

# 1701 IDENTIFICATION WITH MINISTRY OF EDUCATION

## RESOURCE FOR STUDENT PLANNING

THIS FORM IS INITIATED FROM INCLUSIVE EDUCATION SUPPORT

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Student Name:		DOB: [MONTH.DAY.YEAR]	
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School:		Grade:		Date:		PEN:	
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<p><b>Criteria: Learning Disability - One or more of the following must be met:</b></p> <p><b>INITIAL</b> each of the following for confirmation of documentation and planning process.</p>	<p><b>There must be documentation to support that the student has been appropriately assessed and identified by the school district as meeting the criteria of this category.</b></p>
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<i>District School Psychologist</i>	<input type="checkbox"/> Assessment documentation shows persistent difficulties in spite of remedial intervention in the acquisition of reading, writing and/or arithmetic skills; and/or <input type="checkbox"/> Assessment documentation shows significant discrepancy between estimated learning potential and academic achievement (not discrepancy between verbal and reasoning abilities) as measured by norm-referenced achievement instruments	One or more academic difficulties relative to expected ability, and identified in documentation: <input type="checkbox"/> Word Recognition and/or <input type="checkbox"/> Reading Comprehension, and/or <input type="checkbox"/> Spelling, and/or <input type="checkbox"/> Written expression, and/or <input type="checkbox"/> Mathematical computations, and/or <input type="checkbox"/> Problem Solving Various achievement instruments and cognitive tests can be used to document difficulty.
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**Documentation and Assessment: There is documented evidence in the students' Red File that indicates....**

<i>District School Psychologist</i>	<input type="checkbox"/> Average or above ability, is demonstrated by a cognitive assessment (average is demonstrated by score(s) at or above one standard deviation below the norm). $SS \geq 85$	Measures used as evidence of cognitive functioning: <input type="checkbox"/> FS IQ, or other norm reference estimate of ability with rationale for not using FS IQ <input type="checkbox"/> Verbal IQ or Perceptual/Fluid Reasoning IQ score <input type="checkbox"/> Test of non-verbal cognitive ability score
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<i>District School Psychologist</i>	<input type="checkbox"/> Significant weakness exists in one or more of the cognitive processes relative to overall functioning <input type="checkbox"/> Assessments of cognitive processes must utilize norm-referenced instruments; if other forms of assessment are used, they must be accompanied by a clear rationale for why the alternate assessment is appropriate in identifying the student's processing disorder	Significant weakness in one or more cognitive processes, relative to overall functioning: <input type="checkbox"/> Perception <input type="checkbox"/> Memory <input type="checkbox"/> Attention <input type="checkbox"/> Language processing <input type="checkbox"/> Visual-spatial processing <input type="checkbox"/> Planning and decision making <input type="checkbox"/> Phonological processing <input type="checkbox"/> Processing speed <input type="checkbox"/> Auditory processing
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<i>District School Psychologist</i>	<input type="checkbox"/> Assessment documents indicate that the difficulties being experienced are not primarily* due to sensory deficits, lack of opportunity to learn, cultural or linguistic differences or social/emotional/physical health issues  <p><i>*Learning disabilities may coexist with other disorders such as behavioural or emotional disorders, sensory impairments or other medical conditions</i></p> There is documented evidence that... <input type="checkbox"/> The assessment integrates information from a number of sources (two or more)	Examples of evidence of other primary sources of difficulty addressed in assessment documentation (✓ if appropriate): <input type="checkbox"/> Culture and language differences of the home <input type="checkbox"/> Consistency of schooling and attendance <input type="checkbox"/> Vision and hearing screening results <input type="checkbox"/> Medical factors regarding social/emotional/physical health <input type="checkbox"/> Other Examples of documentation: <input type="checkbox"/> Information from family about health social/emotional status and developmental history <input type="checkbox"/> Information from classroom teacher(s) about classroom performance <input type="checkbox"/> Information from other professionals about strengths and weaknesses <input type="checkbox"/> Relevant academic history <input type="checkbox"/> Other
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Planning and Implementation: There is documented evidence that.....		
<p><i>Learning Assistance Teacher or Program Manager</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The confidential student file is organized according to district standards.</li> <li><input type="checkbox"/> A current IEP is in place, dated after September 30, previous school year.</li> <li><input type="checkbox"/> The current IEP has individualized goals and measurable objectives with adaptations and or modifications where appropriate, and strategies to meet these goals.</li> <li><input type="checkbox"/> The goals correspond to the BC Ministry of Education 1701 category criteria.</li> <li><input type="checkbox"/> The student is receiving additional support to address the needs identified in the assessment documentation. These services are outlined in the IEP and relate to the identified needs of the student.</li> <li><input type="checkbox"/> The student is being offered learning activities in accordance with the IEP.</li> <li><input type="checkbox"/> The IEP outlines methods for measuring progress in relation to the IEP goals.</li> <li><input type="checkbox"/> A parent was offered the opportunity to be consulted and engaged about preparation of the IEP.</li> <li><input type="checkbox"/> The Additional Services &amp; Supports Checklist is completed &amp; indicates supports &amp; services are provided.</li> </ul>	<p>Examples of strategies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Intense, direct instruction</li> <li><input type="checkbox"/> Skill-building instruction</li> <li><input type="checkbox"/> Instruction in learning and compensatory strategies</li> <li><input type="checkbox"/> Skill building in self advocacy</li> <li><input type="checkbox"/> Adaptations to instruction and assessment</li> <li><input type="checkbox"/> Adaptations to learning resources, technology</li> <li><input type="checkbox"/> Social skills training, etc.</li> </ul>
<p>Reduction in class size is not by itself sufficient service.</p>		

**CONFIRMATION OF APPROPRIATE DOCUMENTATION and IMPLEMENTATION**

PRINCIPAL'S SIGNATURE:

DATE:

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*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.*