Checklist for Movement up the Pyramid and for Verification of Documentation for Audit

Date	Steps/Items	Completed	
		Yes	No
Informal School-Based Communication Teachers/Administration/Support Staff			
	Complete Pre-referral form that includes (problem identification, what has been tried and results, results of parent collaboration, consultation with CCC's if behaviour related.)		
	Parental Collaboration		
	Consultation with CCC if behavior related.		
	If it is clear that the issue is S/L or ESL/D, review student files/documentation to determine prior reports and recommendations. Consult/invite resource to SBT.		
School-Based Teams			
	Review of completed pre-referral form.		
	Update since pre-referral form was completed.		
	Develop a collaborative hypothesis related to concern. • *If behavioural, pose the question, "What is the purpose of the behaviour" and develop a collaborative hypothesis." This precedes a formal FBA.*		
	Formulate a site-based plan for intervention based on school-based testing/observation (Includes basic support plan, decide who is doing what, decide a measure of effectiveness, determine amount of time intervention will be attempted and who to consult with if initial trials are not effective).		
	Record plan on reverse of pre-referral form – Site-based plan and review.		
	Review of plan at next SBT meeting. Decide next step: • If not included in the SBT, **referral to district resources requires consultation with the resource prior to referral and form being sent to parents.**		
	Consult with district resource and agreement that referral is appropriate.		
	Referral form sent to parents for signature.		
	On return of signed form, SBT+		
	Update IEP if appropriate		

School-Based Teams with District Resources and Consultation

	Meeting with parent, school and district resources to determine assessment needs.		
	Completion of assessments (FBA, Psych-Ed, Speech & Language		
	Integration of Assessment outcome into IEP		
	Referral to outside agencies as appropriate.		
	Update IEP		

School Care-Team with Outside Agencies

	Integrated Case management Team formed(must include parents, youth, school, outside agencies) to determine appropriate supports and education plan for student		
	Agreement of ICM re educational program/plan		
	Regular ICM meeting occur (monthly, bimonthly)		
	Update IEP		

District Care Team

	Meeting with parent, school, outside agencies and district personnel to resolve educational program/plan		
	Program agreed to and plan in place		
	Update IEP		