

INCLUSIVE EDUCATION AUDIT PREPARATION GUIDEBOOK FOR SURREY SCHOOLS

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INTRODUCTION

This guidebook contains a comprehensive overview of key points to remember for students being reported on the 1701 fall data collection.

All students reported on the 1701 fall data collection, must have a diagnosis(es) that complies with the BC Ministry of Education criteria for designation as a student with special needs. In addition, the student's files must contain documents that demonstrate the need for supports that are above and beyond those available to students' who do not have special needs.

The Funding and Financial Accountability Branch of the Resource Management Division of the BC Ministry of Education conducts compliance reviews of school district funding claims. These audits are undertaken in the area of Inclusive Education (as well as other areas).

The purpose of these audits is to provide assurance to the Ministry and boards of education that instructions contained in [Form 1701: Student Data Collections Completion Instructions for Public Schools](#) and [BC Ministry of Education policies](#) are being followed. The findings from the audits may result in funding adjustments to school districts.

Retention of student attendance records and participation documentation at each Form 1701 data collection reporting period is required to verify the district's claims and to assist in the enrollment audit process. The recommended retention documentation for Level 1 District Data Team members can be found here: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/resource-management/compliance-program>.

Please note:

1. Where a student has been designated in a previous school district in a previous school year, the principal of the current school is responsible for ensuring the file is audit compliant.
2. Where a student reported on the 1701 fall data collection has moved to another school district, it is incumbent on the principal of the reporting school, to ensure that auditors have access to the documentation that supported the special education designation.
3. Where a student is not attending school, should we be audited, the district risks losing funding for the "Basic Allocation" as well as the "Unique Student" (i.e., Level 1, 2, or 3 Special Needs) funding.

FILE REQUIREMENTS: STUDENT SUPPORT REFERRALS / SERVICE, ELL AND LST

Schools are responsible for ensuring that all documentation supporting a Ministry designation is kept up to date in the student's permanent record file. This responsibility requires vigilance, as Ministry audits occur on an ongoing basis, with little warning. Audit results may lead to funding adjustments to school districts.

STUDENT SUPPORT REFERRAL/SERVICE

Due to the potential for a Ministry audit, Student Support recommends that a **RED folder** be created for any information that relates to a Student Support Referral/Service for a student. Red files must be kept at the front of the Student Permanent Record File that is to be retained at the school as per the [Records Management Guidebook](#) (available from the Records Management Services department).

Student Support regularly holds workshops/dinner series sessions to assist in preparing schools for audits - please check the Weekly Memo regularly for upcoming opportunities to attend a session.

➤ Ministry Category A through G, K, P, or Q Students - Specific File Organization

All supporting documents should be neatly organized in both the red file (behind file separators, which are to be printed from the [Hub](#) on coloured paper) and in the Student Permanent Record file. Please ensure there are no duplicate documents within the file(s).

1. A completed Ministry audit checklist, stapled on the left hand side of the folder.
2. A copy of the referral to Student Support and all supporting documents including (but not limited to):
 - behaviour data (e.g., critical incident report, suspension letters, tracking tools, objective anecdotal reports)
 - medical reports (e.g., pediatric, psychiatric)
 - educational reports (e.g., LST reports, etc.)
 - assessment reports (e.g., psycho-educational mental health, Speech-Language Pathologist [SLP], BC Children's Hospital [BCCH], Maples, Adolescent Treatment Centre, etc.)
 - meeting minutes (e.g., SBT, ICM)
 - instructional support planning process tool
 - communication records (e.g., parent letters, email, etc.)
3. A current IEP.
4. Evidence of the opportunity for parent consultation (with full dates) with regard to the development of the IEP.

➤ Ministry Category H or R Students - Specific File Organization

All supporting documents should be neatly organized in both the red file (behind file separators, which are to be printed from the [Hub](#) on coloured paper) and in the Student Permanent Record file. Please ensure there are no duplicate documents within the file(s).

1. A completed Ministry audit checklist, stapled on the left hand side of the folder.
2. A copy of the referral to Student Support and all supporting documents including (but not limited to):
 - behaviour data (e.g., critical incident report, suspension letters, tracking tools, objective anecdotal reports)
 - medical reports (e.g., pediatric, psychiatric)
 - educational reports (e.g., LST reports, etc.)
 - assessment reports (e.g., psycho-educational mental health, Speech-Language Pathologist [SLP], BC Children's Hospital [BCCH], Maples, Adolescent Treatment Centre, etc.)

- meeting minutes (e.g., SBT, ICM)
 - instructional support planning process tool
 - communication records (e.g., parent letters, email, etc.)
3. The Ministry of Education *Behaviour Intervention/Mental Illness Instructional Support Planning Process* tool, Functional Behaviour Assessment, Norm Referenced Assessment, or formal assessment by medical professional.
 4. A current IEP.
 5. Evidence of the opportunity for parent consultation (with full dates) with regard to the development of the IEP.

This file is to be transferred with the Permanent Student Record file, when the student transfers schools.

ENGLISH LANGUAGE LEARNING (ELL) SUPPORT SERVICE AUDIT FILE

Student Support recommends that a **YELLOW folder** be used for any information relating to ELL Services and that it is kept within the Student Permanent Record File, which is to be retained at the school as per the [Records Management Guidebook](#) (available from the Records Management Services department).

Information in the ELL Services folder should be organized as follows:

1. Consultation Log (evidence of specialist involvement in development and review of Annual Instructional Plan [AIP], specialist support to classroom teacher).
2. Annual assessment of English language proficiency identifying specialized services, including assessment samples for reading, writing, oral, etc.
3. Annual Instructional Plan (AIP) incorporating type of service (direct/indirect, level of service).
4. Service(s) provided via list, consultation log and/or schedule.
5. Parents/guardian communication.
6. English language acquisition progress reports.
7. Early Exit form (if applicable).

This file is to be transferred with the Permanent Student Record file when the student transfers schools.

LST FILES

Please refer to the “[LST Handbook of Guidelines and Procedures](#)” for information regarding the types of student information you would find in LST files.

This file is to be retained at the school as per the [Records Management Guidebook](#) (available from the Records Management Services department) and transferred with the Permanent Student Record file if the student transfers schools.

DOCUMENTATION

DATES

Please remember to note complete dates (month, date, and year) on any/all entries (e.g., SBT meeting minutes, observation notes, IEPs, ICM meeting minutes, work samples, assessment data).

ANECDOTES

When recording anecdotes (e.g., involving student behaviour), be sure to do so in an objective manner (i.e., document exactly what you saw or heard), recording factual information only. For example: “After the lunch break, during silent reading time [1:04], John stood, walked to the classroom door, remarked, ‘I am out of here’, kicked the classroom door, and walked out of the room” rather than, “After the lunch break, during silent reading time [1:04], John got angry and left the room”.

ASSESSMENTS & PROTOCOLS

Where Level B or C assessments are administered, this should be done in accordance with the “*Assessments - Effective Practices and Recommendations*” section in the [Guide to Inclusive Education for Surrey Schools](#). Remember, assessment protocols are **not** to be placed in the student permanent record file.

PROOF OF RESIDENCY

Please ensure that each student file contains proof of residence (e.g., ordinarily resident) of parent / guardian in BC:

- Three pieces of identification showing the address of residence (purchase or rental agreement, utility bill, driver's license, etc.); or
- One of the three pieces above must be government issued in order to complete the registration process (BC driver's license, BC Services Card, BCID or BC Care Card of parent/legal guardian).

Place the proof of residency information behind the PR card in the student's Permanent Record file.

Documents which are helpful, but not required:

- Health documents (e.g., care card, etc.);
- Educational background (e.g., report cards).

The school district recognizes that personal circumstances may make it difficult for some individuals to complete the registration process. Parents should discuss any unique circumstances with the school principal when registering. We welcome all new students and we are pleased to assist in any way we can.

ATTENDANCE

- Attendance data must be located in student files.
- It is the expectation that all students attend *full-time*.
- Where (for medical reasons) a student is attending school for less than a full-day:
 - Attendance information must be documented in the IEP (e.g., “September 17, 2019: John is currently attending school from 11:00 a.m. to 2:30 p.m. so as to complete the g-tube feed at home. As the g-tube feeding time decreases [in accordance with the NSS care plan] or the family becomes more comfortable with the feeding occurring at school, the amount of time John spends at school will increase accordingly. We will review the status of John’s g-tube feed on October 15, 2019.”);
 - A *gradual entry plan* must be in place (with some indication in the file regarding the anticipated return to full day);
 - The case manager must be *working with Student Support*; and
 - The *Assistant Superintendent* must be notified.
- Where a student has perfect attendance (i.e., and so the absent report is blank), the perfect attendance must be noted on the blank page.

