

<b>1701 IDENTIFICATION AND PLANNING RESOURCE</b> <b>Moderate Behaviour Intervention or Serious Mental Illness</b>	R
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Student		D.O.B. [M/D/Y]	
School:		Grade:	
		Date:	
		PEN:	

**INITIAL** each of the following to confirm file contains the necessary evidence/documentation.

<b>Eligibility Criteria: Assessment</b>
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<i>Program Manager and School Administrator</i>	<p><b>Documentation includes: (copies at Support Services and in Student's Red Folder)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> current and relevant behavioural assessment and/or</li> <li><input type="checkbox"/> current and relevant mental health assessment</li> </ul> <p><b>The assessment provides evidence of one or more of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Aggression, (of a physical, emotional, or sexual nature) and/or hyperactivity; and/or</li> <li><input type="checkbox"/> Negative or undesirable internalized psychological states such as anxiety, stress related disorders, depression; and/or</li> <li><input type="checkbox"/> Behaviours related to social problems such as delinquency, substance abuse, child abuse, or neglect; and/or</li> <li><input type="checkbox"/> Behaviours related to other disabling conditions, such as thought disorders or neurological or physiological conditions.</li> </ul> <p><b>Documented evidence indicates ALL of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the frequency or severity of the behaviours has a very disruptive effect.</li> <li><input type="checkbox"/> Behaviour(s) are evident over an extended period of time, in more than one setting, and with more than one person (teacher, peers).</li> <li><input type="checkbox"/> The student has not responded to the variety of support/interventions provided through usual school processes and classroom management strategies.</li> </ul>
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<b>Eligibility Criteria: School Support Planning Process</b>
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<i>Program Manager</i>	<p>Student's Red Folder contains:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> report card and progress reports that also indicate additional support services identified in IEP</li> <li><input type="checkbox"/> IEP including dates of collaborative review</li> <li><input type="checkbox"/> assessment document(s)</li> <li><input type="checkbox"/> documents pertinent for planning in: Observations, File Review, FAB, Instructional Support Planning Tool, Basic Skills Checklist, classroom and individual assessments etc.</li> <li><input type="checkbox"/> documentation that the learning needs have been reviewed (Student Support Model – Multi-tiered Approach) when learning needs are primary, an IEP / goal specific to academics shall be part of the planning process for targeted support (LA / RT)</li> <li><input type="checkbox"/> completed <i>Acknowledgement of Identification Form (parent)</i></li> </ul>
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<b>Individual Education Plan / Behaviour Support Plan:</b>
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<i>Program Manager</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> is current and demonstrates ongoing implementation, review and revision, inclusive of LST / SBT</li> <li><input type="checkbox"/> stipulates individualized goals, measurable objectives and strategies to meet these goals</li> <li><input type="checkbox"/> goals corresponding to this category of support</li> <li><input type="checkbox"/> support addresses the needs identified in the assessments; supports are beyond those offered to the general student population and are proportionate to the level of need</li> <li><input type="checkbox"/> the student is being offered learning activities in accordance with IEP</li> <li><input type="checkbox"/> includes student voice, where appropriate, in the learning process</li> <li><input type="checkbox"/> documents that parent/guardian was offered the opportunity to be consulted and engaged in the preparation and support of the current IEP (Record of Consultation)</li> </ul>
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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://lartt.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.*