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<p><i>Students Requiring Behaviour Support or Students with Mental Illness</i></p> <p>Student base funding allocation (Revised August, 2008) 1701 Code R</p>	<p>Student Name: _____</p> <p>(9 digit) PEN _____</p> <p>Date: _____</p>
<p>To be eligible, the following must be met:</p>	
<p>Assessment documentation from different sources provides evidence of one or more of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aggression (of a physical, emotional, or sexual nature) and/or hyperactivity; and/or <input type="checkbox"/> Negative or undesirable internalized psychological states such as anxiety, stress related disorders, and depression; and/or <input type="checkbox"/> Behaviours related to social problems such as delinquency, substance abuse, child abuse, or neglect; and/or <input type="checkbox"/> Behaviours related to other disabling conditions, such as thought disorders or neurological or physiological conditions. 	<p>There must be documentation to support that the student has been appropriately assessed and identified by the school district as meeting the criteria of the special education category.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Functional behavioural assessment, for example, the Behaviour Disorders Instructional Support Planning Tool, and/or <input type="checkbox"/> Other assessments by medical professionals or teams of professionals, and/or <input type="checkbox"/> Norm referenced assessment, i.e. Behaviour Assessment System for Children (BASC), Connors' Rating Scale, Achenbach Child Behaviour Checklist, etc.
<p>There is documented evidence that shows ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> The frequency or severity of the behaviours has a very disruptive effect. <input type="checkbox"/> Behaviour(s) are evident over an extended period of time, in more than one setting, and with more than one person (teachers, peers). <input type="checkbox"/> The student has not responded to support/interventions provided through usual school discipline and classroom management strategies. 	
<p>There is documented evidence that ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> A current IEP is in place, dated after September 30, previous school year. <input type="checkbox"/> The IEP has individualized goals and measurable objectives, with adaptations and or modifications where appropriate, and strategies to meet these goals. <input type="checkbox"/> The goals correspond to the category in which the student is identified. <input type="checkbox"/> The student is receiving special education services 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. <input type="checkbox"/> The student is being offered learning activities in accordance with the IEP. <input type="checkbox"/> The IEP outlines methods for measuring progress in relation to the IEP goals. <input type="checkbox"/> A parent was offered the opportunity to be consulted about preparation of the IEP. 	
<p>Note: Reduction in class size is not by itself a sufficient service.</p>	
<p>Refer to <i>Special Education Service: A Manual of Policies Procedures and Guidelines (2006)</i> for complete information at www.bced.gov.bc.ca/specialed/ppandg</p>	
<p>Student's Name: _____ DOB: _____ Grade: ____ School: _____</p> <p>Parent/Guardian Name: _____ Ph. #: _____</p> <p>Address: _____ Postal Code: _____</p> <p>Principal's Signature: _____ LSS District Staff: _____</p>	

Case Manager: _____ Position: _____

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