

# SPECIAL EDUCATION SERVICES

---

## Category Checklists – 2010



Ministry of  
Education

<p><b>Physically Dependent - Multiple Needs</b></p> <p><b>Level I funding allocation</b>  <b>1701 Code A</b>  This checklist should only be used in conjunction with Section E.6 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>Assessment documentation shows that the student is completely dependent on others for meeting all major daily living needs. The student requires assistance at <b>all times for each</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> feeding; <b>and</b></li> <li><input type="checkbox"/> dressing; <b>and</b></li> <li><input type="checkbox"/> toileting; <b>and</b></li> <li><input type="checkbox"/> mobility; <b>and</b></li> <li><input type="checkbox"/> personal hygiene.</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"/> 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>	

<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>
<b>To be eligible the following must be met</b>	
<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>	

<p><b>Moderate to Profound Intellectual Disabilities</b></p> <p><b>Level 2 funding allocation</b>  <b>1701 Code C</b></p> <p>This checklist should only be used in conjunction with Section E.2 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><input type="checkbox"/> assessment documentation shows the student's intellectual functioning is 3 or more standard deviations below the mean on an individually administered Level C assessment of intellectual functioning (SS <math>\leq</math> 54); <b>and</b></p> <p><input type="checkbox"/> assessment documentation shows there are limitations of similar degree in 2 or more adaptive skill areas (appropriate to the student's age) on a norm referenced measure of adaptive behaviour.</p> <p>Note: every instrument has measurement error of approximately 5 points, so a student may be identified with a moderate intellectual disability with an overall cognitive score as high as 59 when there are significant deficits in adaptive functioning, but would not be identified with a moderate intellectual disability if scores in two or more adaptive skill areas (appropriate to the student's age) are not at a similar level.</p>	<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> <p><input type="checkbox"/> A current IEP is in place, dated after September 30, previous school year.</p> <p><input type="checkbox"/> The IEP has individualized goals and measurable objectives, with adaptations and or modifications where appropriate, and strategies to meet these goals.</p> <p><input type="checkbox"/> The goals correspond to the category in which the student is identified.</p> <p><input type="checkbox"/> The services outlined in the IEP relate to the identified needs of the student.</p> <p><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.</p> <p><input type="checkbox"/> The student is being offered learning activities in accordance with the IEP.</p> <p><input type="checkbox"/> The IEP outlines methods for measuring progress in relation to the IEP goals.</p> <p><input type="checkbox"/> A parent was offered the opportunity to be consulted about preparation of the IEP.</p> <p>Reduction in class size is not by itself a sufficient service.</p>	

<p><b>Physical Disability / Chronic Health Impairment</b></p> <p><b>Level 2 funding allocation 1701 Code D</b></p> <p>This checklist should only be used in conjunction with Section E.8 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>There is documentation of a medical diagnosis in <b>one or more</b> of the following areas:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> nervous system impairment that impacts movement or mobility; <b>and/or</b></li> <li><input type="checkbox"/> musculoskeletal condition; <b>and/or</b></li> <li><input type="checkbox"/> chronic health impairment that seriously impacts students' education and achievement.</li> </ul>	<p>There is evidence of a medical diagnosis of _____</p> <p>The diagnosis has been made by _____</p> <p>.....</p> <p>Note: For a diagnosis of a complex developmental behaviour condition including FASD, it must be made by either the</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CDBC Network, or BCAAN Network, or</li> <li><input type="checkbox"/> a qualified medical specialist (paediatrician, psychiatrist, neurologist or a medical professional specializing in developmental disorders) in consultation with a multi-disciplinary team of specialists (i.e. registered psychologist, speech/language pathologist, occupational therapist, physical therapist).</li> </ul>
<p>Assessment documentation shows that...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> This student's <i>functioning and education</i> is significantly affected by his/her physical disability or chronic health impairment <b>and/or</b></li> <li><input type="checkbox"/> The student with complex developmental behaviour conditions, including FASD, exhibits an array of complex needs in two or more domains which significantly impact the student's education and achievement.</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>Students with mental illness should be reported in the behaviour category that matches their needs.</p> <p>Assessment documentation and other information should indicate that the extent and impact of the medical condition is such that there is a need for significant support services.</p> <p>For students with complex developmental behaviour conditions, assessment documentation must address an array of complex needs and identify two or more of the following domains as being significantly impacted:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> academic/intellectual functioning (development, learning, cognition*)</li> <li><input type="checkbox"/> social-emotional functioning (behaviour, mental health, social skills, peer relations*)</li> <li><input type="checkbox"/> self determination/independence (adaptive skills, safety, daily living skills*)</li> <li><input type="checkbox"/> physical functioning (neuro-motor functioning, motor skills, self care*)</li> <li><input type="checkbox"/> communication (receptive and expressive language, speech intelligibility/impairments*)</li> </ul> <p>* cross-reference to terminology used in the CDBC Framework</p>

There is documented evidence that...

