



DISTRICT TEAM

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<p>Gifted</p> <p>Student base funding allocation 1701 Code P</p> <p>This checklist should only be used in conjunction with Section E.4 of <i>Special Education Service: A Manual of Policies Procedures and Guidelines (Nov. 2010)</i></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 indicates the student meets the criteria of exceptionally high capability with respect to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> intellect, or <input type="checkbox"/> creativity, or <input type="checkbox"/> skills associated with a specific discipline. <p>As evidenced by several (2 or more) of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> teacher observations including anecdotal records, checklists and inventories; and/or <input type="checkbox"/> records of student achievement including assignments, portfolios, grades and outstanding talents, interests and accomplishments; and/or <input type="checkbox"/> nominations by educators, parents, peers and/or self; and/or <input type="checkbox"/> interview of parents and students; and/or <input type="checkbox"/> formal assessments to Level C of cognitive ability, achievement, aptitude and creativity, etc. <p>Assessment documentation shows that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> assessment and identification has used multiple criteria. <input type="checkbox"/> assessment has collected information from a variety of sources. 	<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"> <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 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>	

BC MINISTRY OF EDUCATION 2010

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