

# 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: Visual Impairment

<i>District Support Teacher - Visually Impaired</i>	<p>DOCUMENTATION from an ophthalmologist, optometrist, orthoptist or the Visually Impaired Provincial Resource Centre describes the student's vision impairment as <b>one of the following</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A visual acuity of 6/21 (20/70) or less in the better eye after correction; or</li> <li><input type="checkbox"/> A visual field of 20 degrees or less; or</li> <li><input type="checkbox"/> Any progressive eye disease with a prognosis of becoming one of the above within a few years; or</li> <li><input type="checkbox"/> A visual problem related to visual stamina that is not correctable that results in the student functioning as if his/ her visual acuity is limited to 6/21 (20/70) or less.</li> <li><input type="checkbox"/> Student is receiving support from qualified teacher of students with visual impairments in relation to the student's visual impairment on a regular basis.</li> </ul>
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## School Support Planning Process:

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

Program Manager	<ul style="list-style-type: none"> <li><input type="checkbox"/> is current and demonstrates ongoing implementation, review and revision</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"/> includes student voice in the learning process in accordance with the current IEP</li> <li><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</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.