INDIVIDUAL EDUCATION PLAN

- A *current IEP* (e.g., written and/or reviewed after September 30th of the previous year) *should accompany student referrals*, and be located in the student's file;
- The IEP must be specific, measurable (e.g., do not use "Teacher observation" as a measure), attainable (realistic), results oriented, time-bound, and demonstrate when and how often progress will be measured as well as review dates and the year-end review date;
- IEPs should look different from each other and typically would have different dates - that is, there should not be several IEPs with only the names changed;
- The goals and objectives must align with the designation(s)/diagnosis(s), and *should also be aligned with the recommendations noted on any diagnostic/ assessment reports*; and,
- *Cross out and re-date* IEPs when the IEP is being used as a "living document" - and then, sign your name, and indicate that parent consultation occurred in relation to any revisions, and on which date(s).
- Every time an IEP is written and/or reviewed, the:
 - writing/review date must be noted;
 - parents must have been involved in the development/offered an opportunity to consult; and the
 - IEP must specifically note the date of the parent meeting. Where a parent is unable to meet, note the full date the parent was offered the opportunity to consult/meet, and the related details (e.g., "Parent meeting occurred September 25, 2019"; "September 25, 2019: Emailed parents to invite them to the IEP meeting on October 7, 2019, and on September 26, 2019 the parents emailed to decline").

PROOF OF SERVICE

IMPORTANT - When a student generates Unique Student Funding, files must include proof of service. As Proof of Service is not commonly noted in the file for each student, please complete the [Summary of Support for Students with Low Incidence Special Needs](#), and place it in the red file.

Proof of Service must be outlined in the IEP and may be confirmed by copies of:

- The [Summary of Support for Students with Low Incidence Special Needs](#), document provides space to:
 - Indicate the number of EA/ABA SW hours allocated to the child (where the support is EA specific, ABA, etc.);
 - Conduct a fair and reasonable estimate of the number of hours that the student is receiving each day of the week (e.g., “2 hours/day, 5 days/week”);
 - Refrain from using vague language (e.g., “EA support as needed”);
 - Where the student has a complex schedule, highlight the most salient support times; and
 - Where a student shares hours with another student, note this (e.g., “Joan receives 2 hours/day, 5 days/week of support in a group of 3 students”).

Proof of monitoring and assessment as outlined in the IEP may be confirmed by:

- Indication of progress monitoring (e.g., notations with dates, and a signature on the IEP, checklists, etc.); and
- A review date indicated on the IEP;
- The EA/ABA SW/CYCW Schedule;
- School-based team meeting minutes that indicate attempted interventions;
- Documentation of service that is noted in a report card (e.g., “Joan works with [name's] for 45 minutes, 3 days each week. During this time, Joan is working on developing core strength to achieve her goal of standing independently”).

PROVISIONAL DESIGNATIONS

In rare circumstances a provisional designation is granted. Provisional designations may be granted when a student meets the Ministry criteria to be considered a student with special needs, and yet some of the documentation required to support the designation is missing. For example:

- a) The school submits a referral for a chronic health designation, and while the diagnostic report supports the designation, the IEP was not submitted.
- b) A student has mental health diagnosis that supports a Serious Mental Illness designation and while there is inter-ministerial involvement and meetings indicated on the referral, the ICM meeting minutes were not submitted.

In the aforementioned instances, any designations would be provisional until such time as the supporting documentation is received. Should the documentation not be provided within a reasonable time, the designation may be removed.

ALTERNATE EDUCATION PROGRAMS (i.e., District / Interagency Programs - Type 3 Facilities)

Alternate education programs must satisfy certain requirements to be deemed a Type 3 Facility. If the program meets those requirements, then their students qualify for 1.0 FTE (full time equivalent) funding to the school district for students enrolled. These are students who:

1. are school-aged;
2. have not graduated; and
3. Meet the criteria for K – 12 funding.

English Language Learner, Aboriginal Education, and Special Needs funding are also provided if criteria are met for those respective policies. Funding amounts are published annually in the Ministry of Education [Operating Grants Manual](#).

1. **Full-time Attendance:** Students who have Special Education designations and receive full supplemental funding should attend full-time. This noted, the ministry acknowledges that part-time attendance may occur in some instances, but that in such instances documentation of quality programming is vital;
 2. **Intake Process:** There must be a clear *intake process* to facilitate district referrals or self-referral;
 3. **Learning Plan:** There must be an annually reviewed *learning plan* for each student, either an official IEP or a Student Learning Plan that clearly defines the objectives for the student, additional services provided as required, progress made, and any transition plans;
 4. **Exit Strategy:** There must be an *exit strategy* to facilitate the student's transition back into the regular school system, continuing education centre, graduation, or work or post-secondary training and education;
 5. **Additional Services:** *Evidence of additional services* as required by the student population (i.e., youth workers, drug and alcohol counsellors, etc.);
- Students should **not necessarily be designated H by virtue of placement in a Type 3 Facility**. Ask: "How do you differentiate between supports associated with the Type 3 Facility, and support associated with Special Education" - and the ways in which this is clear should be evident in reviewing the file.

Where a student attends a district or inter-agency program that offers a variety of intensive interventions (e.g., Child & Youth Care Worker, Substance Use Counsellor, Aboriginal Support Worker, etc.), we recommend a table (i.e., see chart entitled: *Services Received in Type 3 Facility Schools [to illustrate above and beyond support]* that identifies the various levels of support to illustrate services that are above and beyond). Also complete the appropriate Summary of Students, Audit Preparation Checklist.

For additional information regarding Alternate Education Programs, see [HERE](#).

SERVICES RECEIVED IN TYPE 3 FACILITY SCHOOLS (TO ILLUSTRATE ABOVE AND BEYOND SUPPORT)

Support continuum.

All Students	Aboriginal Students	H Category Students	D Category Students
<ul style="list-style-type: none"> • Type 3 Schooling (flexible schedule). • Reduced class size 1:10 teacher student ratio. • Teacher/case manager is hosting ICMs and writing IEPs for their students. • Potential support to outreach worker, inner city secondary school workers and/ or child youth care workers. • District Resource Counsellor and District staff support. • Access to all Online Course Shells for most secondary courses. • Potential collaboration between outside agencies that the student may be engaged with. • Transition planning into the program and exit / graduation plan. 	<p>All of the services “All students” received.</p> <p>In addition:</p> <ul style="list-style-type: none"> • Dedicated services from an Aboriginal Support Worker from the Aboriginal Education Department. • Dedicated check-in from administrative support staff in the Aboriginal Education Department. 	<p>All of the services “All students” received.</p> <p>In addition:</p> <ul style="list-style-type: none"> • Ongoing collaboration between teaching staff, district staff, and outside agencies who work with the student. • Dedicated Service: Outreach Worker / Inner-City Secondary School Worker / Child/Youth Care Workers’ caseload. The amount of actual time each student receives is dependent on student needs. However, all of the students are on the worker’s case load. • District transportation between Home and School. 	<p>All of the services “All Students” and H Category students received.</p> <p>In addition:</p> <ul style="list-style-type: none"> • Dedicated Education Assistant time is dependent on CH/PI – related needs – see student specific pages. • Nursing Support Services (NSS) Care Plan in place. • Specialized educational and Post-Graduation planning with Health as the main consideration.

ADULT FUNDING

Boards of education may receive funding for adult students who have graduated and who enroll in any of the literacy courses offered at continuing education centres, K -12 schools, or through distributed learning. Adult students who have graduated are not eligible for special needs funding.

Adult non-graduate student with special needs may be eligible for Unique Student funding (additional per student funding to address uniqueness of district enrollment and support additional programming) in relation to:

- **Level 1** - Special Needs Categories A & B;
- **Level 2** - Special Needs Categories C, D, E, F, G; or
- **Level 3** - Special Needs Categories H.

See [Form 1701 \(K-12 Form Instructions\)](#) for category details. To be eligible, Adult non-graduate students with special needs must:

- Have been reported on the Form 1701 in the prior school year (i.e., they are continuing their K-12 education program uninterrupted from when they were school age); and,
- Be continuing their K-12 educational program uninterrupted (at the same school from when they were school age) and working towards a:
 - B.C. Certificate of Graduation,
 - B.C. Adult Graduation Diploma; or
 - School Completion (Evergreen) Certificate Program.

Where a student will be transitioning from their neighbourhood school to a learning centre, or adult learning centre, please contact Student Support.

PRE-TRIAL

Many students attending school at the Pre-Trial Centre have complex learning needs that led to them being previously identified as having special needs.

