

School District	Inclusive Education Plan
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Student Details				
	Student Name	Sharice LaRose	Primary Designation	Physical
	Grade	11	Additional Designations	Vision, Intellectual Disability
	Student Number	234567	IEP Review Date	October 15, 2019
	Date of Birth	Jan. 29, 2001	Case Manager	Amandeep Neal
	Student Support Team		Role	
	R. Lee		Foster Mom	
	J. Sutton		Educational Assistant	
	M. Keeling		Speech & Language Pathologist	
	B. Umar		Social Worker	
	C. Rees		Principal	
	Parent/Guardian Consultation Date			October 15, 2018

My Personal Profile	Link to Evidence:
My Identities	"I am Hispanic, I am Disabled" * S is so proud of who she is
My Interests	"I love music" "I love dancing" + S loves to listen to music and sounds, she is drawn to light and movement, she enjoys feeling beats and strong bass and vibrations
My Needs	"I need breaks" "I need to close my eyes" "I like my friends" * S needs to be spoken to like a young adult; she needs opportunities to show what she knows + S needs time to rest, needs to be connected to the school community

My Learning Profile	Link to Evidence:		
* Thought from family + Thoughts from school team	Personal	Social	Learning
My Strengths	"I am good at band" + advocates for herself by communicating what she wants	"I have friends" + listening to music with her friends + turn taking	"I like to learn about Mexico"
My Stretches	+ managing her frustration when she feels challenged *choosing a work or volunteer opportunity to try	+ initiating social interactions * connecting with friends outside of school	"I want to learn know more about Mexico" + being open to trying new activities

The areas that I want to focus on this year

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Competencies that can help me set goals		Personal Awareness & Responsibility	Communicating	Creative Thinking
		Positive Personal & Cultural Identity	Collaborating Social Awareness & Responsibility	Critical Thinking & Reflective Thinking
Supports and Plans				
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies		
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies	
Communication	Built in opportunities for peer interactions & conversations	Communication	Personal switch device, access to low tech communication device	
Vision	Consistent furniture plan, pair visual supports with auditory and tangible resources	Vision	High contrast materials, non-reflective surfaces, materials within field of vision	
Personal Care	Peer education of Disability and seizures	Personal Care	Full physical support (toileting, feeding, changing etc.), regular and ongoing training for staff in areas of g-tube feeding and seizure management	
Supplementary Plans		Date		
Health Care Plan		September, 2018		
Seizure Management Plan		September, 2018		

Competency Goals			
Competency Area	Positive Personal & Cultural Identity	Competency IEP Goal 1	I can understand that my characteristics, qualities, strengths and challenges make me unique and are an important part of the communities that I belong to by:
Objective 1A	choosing a volunteer or work placement that is connected to my interests and strengths	Instructional Strategies	Interest inventory, visit multiple possible placements, reflect on visits with like/dislike and why?
Objective 1B	learning more about where I am from	Instructional Strategies	Use learning about Mexico as a motivator for learning, all about me portfolio, share learning with family and peers

Competency Area	Communication	Competency IEP Goal 2	I can participate in conversations for a variety of purposes by:
Objective 2A	communicating when I feel frustrated	Instructional Strategies	Explicit teaching of strategies (using objects) to use when S feel frustrated (e.g. asking for a break, wait, stop, help)
Objective 2B	initiating conversations with peers	Instructional Strategies	Prepare high interest topics to share, coach peers how to respond

Competency Area	Creative Thinking	Competency IEP Goal 3	I can get new ideas in areas where I have an interest and build my skills to make them work by	
Objective 3A	trying new things at school, home and the community	Instructional Strategies	Keeping a “new things” journal, pre teaching new places and activities ahead of trying (e.g. what to expect at the ...)	

Curricular Goals					
Learning/ Subject Area	Skill Area Numeracy	Type of Goal	Supplemental	Teacher/ Support Staff	A. Neal
Inclusive Big Idea	Objects and shapes have attributes that can be described, measured and compared		Inclusive Learning Standard	Change in quantity to 20, concretely and verbally	
Curricular IEP Goal 3	S knows change in quantity to 20 by				
Objective 3A	noticing “more” or “less” when comparing		Instructional Strategies	Teach vocabulary (e.g. more, less), compare shapes and quantity, connect objects to story, use manipulatives to communicate quantity	
Objective 3B	Demonstrating one to one correspondence when counting up to 20		Instructional Strategies	Using different shapes, sizes of objects, math specific communication tools	

Learning/ Subject Area	Band 11/12	Type of Goal	Replacement	Teacher/ Support Staff	E. Karlicek
Inclusive Big Idea	A musician’s interpretation of existing work is an opportunity to represent identity & culture		Inclusive Learning Standard	Communicate and Document: Express personal voice, cultural identity and perspective through music	
Curricular IEP Goal 1	S can express my personal voice, cultural identity and perspective through music by:				
Objective 1A	sharing a style or type of music as an artifact of her personality		Instructional Strategies	Exposure to different types of music, develop music specific communication tools, access to switch adapted tools to make choices, teach how parts of music can represent personality features (e.g. fast tempo might be exciting)	
Objective 1B	Communicating her musical artifact represents her identity, perspective or worldview		Instructional Strategies	Teach identity – Who I am? Teach perspective – What I see? Worldview – What is important to me?	

Learning/ Subject Area	English 11	Type of Goal	Replacement	Teacher/ Support Staff	E. Lynsmeier
Inclusive Big Idea	The exploration of text and story deepens our understanding of		Inclusive Learning Standard	Construct meaningful connections between self, text and world	

	diverse, complex ideas about identity, others and the world		
Curricular IEP Goal 2	S can construct meaningful connections between herself, other texts and the world by:		
Objective 2A	Communicating when text connects to her personal life by making a comment or response	Instructional Strategies	Text specific vocabulary for communication, pre teach new vocabulary, create accessible versions of text incorporating audio and tactile objects
Inclusive Big Idea	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others and the world	Inclusive Learning Standard	Respond to text personal, creative and critical ways
Curricular IEP Goal 3	S can respond to text in personal ways by:		
Objective 3A	Choosing the music for a group project creating a movie trailer representing a text	Instructional Strategies	Expose to options, strategic groupings of peers, switch activated tools, prepare a tactile story board of group movie trailer