



DISTRICT TEAM

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8

Email inclusivelearning@sd61.bc.ca Fax (250)-940-6288

<p>Deaf or Hard of Hearing</p> <p>Level 2 funding allocation 1701 Code F</p> <p>This checklist should only be used in conjunction with Section E.10 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>Assessment documentation shows that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student has a medically diagnosed significant bilateral hearing loss, a unilateral loss with significant speech/language delay, or a cochlear implant (typically documented in a report from a health professional such as an audiologist). <input type="checkbox"/> Assessment information indicates that the student has substantial educational difficulty due to the hearing loss. 	<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>Criteria for reporting of Unilateral Hearing Loss:</p> <ul style="list-style-type: none"> · There is an annual assessment; · The unilateral hearing loss is moderate to profound; and, · The student has educationally significant problems directly attributable to the loss.
<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 deaf and hard of hearing provides the services.</p>	

[Type here]