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| 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 Positive Personal & Cultural Identity | Communicating Collaborating Social Awareness & Responsibility | Creative Thinking Critical Thinking & Reflective Thinking |
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| 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: | |
| 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 I 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 | |

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| 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 | |

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| | 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 |