

4 Keys to CB-IEPs



Student Voice

- Student at the center of the process and the product
- Self-determination is the goal
- “Nothing about us without us.” Student tells us their identity, interests, learning preferences, strengths & stretches, goals

Can I see the student and know them better when I read this plan?

Is this the student’s plan?

Will this plan improve student self-determination?



Strength-based

- Strengths identified by all, above all else
- Language looks at next steps for learning, and strategies that work best or best to try next
- Strength-based stretches lead to strength-based core goals
- Universal/Essential Supports

Can the student, family and school team see the student’s gifts?

Does this plan build the student up and inspire hope about next steps?



Place & Purpose

- Meaningfully aligned programming w/peers promotes belonging; students stay in places they belong
- Place-based belonging is nurtured with connected opportunities for competence
- Place informs identity & motivational programming

Does the student belong here?

Can we say, “we thought of you before you arrived” when a student enters each learning space?



Self-Determination

- Honour core goals important to the student and family
- Core goals promote life skills of agency, critical thinking, safety, and independence
- Priority skill development supports student strength and success, personally, socially, and intellectually throughout their life

Is the student’s voice integral in decisions made specific to goals, objectives, supportive strategies, and achieving their dreams?

Guiding CB-IEP Process Checklist

	Student Voice	Strength-based	Place & Purpose	Self-Determination
Step 1. CB-IEP Meeting Preparation				
Spend time with the student in class, connecting and observing				
Review: a) student file, b) core competencies goal bank & highlight student-specific options, c) previous IEP, d) CB-IEP process, & e) CB-IEP flow chart to determine if only core competency goals are needed or if curricular goals are also needed.				
Write the Personal & Learning Profile through my LST/Counsellor lens (done before meeting with student and/or family to support the conversation and enable student hears “who they are” through your growth-mindset, strength-based lens).				
Meet with student to complete an identity and interest profile (i.e. Who Am I) and include student’s voice, written verbatim and with quotations (15 min max), and if helpful, a core competency inventory (i.e. Core competency self-assessment).				
Determine if curricular competency goals are needed (only supplemental goals K-9; supplemental or replacement 10-12). Supplemental goals are written when: a. A student is assessed as working with skills significantly below current grade level; and b. IF targeted instruction is being offered in addition to grade level curriculum. Replacement goals are written when: a. A student has an intellectual disability; and b. Parents have been made aware of the School Completion Certificate implications and have signed off on the Recommendation for School Completion (“Evergreen”) Certificate form.				
Invite student & family to IEP meeting at an agreeable time, and check to see which team members they would like at the meeting (i.e. itinerants, LST, counsellors, outside agency)				
If the student and/or family prefer to have a smaller meeting, LST can connect with specialists/itinerants to bring their voice in, in advance without their physical presence at the meeting, to reduce overwhelm.				
Print copies of a) core competency overview and goal bank, b) CB-IEP in progress (Personal/Learning Profile student words)				
Step 2. CB-IEP Team Meeting				
Welcome participants and begin meeting with student’s voice at the center: ensure everyone knows this meeting is the student’s and what the student thinks/chooses will be prioritized; quick explanation of self-determination (In a situation where the student is absent/temporarily present, meeting is grounded in a predetermined perspective and/or the closest representative of student voice is at the center; and communicate we’ll design only 3 goals max. Student is asked any question, first. All other team members are asked to add on to what the student has said, from their perspective.				
Move through the document, beginning each section with the student’s voice shared back in first-person language to ensure accuracy, followed by sharing of team voices. a. Personal Profile – consider using prompts, “” for student voice, + for team voice b. Learning Profile – start with strengths, write stretches though observations of things to work on and strategies we know work best to support success in the development of these needed skills c. Supports & Plans –whole-class supports that could help, and a few essential student-specific supports d. Core Competency Goals – student/family decide priority for goals - Personal, Social, Intellectual (one, two or all)				

<p>Core Competency Goals Decision Process:</p> <ul style="list-style-type: none"> a) View core competency overview together to decide on pieces of the pies that are priorities for student & family. b) Use the goal bank to identify specific “I can” statements that align with the “pie priorities” and ask student/family which ones fit best for them, and strategies they know may work really well to support the achievement process. c) Chosen goal bank statements (“I can...”) are written directly into CB-IEP 				
<p>*Grade 10-12 ONLY - Replacement Curricular Goal Process:</p> <ul style="list-style-type: none"> a. Replacement goals are specific to inclusive curricular classes b. Assess the personal education goals (i.e. priority learner life skills supporting agency, critical thinking, safety, and independence) of the student with their family (not the learning standards of the curriculum nor an access point) 				
<p>Gratitude to the student, family and team for engaging in the process, the CB-IEP will now be fine-tuned by the specialists and school team, and when done, the draft will be shared for further feedback.</p>				
<p>Step 3. Professional Team CB-IEP Writing</p>	Student Voice	Strength-based	Place & Purpose	Self-Determination
<p>Work with team members (i.e. classroom teachers, LST or counsellor, itinerants) to identify access points in grade level curriculum in order to provide universal and essential supports (Supports & Plans) to facilitate successful learning in class.</p>				
<p>Consult team members (i.e. classroom teachers, LST or counsellor, itinerants, outside agency) when needed to identify aligned objectives (at least 2 per goal) with student-/family-chosen goals (supplementary and replacement) and add to strategies/tools to support achievement of the goals.</p>				
<p>Supplementary Curricular Goal Process:</p> <ul style="list-style-type: none"> a. Supplementary goals are specific to literacy or numeracy b. Assess where the student’s skills are at in literacy or numeracy, identify next learning steps in the curriculum (see prior grade levels), and use direct language from curricular competencies to write goal statement (“Student can”) c. Consult team members (i.e. itinerants) when needed to align objectives/strategies to support goal achievement. 				
<p>Replacement Curricular Goal Process:</p> <ul style="list-style-type: none"> a. Assess access points in grade level curriculum and use those opportunities; and b. Use the information about personal goals identified by the student and family to design goals and opportunities that align within the inclusive curricular class. 				
<p>Complete and align Supports and Plans with strategies designed in goals and objectives.</p>				
<p>Share with student to:</p> <ul style="list-style-type: none"> 1. ensure the plan aligns with their goals/dreams (Personal/Learning Profile, Supports & Plans, Core Goals) 2. makes them aware of any curricular goals, objectives and strategies they are working on, and 3. create an action plan together to work on core competency goals and how to monitor, reflect and measure progress to identify what strategies are making positive differences and to see growth/success. 				
<p>Share with family.</p>				
<p>Step 4. Assess, Reflect, Respond</p>	Student Voice	Strength-based	Place & Purpose	Self-Determination
<p>Regularly progress-monitor goals, gather evidence, and reflect. Continue if strategies are working and change if they are not.</p>				
<p>Change/update goals when progress is made.</p>				