

LEVEL 1, Category B Deafblind Supplemental Funding Checklist This checklist should ONLY be used as a supplement to Section E.7 of the <u>Inclusive Education Services: A Manual of Policies, Procedures and Guidelines</u> .	Student's Name:
	Student's Personal Education Number:
	Date:
To be eligible to be identified in this category, all the following criteria must be met:	
☐ To be considered deafblind the student's vision and auditory impairments can range from partial sight to total blindness and from moderate to profound hearing loss. ☐ The student has a degree of visual and auditory impairment, which, when compounded, results in significant difficulties in developing communicative, educational, vocational, avocational, and social skills. ☐ A current individual education plan (IEP) is in place, dated after September 30 of the previous school year, that meets the requirements of an IEP. ☐ The student is being provided ongoing inclusive education service(s)¹ that are: ☐ Beyond those offered to the general student population and are proportionate to the student's level of need; <i>and</i> ☐ Outlined in the IEP and directly relate to the student's identified disabilities or diverse abilities. ☐ 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 inclusive education category.	
¹ Please note: a reduction in class size is not by itself a sufficient service.	
Other identification and assessment considerations:	
• Districts have current information that describes the sensory acuities (vision and hearing), physical development, orientation and mobility (skills and knowledge), social development, academic abilities, educational achievement, and communicative competence of students who are deafblind. • This information is obtained for students who are deafblind through a multidisciplinary assessment process.	