



# DISTRICT TEAM

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8

Email [inclusivlearning@sd61.bc.ca](mailto:inclusivlearning@sd61.bc.ca) Fax (250)-940-6288

<p><b>Deafblind</b></p> <p><b>Level I funding allocation</b>  <b>1701 Code B</b></p> <p>This checklist should only be used in conjunction with Section E.7 of <a href="#">Special Education Service: A Manual of Policies Procedures and Guidelines (Nov. 2010)</a></p>	<p>Student's Name _____</p> <p>PEN _____</p> <p>Date _____</p>
<p><b>To be eligible the following must be met</b></p>	
<p>Medical documentation shows that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the student's vision is impaired (from partial sight to total blindness); and</li> <li><input type="checkbox"/> that the student's hearing is impaired (from moderate to profound hearing loss).</li> </ul>	<p>There must be documentation to support that the student has been appropriately assessed and identified by the school district or independent school authority as meeting the criteria of the special education category.</p>
<p>There is documented evidence that...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The degree of impairments, when compounded, results in significant communicative, educational, vocational, and social skills difficulties.</li> </ul>	
<p>There is documented evidence that...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A current IEP is in place, dated after September 30, previous school year.</li> <li><input type="checkbox"/> The 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 category in which the student is identified.</li> <li><input type="checkbox"/> The services outlined in the IEP relate to the identified needs of the student.</li> <li><input type="checkbox"/> The student is receiving special education services to address the needs identified in the assessment documentation that are beyond those offered to the general student population and are proportionate to level of need.</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 about preparation of the IEP.</li> </ul> <p>Reduction in class size is not by itself a sufficient service.</p>	