Please remember that MyEd designations carry over from previous schools (districts). Where a student is showing as having a special education designation, conduct a file review and submit one of the following to Student Support:

- a [Request for Removal of Designation](#) form; or
- a complete referral (along with IEP, [Interagency Contact Log](#), [ICM Meeting Minutes](#), etc.).

Please note: where pre-trial students are adult-aged, they are eligible for special education funding only when they meet the criteria for adult funding (see previous page).

Where a student is ineligible for special education funding, please contact Student Support staff in relation to programming, if desired.

DIVERTED FUNDING

In rare instances, parents decide to delay entry to Kindergarten or to have their school-aged son/daughter leave school, in order to transition to a community program. When this occurs, the district may consider diverting a student's "Unique Student" funding to assist with the associated program costs. Where "Unique Student" funding has been diverted, please ensure the following:

➤ **Elementary** - all students must be:

- registered in Surrey Schools as of September 30 of the current school year, and captured in the 1701 with respect to "Unique Student" funding;
- assigned to a classroom;
- designated as having special needs (on the program screen); and
- working towards the goals of their IEP.

➤ **Secondary** - all students must:

- be registered in Surrey Schools as of September 30 of the current school year, and captured in the 1701 with respect to "Unique Student" funding;
- have eight courses entered into his/her schedule for the year. These can be XSEIP courses **as long as they are not duplicated**.
- be designated as having special needs (on the program screen); and
- working towards the goals of the IEP.

If you have any questions, contact Sandra Uno or Special Education Helping Teacher Greg England.

SPECIAL CONSIDERATIONS / SCENARIOS RE: DESIGNATED STUDENTS

➤ PHYSICALLY DEPENDENT – MULTIPLE NEEDS (1701 CODE A)

- At present, the ministry requires evidence that the student is dependent in *all* areas.
- As such, a student who is able to use his or her hands to eat yet requires someone to open a container, would not be *considered dependent* for eating/feeding.
- A student who has food in front of them and requires an EA to stand nearby in case of choking, or to cut the food up/take it out of a back pack, would *not be considered dependent* for eating/feeding.
- A student who is able to use a walker to take a few *purposeful* steps (i.e., the student knows where he is going, how to get there, and what to do when they get there) is not dependent for mobility.
- A student who has mobility issues concurrent with a profound intellectual disability, is able to take a few steps unaided, (i.e., he is mobile), yet does not know where he is going, how to get there, or why they are going there *could* be considered dependent on others for mobility.
- Ensure that goals relating to *each of the five* areas (i.e., Feeding/Eating, Dressing, Toileting, Mobility, and Personal Hygiene) are embedded in the IEP.
- Where an IEP indicates that a student is able to perform a task that suggests that they are not dependent, there needs to be further clarification (i.e., How does this mean that the student meets criteria?)

➤ DEAFBLIND (1701 CODE B)

- The student may have *partial sight to total blindness*, however, they require a *moderate to profound* hearing loss. That is to say, a student who has total blindness and a mild hearing loss would generally not meet Ministry criteria.
- The student must have a degree of impairments, that when compounded, results in significant communicative, educational, vocational, and social skills difficulties.

➤ MODERATE TO PROFOUND INTELLECTUAL DISABILITIES (1701 CODE C):

- A psycho-educational assessment must have been conducted, and be updated as would be reasonable (i.e., there is no need to update every 2 to 3 years unless there is some reason to believe that the student's cognitive abilities have changed), however, where a grade 8 student scored just below the range leading to a designation as having a moderate intellectual disability on measures administered when he/she was in preschool, an updated psycho-educational assessment should occur.
- The student may be designated as having a moderate to profound intellectual disability in accordance with the DSM-IV, the DSM-IV-TR, or the [DSM-5](#).

➤ PHYSICAL DISABILITY / CHRONIC HEALTH IMPAIRMENT (1701 CODE D):

- ❖ **Complex Developmental Behavioural Conditions (e.g., Fetal Alcohol Spectrum Disorder):** There must be a diagnosis and evidence of significant difficulties in multiple areas of function.
- ❖ **Developmental Coordination Disorder (DCD):** Where a student has a DCD diagnosis, to be considered as having a Physical Disability / Chronic Health Impairment, the needs must be extensive and warrant considerable intervention. Where a student has a DCD diagnosis, along with multiple other diagnoses, they *may* be considered as having a Physical Disability / Chronic Health Impairment.

- ❖ **Diabetes:** As with other chronic health conditions, the impact must have a significant negative affect on the student's ability to access education. Supports must be "above and beyond" what other students require.

Questions to ask and document:

- Is there a diagnosis and is that diagnosis negatively affecting the student's learning (e.g., the student is pulled out of each PE class for blood sugar level testing, to rest and have juice)?
- Is the student receiving EA support to address the health condition and is this documented in the Summary of Student Support services (e.g., delegated NSS support plan)?
- Does the IEP only reference academic goals and related support? *The student will only meet criteria for a designation if the goals and objectives are aligned with the diagnosis (i.e., diabetes) that led to the category in which they were claimed.*
- Are there social emotional needs? If so, the student will only meet criteria for the chronic health designation if the goals and objectives are indicative of diabetes having a direct or indirect negative impact on learning, *and* if the student is receiving documented specialized support (e.g., the student misses considerable class time and refuses to attend PE to test blood sugar level because he does not want his peers to know he has diabetes/participates in Type 1 diabetes support group once/week).

As noted above, supports must be *above and beyond* what a student with no designation would be eligible to receive. As such, if the intervention was related to child or youth care worker support, for example, you would need to show that the amount of support that this student is getting is over and above what other students are getting - and demonstrate the linkage to the original diagnosis (i.e., diabetes).

- ❖ **Seizure Disorder**

As with other chronic health conditions, the IEP must demonstrate a direct link between the seizures and the negative impact on achievement at school - that is, the goals must relate to the medical condition (i.e., "John has Generalized tonic clonic seizures that lead to loss of consciousness. When this occurs, John falls, his body stiffens [tonic] and then his muscles become jerky [clonic]. John's breathing is often shallow, causing his lips and complexion to look grey/bluish. There is usually excess saliva in John's mouth and blood if he has bitten his tongue. Once, John lost bladder control. Following the seizures, John is confused, agitated and generally falls asleep. A Nursing Support Care Plan outlines the protocol for administering recovery medication when a seizure lasts more than 2 minutes).

Questions to ask and document:

- Are the seizures controlled by medication?
- When was the last seizure?
- How long did the seizure last?
- Where did the seizure occur?
- How often are seizures occurring?
- What is the nature of the seizure?
 - Lapse of awareness/responsiveness
 - Muscle stiffening
 - Loss of muscle tone that causes falling
 - Body jerks
 - Loss of bladder control
 - Other

Also include information related to seizures occurring at home.

Children who have seizures, are at risk for having attention problems, learning disabilities, as well as difficulty with memory or problem solving. Where a student has learning challenges and a history of seizures (currently controlled), seizures that do not require administration of recovery medication (for example); or has seizures that do not directly impact the student at school, the student should be considered for a special education designation (if appropriate) that best reflects his or her needs.

❖ **Acquired Brain Injury**

As with other chronic health conditions, the IEP must demonstrate a direct link between the brain injury and the negative impact on achievement at school - that is to say, the goals must relate to the medical condition.

- The file should include evidence pertaining to:
 - Severe concussion, Cerebrovascular accident (stroke), surgery;
 - Hospitalization;
- When designating D, ensure there is data regarding a medical diagnosis to support the chronic health condition, with IEP goals and objectives aligned accordingly.

Questions to ask and document:

- Does the student's needs and associated IEP fit better with a Learning Disability Designation or need for Positive Behaviour Intervention or Support? If so, designate accordingly.

❖ **Heart Issues or Other Conditions During Infancy, Often Relating to Premature Birth**

As with other chronic health conditions, there must be a current diagnosis. A history of diagnosis(es) associated with conditions (e.g., jaundice, heart condition, cleft palate) that have been resolved, would not meet criteria for a chronic health designation. In addition, circumstances such as premature birth, would not be considered a chronic health condition.

The above noted, the student whose cleft palate has resulted in severe articulation problems, may be eligible for a special education designation, and a student who was born premature and has visual or hearing impairment, intellectual or social-emotional difficulties, may be eligible for designation as a student with special needs.

❖ **Cancer**

- As with other chronic health conditions, the IEP must demonstrate a direct link between the issue/condition and the negative impact on achievement at school - that is, the goals must relate to the medical condition.

