



DISTRICT TEAM

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<p>Visual Impairment</p> <p>Level 2 funding allocation 1701 Code E This checklist should only be used in conjunction with Section E.9 of Special Education Service: A Manual of Policies Procedures and Guidelines (Nov. 2010)</p>	<p>Student's Name _____</p> <p>PEN _____</p> <p>Date _____</p>
<p>To be eligible the following must be met</p>	
<p>A documented report from an ophthalmologist, optometrist, orthoptist or the Visually Impaired Program at the BC Children's Hospital describes the student's vision impairment as one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a visual acuity of 6/21 (20/70) or less in the better eye after correction; or <input type="checkbox"/> a visual field of 20 degrees or less; or <input type="checkbox"/> Any progressive eye disease with a prognosis of becoming one of the above within a few years; or <input type="checkbox"/> A 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. 	<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>This category does not include students described as having visual perceptual difficulties.</p>
<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 services outlined in the IEP relate to the identified needs of the student. <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. <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>Reduction in class size is not by itself a sufficient service.</p>	
<p>A qualified teacher of the visually impaired provides the services.</p>	