

**1701 IDENTIFICATION WITH MINISTRY OF EDUCATION
RESOURCE FOR STUDENT PLANNING**

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THIS FORM IS INITIATED FROM INCLUSIVE EDUCATION SUPPORT

Student Name:		D.O.B. [MONTH.DAY.YEAR]	
School:	Grade:	Date:	PEN:

INITIAL each of the following for confirmation of documentation and planning process.

Criteria: Mild Intellectual Disabilities

<i>District School Psychologist</i>	<input type="checkbox"/> Assessment documentation shows the student's intellectual functioning is 2 or more standard deviations below the mean on an individually administered Level C assessment of intellectual functioning (SS≤70). <i>Measures used as evidence of cognitive functioning:</i> <ul style="list-style-type: none"> <input type="checkbox"/> Full scale score, or other norm referenced estimate of ability with rationale for not using full scale IQ. <input type="checkbox"/> Verbal IQ or Perceptual/Fluid Reasoning IQ score <input type="checkbox"/> Test of non-verbal cognitive ability score <input type="checkbox"/> Assessment documentation shows there are limitations of similar degree in 2 or more adaptive skill areas on a norm referenced measure of adaptive behaviour. Significant weakness in 2 or more adaptive skill areas on the <input type="checkbox"/> ABAS or <input type="checkbox"/> Vineland (SS≤70) or (scaled score ≤4) <table border="0" style="width: 100%; margin-top: 5px;"> <tr> <td><input type="checkbox"/> Community use</td> <td><input type="checkbox"/> Health & safety</td> <td><input type="checkbox"/> Self direction</td> </tr> <tr> <td><input type="checkbox"/> Functional academics</td> <td><input type="checkbox"/> Leisure</td> <td><input type="checkbox"/> Social</td> </tr> <tr> <td><input type="checkbox"/> Daily living</td> <td><input type="checkbox"/> Self-care</td> <td><input type="checkbox"/> Communication</td> </tr> </table>	<input type="checkbox"/> Community use	<input type="checkbox"/> Health & safety	<input type="checkbox"/> Self direction	<input type="checkbox"/> Functional academics	<input type="checkbox"/> Leisure	<input type="checkbox"/> Social	<input type="checkbox"/> Daily living	<input type="checkbox"/> Self-care	<input type="checkbox"/> Communication
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School Support Planning Process:

<i>Program Manager</i>	<input type="checkbox"/> Student's Red Folder contains: <ul style="list-style-type: none"> <input type="checkbox"/> assessment document(s) <input type="checkbox"/> supporting documents pertinent for planning in: Observations, File Review, Instructional Support Planning Tool, Basic Skills Checklist <input type="checkbox"/> Current IEP, including dates of collaborative review <input type="checkbox"/> completed <i>Acknowledgement of Identification Form (parent)</i> <input type="checkbox"/> <i>Additional Services & Supports Checklist</i> addresses the needs identified in the assessment documentation that are beyond those offered to the general student population and are proportionate to the level of need <input type="checkbox"/> evidence of ongoing review of strategies and interventions used, outcomes and fluid revisions (e.g. RTI) <input type="checkbox"/> Documentation of regular consultation and communication with LST/SBT <input type="checkbox"/> Student's main file contains: <ul style="list-style-type: none"> <input type="checkbox"/> report card and progress reports that also indicate additional support services
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Individual Education Plan:

<i>Program Manager</i>	<input type="checkbox"/> is current and demonstrates ongoing implementation, review and revision <input type="checkbox"/> stipulates individualized goals, measurable objectives and strategies to meet these goals <input type="checkbox"/> goals corresponding to this category of support <input type="checkbox"/> includes student voice in the learning process in accordance with the current IEP <input type="checkbox"/> evidence that the parent/guardian was offered the opportunity to be consulted and engaged in the preparation and support of the current IEP
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CONFIRMATION OF APPROPRIATE DOCUMENTATION and PROCESS FOR SUPPORT

PRINCIPAL'S SIGNATURE:

DATE:

The category for additional support has been documented on MyEdBC by Support Services. The school ensures consultation has occurred with the parent and the completed "Acknowledgement of Identification" form (<http://iaritt.sd79.bc.ca>) is filed. If parent declines identification with the Ministry, please inform Inclusive Education Support to update MyEdBC. Documentation to support the evidence of impact on learning and the educational planning process is part of the student's active file.