Questions to ask and document:

- Is the student attending school? Frequently absent? Hospitalized?
- Are they missing school because they are at home because of a suppressed immune system?
- Is there a Hospital Homebound teacher involved?
- Are they under a Provincial Resource Program (PRP) hospital program? Were they previously under the PRP hospital Program and if the PRP claimed the student, then the Surrey school district must demonstrate services above and beyond - even though they did not claim the student.

➤ **VISUAL IMPAIRMENT (1701 CODE E)**

There must be evidence of:

- Visual acuity of 6/21 (20/70) or less in the better eye after correction. That is to say, that a student who has visual acuity of 20/70 without correction, would not meet criteria.

➤ **DEAF OR HARD OF HEARING (1701 CODE F)**

<u>Unilateral</u> Hearing Loss: <ul style="list-style-type: none">• Annual audiograms are required for a student who has a unilateral hearing loss.• There must be evidence of language / communication needs and associated speech-language support.	<u>Bilateral</u> Hearing Loss: <ul style="list-style-type: none">• Assessment information indicates that the student has substantial educational difficulty due to the hearing loss.
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➤ **AUTISM SPECTRUM DISORDER (1701 CODE G):**

- Where an autism diagnosis was proffered out of the province (or Canada), the [Autism Programs Confirmation of Previous Diagnosis of Autism Spectrum Disorder](#) must be completed and submitted to Student Support.

➤ **INTENSIVE BEHAVIOUR INTERVENTION OR STUDENTS WITH SERIOUS MENTAL ILLNESS (1701 CODE H):**

- There must be clear documentation of ongoing intensive behaviour/mental health needs in the file (to demonstrate that this is occurring in multiple environments over time); Integrated Case Management meetings must occur at least once/year and more often as required in accordance with the student's needs.

CASE MANAGEMENT

Please refer to [*The Guide to Inclusive Education for Surrey Schools*](#) contains detailed information regarding the Role of the Case Manager and Integrated Case Management (ICM) including:

- a. [*Working Together to More Effectively Meet the Needs of Children and Youth With Complex Needs: A Road Map for the Ministries of Education, Health, and Children & Family Development, and Community Practitioners*](#) (flowchart);
- b. [*Integrated Case Management Meeting \(Representation\)*](#);
- c. Integrated Case Management (ICM) Process Overview;
- d. [*Integrated Case Management Meeting Agreement Form*](#) (ensure this is signed *prior to the meeting*);
- e. [*Interagency Contact Log*](#);
- f. [*Integrated Case Management Meeting Minute template*](#)
- g. [*Authorization for Release of Information – Student Support*](#) (should you require documents created through another agency).

Remember:

- Keep meeting minutes that indicate who attended, including proof that the parent(s) and student (as applicable) have been involved;
 - Note when you are planning an ICM (e.g., for what date, and who will be involved);
 - if you are having difficulty getting people to attend an ICM, make a note of this in the file;
 - If all but one person (e.g., the Social Worker) show up for a meeting, document this in the file;
 - If there is a scenario where:
 - a) School and district staff believe that a student should have outside agency support, and the parents refuse, note the details (including follow up conversations with the full date, time, and participant name(s) noted). For example:
“On September 19, 2016, Johnny Smith’s mother, Jane Smith agreed to take Johnny for an intake meeting at CYMH, and on September 20, 2016, when I called to follow up, Jane stated “On the way, I changed my mind, so we didn’t get there.”
 - b) School and district staff are aware that a youth has been referred to CYMH and is on a waitlist for support, document this knowledge - student name, type of support, and full date.
 - c) A youth refuses support, note the details (including the full date and time the youth was spoken to, any subsequent follow-up conversations, and continue to do so as frequently as possible). For example:
“On September 19, 2016, we spoke with Johnny Smith in relation to a referral for problem substance use counselling. Johnny refuses any support.”
- Be sure to note any follow up conversations with the parents, and any subsequent follow-up calls/meetings including the date and time, and continue to do so as frequently as possible.

USEFUL RESOURCES

In order to ensure that schools are adequately prepared should we be selected for a Special Education audit, the following resources are being provided:

- September 2019 K-12 Data Collection September 1701 Files:
www.bced.gov.bc.ca/datacollections/september/public_school/pi1701.pdf
- Public School Policies: <https://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools>
- Special Education: <https://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/special-education>
- SPECIAL EDUCATION SERVICES, A Manual of Policies, Procedures and Guidelines:
www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf
- Special Education Services (BC Ministry of Education) Category Checklists -
http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/independent-schools/se_cat_chklst.pdf
- [Audit Preparation Checklist summaries for Categories A, B, C, D, E, F, G, H, K, P, Q & R](#)
- BC Ministry of Education Instructional Support Planning Process documents:
 1. [Behaviour Intervention/Mental Illness](#)
 2. [Intellectual Disabilities](#)
 3. [Physical Disabilities/Chronic Health Impairments](#)
 4. [Autistic Spectrum Disorder](#)

AUDIT FILE PAGE SEPARATORS

In order to streamline processes, there are no longer audit file page separators by designation. The content of the Audit File Page Separators has been amalgamated, combined, and developed to work across all designations; any exceptions for specific designation(s) are noted on the appropriate page(s). The changes were made:

1. so that case managers will not require a unique set of dividers for each designation;
2. to reduce confusion and redundancy (i.e., formerly some documents were referenced in multiple sections, and some documents “fit” in multiple sections); and
3. so that case managers have a visual illustrating the range of possible documents that may be included in each section.

Please note: These documents are to be used moving forward - it is not our expectation that you make any changes to existing files.

DESIGNATIONS covered in this section:

- ❖ **A** - Physically Dependent - Multiple Needs
- ❖ **B** - Deafblind
- ❖ **C** - Moderate to Profound Intellectual Disabilities
- ❖ **D** - Physical Disability / Chronic Health Impairment
- ❖ **E** - Visual Impairment
- ❖ **F** - Deaf or Hard of Hearing
- ❖ **G** - Autism Spectrum Disorder
- ❖ **H** - Students Requiring Intensive Behaviour Intervention or Students with Serious Mental Illness
- ❖ **K** - Mild Intellectual Disabilities
- ❖ **P** - Gifted
- ❖ **Q** - Learning Disabilities
- ❖ **R** - Students Requiring Moderate Behaviour Support or Students with Mental Illness

**PLEASE ENSURE THE FOLLOWING PAGES ARE
COPIED ONTO SALMON COLOURED PAPER.**

A - Physically Dependent - Multiple Needs

EVIDENCE THE STUDENT IS DEPENDENT IN ALL AREAS OF DAILY LIVING NEEDS

Documents such as these **MUST** be included:

- Accommodations for Physically Dependent Multiple Needs

Documents such as these **MAY** be included:

- AAC / SLP Review
- Documentation of District Student Support Consultations
- Environmental Needs Assessment
- Equipment Review
- OT/PT Review
- SET BC Technology Review
- Site and Safety Assessment
- Site and Safety Review



EVIDENCE THAT THE DESIGNATION AFFECTS STUDENT'S EDUCATION

Documents such as these **MUST** be included:

- Attendance Records
- Instructional Support Planning Tools
- Education Assistant (EA) / Applied Behaviour Support Worker (ABA SW) / Deafblind (DB) Intervenor / Brailist / American Sign Language (ASL) Interpreter Schedules
- Itinerant Teacher / Associated Professional (e.g., Speech-Language Pathologist [SLP], Occupational Therapist [OT], Physiotherapist [PT]) Schedules

Documents such as these **MAY** be included and/or referenced in the IEP:

- | | |
|--|-------------------------------|
| • Critical Incident Data | • Technology (e.g., FM, CCTV) |
| • Learner Checklists and Inventories | • Threat/Violence Data |
| • Suicide Prevention, Education, & Counselling (SPEAC) | • Transition Plans |
| • Suspension Letters | • Other |
| • Teaching Tracking Tools | |

ASSESSMENTS / REPORTS / COMMUNICATIONS

(page 1 of 2)

Documents for the following designations, **MUST** include:

All Designations
(incl. "Q" and "P")
MUST include:

- Communication between Parents/Guardians (e.g., email, letters, telephone, notes)
- Contact Log
- Culture & Language Difference of the Home (re: Health, Social/Emotional, Developmental History)
- Evidence (ICM Meeting Minutes) of ongoing interagency involvement - **required for H, however, if ICM minutes are available for other designations, please include them**
- School Consultation Reports
- Schools Based Team Meeting Minutes

- B**
- Vision assessment results that indicate the student's vision is impaired (from partial sight to total blindness)
 - Audiology assessment results that indicate the student's hearing is impaired (from moderate to profound hearing loss)

- C**
- A copy of the Psycho-Educational Assessment indicating the intellectual functioning is 3 or more standard deviations below the mean.
 - Evidence of significant limitations in the areas of Adaptive Functioning (Conceptual, Social, Practical Daily Living).

