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| School District | Inclusive Education Plan | | |
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| Student Details | | | | |
|-----------------|--|-----------------|-------------------------------|-------------------------|
| | Student Name | Nella John | Primary Designation | Learning Disability |
| | Grade | 8 | Additional Designation | |
| | Student Number | 6867678 | IEP Review Date | May 05, 2020 |
| | Date of Birth | Jan 20, 2006 | Case Manager | D. Creek |
| | Student Support Team | | Role | |
| | S. Althuis | Parent (mother) | | |
| | S. John | Parent (father) | | |
| | L. Aracama | Counsellor | | |
| | J. Gill | Youth Worker | | |
| | R. Che | Principal | | |
| | Parent/Guardian Consultation Date | | | October 18, 2019 |

| My Personal Profile | Link to Evidence: Student Portfolio |
|----------------------|--|
| My Identities | "I have a lot of cousins, so my family is big. Some of my family are from other countries." * Nella has two homes that she shares her time between |
| My Interests | "I really like anime, especially Dragon Ball Z. I also like drawing" * Showing a lot of interest and skill in the arts * Enjoys making cross-curricular connections within her subject classes |
| My Needs | "I like it when teachers will work with me to help me understand better. Sometimes I need more time. I also like when I have someone to talk to. It helps when I can think about my worries out loud." * Strengthen organization and time management * Managing her worries and emotions |

| My Learning Profile | Link to Evidence: | | |
|-----------------------------------|---|--|--|
| * Thought from my family and team | Personal | Social | Learning |
| My Strengths | "I know what my feelings are when I'm having them." | "I have 2 best friends that I like to spend time with." | "I am really good at finding ways to be creative with my work." |
| My Stretches | "Sometimes, I have anxiety around new people." | "I don't like talking to people I don't know." * engaging in social dialog with unfamiliar peers and adults | "Sometimes, I have a hard time writing." * organizing thinking within written tasks |

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 |
| Social Emotional | Executive functioning informed teaching | Social Emotional | Ongoing counselling service |
| Processing | Chunking, Scaffolded instruction | Processing | |
| Memory/Attention | Executive functioning informed teaching Modeling of organizational strategies Opportunity for regular check ins to manage workload Explicit teaching of timing management strategies, text at multiple literacy levels | Memory/Attention | |
| Supplementary Plans | | Date | |
| | | | |

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|------------------------|---|---------------------------------|--|
| Competency Area | Personal Awareness and Responsibility | Competency IEP Goal 1 | I can make choices that help me meet my wants and needs and increase my feelings of well-being. I take responsibility for my actions by |
| Objective 1A | maintaining regular check ins with my school support. | Instructional Strategies | Schedule time with counsellor Regular check-ins with RT Teach strategies for emotional regulation, ex. Breathing, progressive body relaxation Modeling and roleplaying Model positive self-talk Build rapport |

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|------------------------|--|---------------------------------|--|
| Competency Area | Critical Thinking and Reflective Thinking | Competency IEP Goal 2 | I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans by |
| Objective 2A | using strategies for accessing prior knowledge to support new learning | Instructional Strategies | Explicitly teaching use of scaffolds, frameworks Build in time for organizing work and making a plan |

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| Competency Area | Creative Thinking | Competency IEP Goal 3 | I can get new ideas or reinterpret others' ideas in novel ways by |
| Objective 3A | using my artistic skills to help me express my learning | Instructional Strategies | Provide multiple means of demonstrating learning, such as art, video, etc. Schedule time for her to verbally explain her thinking behind her projects |

| Curricular Goals | | | | | |
|------------------------------|--|--------------|------------------------------------|--|----------|
| Learning/ Subject Area | Literacy | Type of Goal | Supplemental | Teacher/ Support Staff | D. Creek |
| Inclusive Big Idea | Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. | | Inclusive Learning Standard | Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts by | |
| Curricular IEP Goal 1 | | | | | |
| Objective 1A | Extracting meaning from written texts and sharing thinking | | Instructional Strategies | Teach contextual clues and prediction Word structure Encourage visualizing Teaching inferencing, text at independent reading level, graphic novels, | |
| Objective 1B | | | Instructional Strategies | | |

| Learning/ Subject Area | Literacy | Type of Goal | Supplemental | Teacher/ Support Staff | D. Creek | |
|------------------------------|--|--------------|---------------------------------|---|---|--|
| Inclusive Big Idea | Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. | | | Inclusive Learning Standard | Transform ideas and information to create original texts by | |
| Curricular IEP Goal 2 | | | | | | |
| Objective 2A | Write about artwork using the elements of storytelling | | Instructional Strategies | Explicitly teach writing strategies Chunk assignments into manageable parts Provide scaffolds Provide opportunities to brainstorm through oral story telling | | |