

**1701 IDENTIFICATION WITH MINISTRY OF EDUCATION**

**RESOURCE FOR STUDENT PLANNING**

THIS FORM IS INITIATED FROM INCLUSIVE EDUCATION SUPPORT

**F**

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: Deaf or Hard of Hearing**

<i>District Itinerant Resource Teacher-Deaf or Hard of Hearing Impaired</i>	<p><b>ASSESSMENT DOCUMENTATION confirms:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student has a medically diagnosed significant bilateral hearing loss, a unilateral loss with significant speech/ language delay, or a cochlear implant (typically documented in a report from a health professional such as an audiologist).</li> <li><input type="checkbox"/> Student has substantial educational difficulty due to the hearing loss.</li> <li><input type="checkbox"/> Student is receiving support from qualified teacher of DHH in relation to the student's hearing loss</li> </ul> <p><b>Criteria for a Unilateral Hearing Loss:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annual assessment documented in a report from a health professional such as an audiologist.</li> <li><input type="checkbox"/> The unilateral hearing loss is moderate to profound; AND,</li> <li><input type="checkbox"/> The student has educationally significant problems directly attributable to the loss.</li> <li><input type="checkbox"/> Student is receiving support from qualified teacher of DHH in relation to the student's hearing loss</li> </ul>
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**School Support Planning Process:**

Program Manager	<p><b>Student's Red Folder contains:</b></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><b>Student's main file contains:</b></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 about the preparation 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.*