- D**
- Original medical diagnosis of a nervous system impairment currently impacting mobility,
 - Original medical diagnosis of a musculoskeletal condition, and/or
 - Original medical diagnosis of a chronic health impairment that is currently seriously impacting the student's education and achievement

- E**
- Original Ophthalmology Report
 - Updated Ophthalmology Report
 - Optician Reports
 - Optometrist Reports

- F**
- Original Audiogram
 - Annual Audiology Audiograms for Unilateral Hearing Loss

- G**
- Copy of Diagnosis of ASD/Autism by a Qualified Specialist (*for assessments prior to Jan. 1, 2004*), **or**
 - Copy of ASD Diagnosis by BC Autism Assessment Network (BCAAN) (*for assessments after Jan. 1, 2004*), **or**
 - *Copy of Diagnosis of Autism Spectrum Disorder (ASD) by a qualified private specialist and/or a multidisciplinary team that includes consultation with professionals from other disciplines where deemed appropriate, and integrate information from multiple sources*

H and R For Serious Mental Illness or Mental Illness, documents **MUST** include a diagnosis by a qualified mental health clinician including a psychologist, psychiatrist, or specialized physician that supports a:

- Diagnosis of a serious mental health/mental illness condition
- Evidence (ICM Meeting Minutes) of ongoing **interagency** involvement (*required for H*)

- K**
- A copy of the Psycho-Educational Assessment indicating the intellectual functioning is 2 or more standard deviations below the mean ($SS \leq 70$)
 - Assessment documentation shows there are limitations of similar degree in 2 or more adaptive skill areas (appropriate to the student's age) on a norm referenced measure of adaptive behaviour.

P designations may also include:

Cognitive Assessment indicating that the student possesses demonstrated or potential abilities that give evidence of superior cognitive ability at or above two standard deviations above the norm, in the following areas:

- Perception
- Memory
- Attention
- Language Processing
- Visual-Spatial Processing
- Auditory Processing
- Planning and Decision Making
- Fluid Reasoning
- Crystallized Knowledge

As well as performance on a norm-referenced test of academic achievement that measure the student's ability to reason in:

- Mathematical Problem-Solving
- Reading Fluency and Comprehension
- Written Expression

ASSESSMENTS / REPORTS / COMMUNICATIONS

(page 2 of 2)

Documents in this section MUST be specific to the designation and MAY include:

- A'mut
- AAC/SLP
- ABLE Developmental Clinic
- Academic
- Adaptive Assessment Data
- Adolescent Day Treatment Program (ADTP)
- Adolescent Psychiatric Unit (APU)
- Asante Centre
- Audiology
- Audiology Clinic
- BC Centre for Ability (CFA)
- BC Children's Hospital (BCCH)
- BC Family Resource Program
- BC Provincial School for the Deaf
- BC School for the Deaf Outreach
- Behaviour Consultant
- Camp Trapping
- Canuck Place Children's Hospice
- Canucks Autism Network
- Centre for Child Development (CCD)
- Child and Adolescent Psychiatric Stabilization Unit (CAPSU)
- Child and Youth Mental Health (CYMH)
- Child and Youth Special Needs Social Worker (CYSN)
- Children's Hearing and Speech Centre of BC
- Children's Low Vision Project of BC
- Community Health Teams
- Community Living BC (CLBC)
- Compass Test
- Counsellor
- Daughters & Sisters School Program
- Developmental Disabilities Association (DDA)
- Devereux Student's Strengths Assessment (DESSA)
- District / School Consultation
- Drug and Alcohol Counselling
- Fraser Health
- Fraser Park Secondary (Closed / Open) School Program
- Functional Behaviour Assessment / Practical Functional Behaviour Assessment
- GF Strong School Program
- Gifted Transition Program
- Headstart
- Inclusion Consultant Reports
- Inclusion Outreach
- Instructional Support Planning Process tool
- Itinerant Teacher / Associated Professionals Reports (e.g. IST, Vision, DHH, DB, etc.)
- LIFE-R Student Appraisal
- Maples Care Plan
- Ministry of Children and Family Development (MCFD)
- Minnesota Social Skills Checklist
- Oasis/Woodside School Program
- Occupational Therapy (OT)
- Orientation and Mobility
- Pacific Autism Family Network (PAFN)
- Pacific Community Resource Services (PCRS)
- Pacific Legal Education Association (PLEA)
- PEAK House School Program
- Pediatric
- Physicians
- Physiotherapy
- Prince George Youth Custody Centre School Program
- Probation Services
- Provincial Integration Support Program (PISP)
- Provincial Outreach for Cochlear Implants & Auditory Training Program
- Provincial Outreach Program for Autism and Related Disorders (POPARD)
- Provincial Outreach Program for Fetal Alcohol Spectrum Disorder (POPFASD)
- Provincial Outreach Program for Students with Deaf Blindness (POPDB)
- Provincial Resource Centre for the Visually Impaired (PRCVI)
- Provincial Resource Program (PRP)
- Psychiatric
- Psycho-Educational Assessments
- Sensory Needs Profile
- Services for Adults with Development Disabilities (STADD)
- SET-BC
- Short Term Assessment and Response Team (START) Data
- Simon Fraser Youth Day Treatment Program
- Social/Emotional
- Sunnyhill
- Sunnyhill RICHER Initiative
- Transition Planning
- Victoria Youth Custody Centre School Program
- Vision
- Waypoint School Program
- Western Institute for the Deaf
- Other



STUDENT / HEALTH CARE PLANS

All documents supporting the health and safety of a student must be completed.

A copy, or synopsis, is evident here. Documents MAY include, but are not exclusive to:

- Diabetes Management Plan
- Emergency Plan
- Feeding Plan
- Health Care Plan
- Intimate Care Support
- Personal Care Plan
- Seizure Management Plan
- Student Health Safety Plan
- Transfer of Function Plan
- Other



SUPPORT

Documents such as these **MUST** be included:

B Designation must include:

- POPDB Confirmation of Support (letter)

Documents such as these **MAY** be included:

- Accommodations Checklist
- Transportation Schedule

A Designation may also include:

- SET-BC Collaborative Action Plan
- PISP Inclusion Plan

E Designation may also include:

- SET-BC Collaborative Action Plan
- PRCVI Certification - this **MUST** be included.



REFERRALS

Referrals such as these MAY be included:

- Challenge Program Referrals
- Collaboration Request Forms
- Early Entrance to Grade One Accepted students
- Gifted Outreach Program Referrals
- MACC Referrals
- Occupational Therapy Referrals
- Physiotherapy Referrals
- Psycho-Educational Referrals
- Request for Gifted Consultation
- SET-BC Referrals
- SLP Referrals

B Designation:

- POPDB Referral **MUST** be included.

CURRENT IEP, AIP, STUDENT LEARNING PLAN, POSITIVE BEHAVIOUR SUPPORT PLAN

The following domains should be considered:

- Academic Skills
- Auditory Skills
- Daily Living Skills
- Evidence that the designation affect a student's education
- Critical and Reflective Thinking
- Creative Thinking
- Communication
- Personal Awareness & Responsibility
- Positive Personal & Cultural Identity
- Social Awareness & Responsibility
- Communicating & Collaborating
- Social Emotional Development
- Specialized Skills in Math
- Specialized Skills in Reading
- Transition Plans
- Use of Technology
- Visual Skills

B Designation - additional domains to be considered:

- Orientation and Mobility Skills Communication mod
- Expanded Core Curriculum

E Designation - additional domains to be considered:

- Technology use
- Expanded Core Curriculum
- Orientation and Mobility
- Braille

F Designation - additional domains to be considered:

- Equipment use
- Technology use
- Expanded Core Curriculum
- ASL



ARCHIVED IEPs, AIPs, STUDENT LEARNING PLANS, POSITIVE BEHAVIOUR SUPPORT PLANS



ARCHIVED REPORTS AND ASSESSMENTS

DESIGNATION DOCUMENTATION CHECKLISTS ~ FOR INDIVIDUAL STUDENTS ~

(Special note: The following *Designation Documentation Checklists* may accompany the [Ministry Category Checklists](#) for the appropriate designation. Please ensure that it is stapled to the back of the Ministry Category Checklist, in the Red file.)

