of the student's plan, where and when services will occur, and the strategies that will be used. Universal and essential supports are also put in place to support students' needs.

Just as we did for traditional IEPs, CBIEPs will be evaluated regularly. Evidence is collected in a variety of settings and over time and then documented in an *Evidence Log*. Examples of evidence may include:

- Conferences, consultations, and conversations
- Observations
- Products
- Data (academic assessments – classroom, school and district)

Based on this evidence, CBIEP objectives are adjusted. Progress is updated and reported to families according to the schools formal reporting periods.

Timeline for Implementation

This school year, school-based Student Services staff have engaged in training and the CBIPE template has been made available in MyEd. Beginning September 2022, we will begin a three-year plan which will see all students have a CBIEP by 2024. Each year, CBIEPs will be written for students in kindergarten and grades 3, 6, and 9.

APPENDIX A

Timeline for Implementation:

- 2021-2022** Training for school-based Student Services staff; CBIEP template available in My Education BC April 2022 with schools having the option to begin using for transition meetings, new-to-district students and in-coming kindergarten students; students currently in Grades 10-12 do not need to be moved onto a CBIEP
- 2022-2023** Ongoing district support for CBIEP implementation – Grades K, 3, 6 & 9 and all new students; schools have flexibility in implementing CBIEP at all grade levels
- 2023-2024** Ongoing district support for CBIEP implementation – Grades K, 3, 6 & 9 and all new students (CBIEPS will be in place for K, 1, 3, 4, 6, 7, 9 & 10); schools have flexibility in implementing CBIEP at all grade levels
- 2024-2025** Ongoing district support for CBIEP implementation – CBIEPs will be in place for all students

Roles & Responsibilities

Students

- Provide input into the CBIEP
- What they see as their strengths and areas of need
- How they prefer to learn / what they need to learn best
- What they think would be a good goal for them to achieve

Parents

- Provide input into the ICBEP
- Your child's strengths and areas of need
- What you think might be best for your child to work on
- Support your child as they work to achieve the Core Competency goal they set

Teachers

- Determine which Core Competencies their class will work on and how they will assess them
- Help students select Core Competency goals
- connect with support staff to see how they can work together

Case Managers

- Connect with classroom teachers to see which Core Competencies they will be focusing on
- Connect with parents and students for input into the goals
- May have support teachers as they work with their class to develop goals
- Collate the information and write the IEP

Examples: Core Competency Goal

This is an example of a goal and objectives that might be written for a student who is working on strategies to help with self-regulation and cope with feelings when they feel stressed or worried.

- Personal Awareness and Responsibility:
 - **Goal:** I take responsibility for my emotional well-being by:
 - **Objectives:**
 - knowing when I need a break
 - asking an adult for a break when I need it
 - using tools to help me regulate
 - **Strategies/Resources:** Direct instruction in recognizing emotions in oneself; video modeling with social narratives; *Zones of Regulation*; various tools such as wiggle cushion, fidget tools.

This is an example of a goal and objectives that might be written for a non-verbal student who is working on using assistive technology and AAC device to develop their communication skills.

- Communication:
 - **Goal:** I (can) ask and respond to simple, direct questions by:
 - **Objectives:**
 - using my iPad to choose a one- or two-word response to a question
 - using my talking board to request a choice from a list of three items
 - **Strategies/Resources:** Direct instruction and modeling use of the iPad and talking board; discrete trial; direct instruction of vocabulary (nouns and simple adjectives, *who* words). Resource: *Who, What, Where?*

Students who are on the regular curriculum but need additional individualized instruction in an academic area will have a Supplemental Curricular Goal. **Supplemental Curriculum** is *additional* to what the student learns in relation to peers; It does not alter the provincial learning standards. Students are still working towards meeting the BC Graduation Program (Dogwood). (examples: additional support for reading, writing, spelling and math)

Example: Supplementary Curricular Competency Goal

The following is an example of a *Supplemental* Curricular goal for a student who has a reading disorder and receives small group reading instruction in addition to the classroom Language Arts program.

- Supplemental Goal for Literacy (Grade 4):
 - **Goal:** I use a variety of comprehension strategies before, during and after reading, listening, or viewing to deepen understanding of text by:
 - **Objectives:**
 - reading text at my own level with fluency
 - using strategies to monitor for words that I don't understand
 - **Strategies/Resources:** Repeated reading of text at student's independent level; pre-teach vocabulary using analogies, synonyms and visual aids; model strategies for monitoring when comprehension breaks down.

Replacement Curriculum changes what a student learns in relation to peers. It alters the provincial learning standards. Students are working towards school completion (Evergreen Certificate). (examples: life skills, functional literacy or math, work experience)

Students who are on the school completion pathway (Evergreen Certificate) and have a curriculum that is different in relation to their peers will have a Replacement Curricular Goal for what they are working on achieving in the course.

Example: Replacement Curricular Competency Goal

The following goal might be for a student with a mild intellectual disability who is on a *replacement* curriculum for Science 10; the student is working towards school completion (Evergreen Certificate). The goal is from the Curricular Competency for grade 10 Science that all students in the course are working on; this learner is exploring science concepts through content that is significantly different than their peers. This is reflected in the objectives.

- Replacement Goal for Science (Grade 10):
 - **Goal:** I can demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest by:
 - **Objectives:**
 - creating a digital scrapbook about 20 objects in the universe that includes pictures and labels
 - **Strategies:** Direct instruction in the creation of digital scrapbooks/texts at student's reading level/modeling strategies for collecting, sorting and grouping information.