

HOW OFTEN SHOULD THE CB-IEP BE REVIEWED AND UPDATED?

An CB-IEP *must* be *reviewed* at least once each school year. The CB-IEP *updates* correspond with regular school reporting periods.

This review may be called a consultation, collaboration, programming, or CB-IEP meeting. During this meeting, the current CB-IEP may be revisited or information shared and collected to inform the creation of a new IEP. Updates or creation of an CB-IEP document occurs during this meeting. As a document, the CB-IEP is meant to be fluid and evolve over the course of the school year in response to the changing needs of the student.

Parents must be offered the opportunity to be involved in the development and review of IEPs; and the date of consultation (IEP meeting/communications) must be noted on the document.

WHAT SHOULD I DO IF I HAVE QUESTIONS OR CONCERNS PERTAINING TO MY CHILD'S PROGRAM AND/OR CB-IEP?

Contact the Case Manager and request an opportunity to discuss the program and/or IEP. After meeting with the case manager, if you continue to have concerns, contact the school

MORE INFORMATION

Contact the School Principal or your child's Case Manager to request an opportunity to further discuss the CB-IEP process.



Greater Victoria School District No. 61

556 Boleskine Road, Victoria, B.C.
V8Z 1E8 Canada

One *Learning* Community



COMPETENCY-BASED

INDIVIDUAL

EDUCATION

PLANS

(CB-IEPs)



One *Learning* Community



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WHAT IS A CB-IEP?

A CB-IEP is a documented plan for a student with a Ministry designation that summarizes and records the student's education program.

The school-based case manager (i.e. LST teacher, or Counsellor) coordinates the CB-IEP which is developed in collaboration with classroom teachers, support staff, family, students (as appropriate), and members of other community partners.

An IEP:

- ◇ formalizes planning decisions and processes, linking assessment with programming,
- ◇ provides teachers, parents, and students with a record of the educational program for a student and serves as the basis for reporting the student's progress,
- ◇ documents the relationship between support services being provided and the student's educational program, and
- ◇ provides parents and students with a mechanism for input and meaningful consultation into the individualized planning process.

Competency-Based IEPs

The Redesigned Curriculum

To prepare students for the future, their education must be student centered and flexible. The redesigned curriculum is focused on literacy and numeracy, while supporting deeper learning through Core and Curricular driven approaches.

The CB-IEP was developed to create an CB-IEP that is connected to the BC Curriculum through the Core and Curricular Competencies. This involves the student having the opportunity for input to the greatest extent possible and is written using positive, growth-based language. At the heart of the CB-IEP is the development of Student Agency and Self-Regulated Learning and self-determination—providing the student with the ability to make choices and manage their own life. Supported by the Ministry of Education, this new format is designed to encourage students to be active participants in CB-IEP development, while linking learning to the development of the core and curricular competencies of the redesigned curriculum.



Core Competencies

These are the sets of communication, thinking, and personal & social skills that all students need in order to engage in deep, lifelong learning. They are intended to support academic learning and foundational skill building as well as to help students develop into well rounded individuals. These competencies are at the centre of the redesigned curriculum and the Competency-Based IEP.

Curricular Competencies

These are the skills, strategies, and processes that students develop over time. While curricular competencies are more subject-specific and explicit statements of what is expected at each grade level in a particular area of learning, they are connected to the core competencies.