'A' DESIGNATION - DOCUMENTATION CHECKLIST FOR INDIVIDUAL STUDENT

The student file must contain the following information in a separate **RED** file behind appropriate separator (salmon coloured):

STUDENT NAME: _____ Reviewed annually by: _____ Date: _____

DOCUMENTATION INCLUDES:

- ☐ Ministry of Education Special Education Designation sheet for **Physically-Dependent Multiple Needs** - STAPLED to the left side of the **red** file folder.
- ☐ Summary of Support for Students with Low Incidence Special Needs
- ☐ **ASSESSMENT DOCUMENTATION MUST DEMONSTRATE THAT THE STUDENT REQUIRES SUPPORT AT ALL TIMES IN ALL OF THE FOLLOWING DOMAINS:**
 - ☐ Feeding
 - ☐ Dressing
 - ☐ Toileting
 - ☐ Mobility
 - ☐ Self Care
- ☐ **DOCUMENTATION OF ALL CURRENT HEALTH NEEDS IS EVIDENT AND SHOULD INCLUDE THE FOLLOWING:**
 - ☐ Medical Reports
 - ☐ Care Plans
 - ☐ Health Safety Plans
 - ☐ Emergency Procedures
 - ☐ "Do Not Resuscitate" Order
 - ☐ Feeding Plan/Protocol
 - ☐ Transfer of function
 - ☐ Plan of Supervision
- ☐ **THERE IS ADDITIONAL DOCUMENTATION OF LEVEL 2 AND 3 INTERVENTIONS PROVIDED SUCH AS:**
 - ☐ AAC SLP Support/Consult
 - ☐ Inclusion Outreach
 - ☐ PT Support/Consult
 - ☐ Documentation of District special ed services provided
 - ☐ Environmental Needs Assessment
 - ☐ OT Support/Consult
 - ☐ SET BC service
 - ☐ Equipment Review
 - ☐ Personal Care Review
 - ☐ Site and Safety Assessment
- ☐ **CURRENT IEP HAS:**
 - ☐ Been completed after Sept. 30th of previous school year
 - ☐ Evidence/date of Parent Consultation (dd/mo/yr)
 - ☐ Date of review
 - ☐ The current level of performance in each goal area is clearly defined.
 - ☐ IEP goals MUST relate to, but are not exclusive of:
 - ☐ Personal Self Care Skills
 - ☐ Communication
 - ☐ Social Interaction
 - ☐ Independent Daily Living
 - ☐ Motor Development (fine and/or gross)
 - ☐ Functional &/or Academic Skills
 - ☐ Behavioural/Emotional Development
- ☐ **Ways in which progress will be monitored, and by whom is identified:**
 - ☐ May include daily logs, social responsibility scales, teacher reports, data sheets, basic skills assessment, ABC charts, Practical Functional Behaviour Assessment, etc.
 - ☐ Transition Goal: School to School for Gr 7 and Gr 12

'B' DESIGNATION - DOCUMENTATION CHECKLIST

The student file must contain the following information in a separate **RED** file behind appropriate separator (salmon coloured):

STUDENT NAME: _____ Reviewed annually by: _____ Date: _____

DOCUMENTATION INCLUDES:

- ☐ Ministry of Education Special Education Designation sheet for **Deaf/Blind**, is stapled to the left side of the **red** file folder.
- ☐ Summary of Support for Students with Low Incidence Special Needs
- ☐ Medical assessment documents that support that the student has a:
 - ☐ Vision impairment (from partial sight to total blindness)
 - ☐ Hearing impairment from a moderate to profound hearing loss
- ☐ Documentation shows that the degree of impairments, when compounded, results in significant communicative, educational, vocational and social skills difficulties.
- ☐ There is additional documentation of Level 2 and 3 Interventions provided such as:
 - ☐ Documentation of special education services
 - ☐ District Teacher of the Deaf and Hard of Hearing Support/Consultation
 - ☐ Deafblind Intervener
 - ☐ ASL Interpreter
 - ☐ Braillist
 - ☐ EA Timetable
 - ☐ SET BC reports
 - ☐ Site and Safety Review
 - ☐ Environmental Modifications
 - ☐ Augmentative and Alternative Communication
 - ☐ Orientation and Mobility Support/Consultation
 - ☐ Equipment (e.g., CCTV)
- ☐ **CURRENT IEP HAS:**
 - ☐ Been completed after Sept. 30th of previous school year
 - ☐ Evidence/date of Parent Consultation (dd/mo/yr)
 - ☐ Date of review
- ☐ The current level of performance in each goal area is clearly defined.
- ☐ IEP goals MUST relate to, but are not exclusive of:

<input type="checkbox"/> Accessibility & Self-Advocacy	<input type="checkbox"/> Academic &/or Functional Living Skills
<input type="checkbox"/> Communication	<input type="checkbox"/> Social/Emotional Development
Auditory Skills	<input type="checkbox"/> Vocational/Employment Skills
<input type="checkbox"/> Visual Skills	<input type="checkbox"/> Transition
<input type="checkbox"/> Orientation & Mobility Skills	
- ☐ **Ways in which progress will be monitored, and by whom is identified:**
 - ☐ May include Student work samples, Standardized assessment, Curriculum- based assessments, Teacher observation and reports, Functional Vision Assessment, Communication Matrix, Data sheets, etc.
 - ☐ Transition Goals (Gr 7 and Gr 12)

'C' DESIGNATION - DOCUMENTATION CHECKLIST

The student file must contain the following information in a separate **RED** file behind appropriate separator (salmon coloured):

STUDENT NAME: _____ Reviewed annually by: _____ Date: _____

DOCUMENTATION INCLUDES:

- ☐ Ministry Checklist for 'Moderate to Profound Intellectual Disabilities' is stapled to left side of **RED** file folder
- ☐ Documentation of Level 3 Assessment indicating:
 - ☐ Intellectual functioning is 3 or more standard deviations below the mean
- ☐ Documentation of Adaptive Behaviour Assessment is consistent with intellectual functioning and indicates significant limitations in 2 or more of:

<input type="checkbox"/> Accessing community resources	<input type="checkbox"/> Health and Safety	<input type="checkbox"/> Self Direction
<input type="checkbox"/> Communication	<input type="checkbox"/> Leisure Skills	<input type="checkbox"/> Social/Emotional Skills
<input type="checkbox"/> Functional Academics	<input type="checkbox"/> Self care	<input type="checkbox"/> Work experience
- ☐ Indication that the school/district provided a level of support that is above and beyond what is available to all students? This may include:

<input type="checkbox"/> BASES/IST Schedule of Support	<input type="checkbox"/> Summary of Support for Students with Low Incidence Special Needs
<input type="checkbox"/> Collaboration/District Support	<input type="checkbox"/> Technology Support
<input type="checkbox"/> EA Timetable	
<input type="checkbox"/> Environmental Modifications	
- ☐ **CURRENT IEP HAS:**
 - ☐ Been completed after Sept. 30th of previous school year
 - ☐ Evidence/date of Parent Consultation (day/mo/yr)
 - ☐ Date of review
 - ☐ The current level of performance in each goal area is clearly defined.
 - ☐ IEP goals MUST relate to, but are not exclusive of:

<input type="checkbox"/> Functional &/or Academic Skills	<input type="checkbox"/> Social Interaction
<input type="checkbox"/> Independent Living skills	<input type="checkbox"/> Motor Development
<input type="checkbox"/> Communication	<input type="checkbox"/> Behavioural / Emotional Development
- ☐ **Ways in which progress will be monitored and by whom is identified:**
 - ☐ May include: Individualized outcomes, Criterion Referenced Assessment, teacher observation and reports, data sheets, Functional Behaviour Assessment Adaptive Skills Checklist, Skills Assessment, etc.
 - ☐ Transition Goals (Gr 7 and Gr 12)
 - ☐ Instruction Support Planning Tool updated annually pre-IEP

'D' DESIGNATION - DOCUMENTATION CHECKLIST

The student file must contain the following information in a separate **RED** file behind appropriate separator (salmon coloured):

STUDENT NAME: _____ Reviewed annually by: _____ Date: _____

DOCUMENTATION INCLUDES:

- ☐ Ministry Checklist for 'Physical Disability/Chronic Health' is stapled to left side of **RED** file folder
- ☐ Summary of Support for Students with Low Incidence Special Needs
- ☐ A copy of the original medical diagnosis, which supports that the student has
 - ☐ Nervous system impairment impacting mobility or movement
 - ☐ Musculoskeletal condition
 - ☐ Chronic Health impairment seriously impacting education
- ☐ A copy of a current medical diagnosis/Delegated Nursing Support Plan (I.e., if based on an earlier diagnosis), which supports that the student has:
 - ☐ Nervous system impairment impacting mobility or movement
 - ☐ Musculoskeletal condition
 - ☐ Chronic Health impairment seriously impacting education
- ☐ Evidence of support/service over and above what is available to all students
- ☐ If the student has a CDBC diagnosis, such as FASD, there is documentation that 2 or more of the following domains are affected:
 - ☐ Social / Emotional
 - ☐ Communication
 - ☐ Physical Functioning
 - ☐ Academic / Intellectual
- ☐ **CURRENT IEP HAS:**
 - ☐ Been completed after Sept. 30th of previous school year
 - ☐ Evidence/date of Parent Consultation (day/mo/yr)
 - ☐ Date of review
- ☐ The current level of performance in each goal area is clearly defined.
- ☐ at least 2 IEP goals MUST relate to, but are not exclusive of:
 - ☐ Academics/Intellectual functioning
 - ☐ Communication
 - ☐ Physical Functioning
 - ☐ Self Determination/Independence
 - ☐ Social/Emotional
- ☐ **Ways in which progress will be monitored and by whom is identified:**
 - ☐ May include: Student work samples, Attendance data, Standardized assessment reports, Curriculum based assessments, Teacher reports, Data sheets (e.g., seizure dates, duration, frequency, intensity; blood sugar levels over time)
 - ☐ Transition goals (Gr 7 and Gr 12)
 - ☐ Instructional Support Planning Tool – Chronic Health

'E' DESIGNATION - DOCUMENTATION CHECKLIST

The student file must contain the following information in a separate **RED** file behind appropriate separator (salmon coloured):

STUDENT NAME: _____ Reviewed annually by: _____ Date: _____

DOCUMENTATION INCLUDES:

- ☐ Ministry Checklist for 'Visual Impairment' is stapled to left side of **RED** file folder
- ☐ Summary of Support for Students with Low Incidence Special Needs
- ☐ Original medical documentation (copy ok) that support that the student has a vision impairment within the categories
 - ☐ visual acuity of 20/70 or less in the better eye after correction
 - ☐ visual field of 20 degrees or less
 - ☐ any progressive eye disease (e.g., Stargardt's Disease) with a prognosis of becoming one of the above within a few years
 - ☐ Visual problem or related 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

What has the school provided above and beyond what is available to all students? This may include:

- | | | |
|---|--|--|
| <input type="checkbox"/> ARC materials | <input type="checkbox"/> EA timetable | <input type="checkbox"/> PRCVI materials |
| <input type="checkbox"/> Brailist Services | <input type="checkbox"/> Equip/Tech Checklist (district) | <input type="checkbox"/> SET-BC service |
| <input type="checkbox"/> District Teacher of the Blind or Visually Impaired schedule of service | <input type="checkbox"/> Equipment (e.g., CCTV) | |
| | <input type="checkbox"/> Orientation and Mobility Services | |

☐ CURRENT IEP HAS:

- ☐ Been completed after Sept. 30th of previous school year
- ☐ Evidence/date of Parent Consultation (dd/mo/yr)
- ☐ Date of review
- ☐ The current level of performance in each goal area is clearly defined.

☐ IEP goals MUST relate to, but are not exclusive of:

- | | | |
|---|--|--|
| <input type="checkbox"/> Communication | | |
| <input type="checkbox"/> Sensory skills development | | |
| <input type="checkbox"/> Academic Skills | | |
| <input type="checkbox"/> Behaviour/ Emotional Development | | |
| <input type="checkbox"/> Expanded Core Curriculum: | | |
| <input type="checkbox"/> Assistive Technology | <input type="checkbox"/> Orientation & Mobility | <input type="checkbox"/> Sensory Efficiency Skills |
| <input type="checkbox"/> Career Education | <input type="checkbox"/> Compensatory Skills | <input type="checkbox"/> Self-determination |
| <input type="checkbox"/> Independent Living Skills | <input type="checkbox"/> Social Interaction Skills | <input type="checkbox"/> Recreation & Leisure |

☐ Ways in which progress will be monitored and by whom is identified:

- ☐ May include: Student work samples, Standardized assessments, Curriculum based assessments, Teacher, Data sheets
- ☐ Transition Goals (Gr 7, Gr 12)

'F' DESIGNATION - DOCUMENTATION CHECKLIST

The student file must contain the following information in a separate **RED** file behind appropriate separator (salmon coloured):

STUDENT NAME: _____ Reviewed annually by: _____ Date: _____

DOCUMENTATION INCLUDES:

- ☐ Ministry Checklist for 'Deaf or Hard of Hearing' is stapled to left side of **RED** file folder
- ☐ Summary of Support for Students with Low Incidence Special Needs
- ☐ Medical assessment documents that support that the student has a hearing impairment within the categories:
 - ☐ Significant bilateral hearing loss
 - OR
 - ☐ a cochlear implant
 - OR
 - ☐ a moderate to profound unilateral loss
 - ☐ as evidenced by an annual audiogram) with
 - ☐ significant speech/language delay
 - ☐ educationally significant problems directly attributable to the loss
- ☐ What has the school provided above and beyond what is available to all students? This may include:
 - ☐ District Teacher for the Deaf or Hard of Hearing timetable
 - ☐ Equip/Tech Checklist
 - ☐ Facilitator Services
 - ☐ ASL Interpreter Services
 - ☐ Cultural & Linguistic Role Model
 - ☐ Transcription Services
- ☐ CURRENT IEP HAS:
 - ☐ Been completed after Sept. 30th of previous school year
 - ☐ Evidence/date of Parent Consultation (dd/mo/yr)
 - ☐ Date of review
 - ☐ The current level of performance in each goal area is clearly defined.
 - ☐ IEP goals MUST relate to, but are not exclusive of:

<input type="checkbox"/> Academic skills	<input type="checkbox"/> Transition	<input type="checkbox"/> Self-Determination and Advocacy
<input type="checkbox"/> Accessibility	<input type="checkbox"/> Communication	<input type="checkbox"/> Social-Emotional Skills
<input type="checkbox"/> ASL	<input type="checkbox"/> Expanded Core Curriculum	<input type="checkbox"/> Speech-Reading
<input type="checkbox"/> Audiology	<input type="checkbox"/> Family Education	<input type="checkbox"/> Technology
<input type="checkbox"/> Auditory-Verbal	<input type="checkbox"/> Functional Skills for Educational Success	
<input type="checkbox"/> Career Education		
- ☐ Ways in which progress will be monitored is identified:
 - ☐ May include: Student work samples, Standardized assessments, Curriculum based assessments, Teacher reports, Data sheets
 - ☐ Transition Goals (Gr 7 and Gr 12)

'G' DESIGNATION - DOCUMENTATION CHECKLIST

The student file must contain the following information in a separate **RED** file behind appropriate separator (salmon coloured):

STUDENT NAME: _____ Reviewed annually by: _____ Date: _____

DOCUMENTATION INCLUDES:

- ☐ Ministry Checklist for 'Autism Spectrum Disorder' is stapled to left side of **RED** file folder
- ☐ Summary of Support for Students with Low Incidence Special Needs
- ☐ Original copy of documentation of an ASD diagnosis which includes **Autism Spectrum Disorder**
 - ☐ Proof that the diagnosis has been made by:
 - ☐ BCAAN (BC Autism Assessment Network)
 - ☐ A paediatrician, registered, psychologist, or psychiatrist
 - ☐ Students transferring into BC must have their diagnosis accepted by qualified specialist (i.e., a Confirmation of Diagnosis Form must be completed by a qualified B.C. specialist (paediatrician, psychiatrist or registered psychologist).
- ☐ What has the school provided above and beyond what is available to all students? This may include:
 - ☐ EA Timetables
 - ☐ Sensory Profile
 - ☐ Technology support
 - ☐ Environmental Modifications
 - ☐ SLP/AAC SLP Consultation
- ☐ CURRENT IEP HAS:
 - ☐ Been completed after Sept. 30th of previous school year
 - ☐ Date of review
 - ☐ Evidence/date of Parent Consultation (dd/mo/yr)
 - ☐ The current level of performance in each goal area is clearly defined.
 - ☐ IEP goals **MUST** relate to,
 - ☐ Social Interaction
 - ☐ Communication
 - Other goals may be:
 - ☐ Academics
 - ☐ Functional Academics
 - ☐ Self-Determination and Independence
 - ☐ Behaviour/Emotional Regulation
 - ☐ Other health factors
 - ☐ Sensory Regulation
- ☐ Ways in which progress will be monitored and by whom is identified:
 - ☐ May include: student work samples, standardized assessments, curriculum based assessments, teacher reports, data sheets Instructional planning tool (annually)
 - ☐ Transition Goals (Gr 7 and Gr 12)

'H' DESIGNATION - DOCUMENTATION CHECKLIST

The student file must contain the following information in a separate **RED** file behind appropriate separator (salmon coloured):

STUDENT NAME: _____ Reviewed annually by: _____ Date: _____

DOCUMENTATION INCLUDES:

- ☐ Ministry of Education Special Education Designation sheet for **Intensive Behaviour Intervention/Serious Mental Illness** stapled to the left side of the **red** file folder.
- ☐ Summary of Support for Students with Low Incidence Special Needs
- ☐ If the student requires Serious Behaviour Intervention or has Serious Mental Illness
 - ☐ Behaviour assessment
 - ☐ Mental health assessment

The following must be demonstrated:

- ☐ extreme internalizing behaviour, and/or
 - ☐ extremely disruptive behaviour in most other environments
 - ☐ consistently/persistently over time; and/or
 - ☐ Severe mental illness diagnosed by a mental health professional (psychiatrist, paediatrician, physician, registered psychologist specializing in this area).
-
- ☐ If the student has Intensive Behaviour Needs there is documentation:
 - ☐ Instructional Planning Tool for Intensive Behaviour (reviewed and updated annually)
 - ☐ There is additional documentation of Level 2 and 3 Interventions provided:
 - ☐ By intensive interventions by District Personnel
 - ☐ By intensive interventions by community agencies
 - ☐ There is a serious risk to the student or others
 - ☐ Behaviour interferes with academic progress
 - ☐ That special education support/interventions are required
- ☐ **CURRENT IEP HAS:**
 - ☐ Been completed after Sept. 30th of previous school year
 - ☐ Evidence/date of Parent Consultation (day/mo/yr)
 - ☐ Date of review
 - ☐ The current level of performance in each goal area is clearly defined.
 - ☐ IEP goals MUST relate to, but are not exclusive of:
 - ☐ Academics / Intellectual Functioning
 - ☐ Communication
 - ☐ Social Emotional support
 - ☐ Behavioural change
 - ☐ Self Determination / Independence
 - ☐ Documentation in IEP that one or more of the following additional services is provided:
 - ☐ Direct interventions for behavioural change
 - ☐ Placement in a program for behavioural support
 - ☐ Social skills training
 - ☐ There **must** be documentation in IEP of:
 - ☐ Additional Support services related to the behaviour or mental illness
 - ☐ Plan and delivery of service is coordinated with NAMED community service providers such as MCFD, clinicians, and/or Mental Health Teams, etc.
 - ☐ ICM meeting minutes required
- ☐ **Ways and by whom progress will be monitored is identified:**
 - ☐ May include Daily logs, Social Responsibility scales, teacher observation and reports, data sheets, Basic skills assessment, ABC form, Functional Behaviour Assessment, etc.
 - ☐ Transition Planning (Gr 7 and Gr 12)

'P' Gifted DESIGNATION - DOCUMENTATION CHECKLIST

The student file must contain the following information in a separate **RED** file behind appropriate separator (salmon coloured):

STUDENT NAME: _____ Reviewed annually by: _____ Date: _____

DOCUMENTATION INCLUDES:

- ☐ Ministry of Education Special Education Designation sheet for **Gifted** is stapled to left side of **RED** file folder
- ☐ Assessment documentation indicates the student meets the criteria of high capability with respect to:
 - ☐ intellect or ☐ creativity or ☐ skills associated with a specific discipline
- ☐ Assessment has used multiple criteria & integrates information from a **min. of 2 sources** such as:
 - ☐ formal assessments to Level C of cognitive ability, achievement, aptitude, & creativity
 - ☐ interview of parent & students
 - ☐ nominations by educators, parents, peers &/or self
 - ☐ records of student achievement: portfolios, grades, talents, interests and accomplishments, etc.
 - ☐ teacher observations: anecdotal records, checklists and inventories, etc.
- ☐ **CURRENT IEP HAS:**
 - ☐ Been completed after Sept. 30th of previous school year
 - ☐ Evidence/date of Parent Consultation (day/mo/yr)
 - ☐ Date of review
 - ☐ The current level of performance in each goal area is clearly defined.
- ☐ IEP goals **MUST** relate to, but are not exclusive of:
 - ☐ Social and Leadership Opportunities
 - ☐ Intellectual Engagement
 - ☐ *Enrichment* ☒ *Acceleration*
 - ☐ Social/Emotional Development
 - ☐ Community Connections/Mentorship
 - ☐ Self-Advocacy Skills
 - ☐ Independent Project/Program (i.e., MACC)
- ☐ **Ways progress will be monitored and by whom is identified:**
 - ☐ May include differentiated learning/project logs, teacher observation and reports, academic assessments, self reflections and evaluations, etc.
 - ☐ Transition IEP goals – Grade 7 and 12

'Q' DESIGNATION - DOCUMENTATION CHECKLIST

The student file must contain the following information in a separate **RED** file behind appropriate separator (salmon coloured):

STUDENT NAME: _____ Reviewed annually by: _____ Date: _____

DOCUMENTATION INCLUDES:

- ☐ Ministry of Education Special Education Designation sheet issued by Learning Services, **Learning Disabilities** Is stapled to left side of **RED** file folder
- ☐ If the student has a LEARNING DISABILITY there is documentation that the student has been appropriately assessed
- ☐ **CURRENT IEP HAS:**
 - ☐ Been completed after Sept. 30th of previous school year
 - ☐ Evidence/date of Parent Consultation (day/mo/yr)
 - ☐ Date of review
 - ☐ The current level of performance in each goal area is clearly defined.
- ☐ IEP goals **MUST** relate to, but are not exclusive of:
 - ☐ Academic Interventions-Direct Support
 - ☐ Academic Interventions-Compensatory Strategies (including technology if appropriate)
 - ☐ Academic Interventions-Adapting Instruction & Assessment
 - ☐ Self Determination/ Independence
 - ☐ Social/Emotional
- ☐ There must be evidence that strategies are being used to meet the goals such as:
 - ☐ intense direct instruction
 - ☐ skill-building instruction
 - ☐ learning & compensatory strategies
 - ☐ skill building in self advocacy
 - ☐ adaptations to instruction & assessment
 - ☐ adaptations to learning resources, technology
 - ☐ social skills training, etc.
- ☐ **Ways in which progress will be monitored (and by whom) is identified:**
 - ☐ May include daily logs, social responsibility scales, teacher observation and reports, data sheets, basic skills assessment, academic assessments
 - ☐ Use of Ministry Learning Disabilities Instructional Support Planning Tool is advised.

'R' DESIGNATION - DOCUMENTATION CHECKLIST

The student file must contain the following information in a separate **RED** file behind appropriate separator (salmon coloured):

STUDENT NAME: _____ Reviewed annually by: _____ Date: _____

DOCUMENTATION INCLUDES:

- ☐ Ministry of Education Special Education Designation sheet for **Students Requiring Behaviour Support or Students with Mental Illness**, issued by Learning Services, is stapled to the left side of the **RED** file folder.
- ☐ If the student requires behaviour support or has a mental illness there is a:
 - ☐ Functional Behaviour Assessment (Behaviour Intervention / Mental Illness Instructional Support Planning Tool **&/or**
 - ☐ Medical Assessment(s) **&/or**
 - ☐ Norm referenced assessment (e.g., BASC, Connors)
- ☐ There is documentation that Behaviour or Mental Illness:
 - ☐ Is aggressive &/or hyperactive or stress related, depression, anxiety or disabling
 - ☐ Occurs across a variety of environments and personnel
 - ☐ Consistent & persistent over time & not responsive to interventions
- ☐ **CURRENT IEP HAS:**
 - ☐ Been completed after Sept. 30th of previous school year
 - ☐ Evidence/date of Parent Consultation (day/mo/yr)
 - ☐ Date of review
 - ☐ The current level of performance in each goal area is clearly defined
 - ☐ IEP goals MUST relate to, but are not exclusive of:

<input type="checkbox"/> Academics / Intellectual Functioning	<input type="checkbox"/> Behavioural change	<input type="checkbox"/> Self Determination / Independence
<input type="checkbox"/> Documentation in IEP that one or more of the following additional services is provided:	<input type="checkbox"/> Communication	<input type="checkbox"/> Social Emotional support
<input type="checkbox"/> Direct interventions for behavioural change	<input type="checkbox"/> Placement in a program for behavioural support	<input type="checkbox"/> Social skills training
 - ☐ There must be documentation in IEP of special education services being provided to address the needs of student
- ☐ **Ways in which progress will be monitored is identified in IEP:**
 - ☐ May include Daily logs, Social Responsibility scales, Teacher observation and reports, Data sheets, Basic skills assessment, ABC form, Functional Behaviour Assessment, etc.
 - ☐ Evidence of transition planning – Grade 7 and 12