- A current IEP is in place, dated after September 30, previous school year.
- The IEP has individualized goals and measurable objectives, with adaptations and or modifications where appropriate, and strategies to meet these goals.
- The goals correspond to the category in which the student is identified.
- The services outlined in the IEP relate to the identified needs of the student.
- 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.
- The student is being offered learning activities in accordance with the IEP.
- The IEP outlines methods for measuring progress in relation to the IEP goals.
- A parent was offered the opportunity to be consulted about preparation of the IEP.

Reduction in class size is not by itself a sufficient service.

<p><b>Visual Impairment</b></p> <p><b>Level 2 funding allocation</b>  <b>1701 Code E</b></p> <p>This checklist should only be used in conjunction with Section E.9 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>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 <b>one of the following</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a visual acuity of 6/21 (20/70) or less in the better eye after correction; <b>or</b></li> <li><input type="checkbox"/> a visual field of 20 degrees or less; <b>or</b></li> <li><input type="checkbox"/> Any progressive eye disease with a prognosis of becoming one of the above within a few years; <b>or</b></li> <li><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.</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>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"> <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>	
<p>A qualified teacher of the visually impaired provides the services.</p>	

<p><b>Deaf or Hard of Hearing</b></p> <p><b>Level 2 funding allocation</b>  <b>1701 Code F</b>  This checklist should only be used in conjunction with Section E.10 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>
<b>To be eligible the following must be met</b>	
<p>Assessment documentation shows that...</p> <p><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).</p> <p><input type="checkbox"/> Assessment information indicates that the student has substantial educational difficulty due to the hearing loss.</p>	<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><b>Criteria for reporting of Unilateral Hearing Loss:</b></p> <ul style="list-style-type: none"> <li>• There is an annual assessment;</li> <li>• The unilateral hearing loss is moderate to profound; and,</li> <li>• The student has educationally significant problems directly attributable to the loss.</li> </ul>
<p>There is documented evidence that:</p> <p><input type="checkbox"/> A current IEP is in place, dated after September 30, previous school year.</p> <p><input type="checkbox"/> The IEP has individualized goals and measurable objectives, with adaptations and or modifications where appropriate, and strategies to meet these goals.</p> <p><input type="checkbox"/> The goals correspond to the category in which the student is identified.</p> <p><input type="checkbox"/> The services outlined in the IEP relate to the identified needs of the student.</p> <p><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.</p> <p><input type="checkbox"/> The student is being offered learning activities in accordance with the IEP.</p> <p><input type="checkbox"/> The IEP outlines methods for measuring progress in relation to the IEP goals.</p> <p><input type="checkbox"/> A parent was offered the opportunity to be consulted about preparation of the IEP.</p> <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>	



<p><b>Autism Spectrum Disorder (ASD)</b></p> <p><b>Level 2 funding allocation</b>  <b>1701 Code G</b>  This checklist should only be used in conjunction with Section E.11 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>Documentation of a diagnosis of ASD made by appropriately qualified professionals:</p> <ul style="list-style-type: none"> <li>• BC Autism Assessment Network (BCAAN), <b>or</b></li> <li>• a paediatrician, psychiatrist or registered psychologist whose assessment meets Standards and Guidelines* and adopted BCAAN policy changes (Sept. 2006).</li> </ul> <p><b>Note:</b> Students who are diagnosed with any of the cluster of disabilities referred to as "pervasive development disorders" should now be identified in the ASD funding category.</p>	<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>Documentation must meet one of the following conditions for <b>under age six</b> at the time of assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Diagnosis of autism from a qualified specialist <b>prior</b> to Jan. 1, 2004 (completed prior to the introduction of the new <i>Standards*</i> in Jan. 1, 2004) that will, in many but not all cases, include information from various professionals of different disciplines.</li> <li><input type="checkbox"/> Clinical diagnoses and assessment by a qualified specialist completed <b>after</b> Jan. 1, 2004 in keeping with the new provincial <i>Standards*</i>. The assessment <u>must</u> include and integrate information from multiple sources and various professionals from different disciplines.</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>	<p>Documentation must meet the following conditions for <b>over age six</b> at the time of assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> For students over age six who are identified in the category for the first time, school boards must ensure that a qualified specialist conducts a clinical diagnostic assessment. The assessment must integrate information from multiple sources covering development and presenting concerns; must include a mental status examination; must review community records and prior assessments; and must include consultation with professionals from other disciplines where deemed appropriate. Standards for diagnosis and assessment of students age six and over are reflected in the Sept. 2006 BCAAN policy changes.</li> </ul> <p>"Grandfathering" provisions:</p> <p>Students of any age who were identified by school boards in the Autism category in the 2005/06 school year will remain eligible for continued placement in this category, provided a previous documented diagnosis of ASD was made by an appropriately qualified professional, a current IEP remains in place and the student continues to receive ongoing special education services. Such students will be "grandfathered" on the basis that they were identified in the autism category at or before 2005/06, consistent with Ministry of Education requirements for that school year. All students with a documented diagnosis of ASD made by a qualified professional (registered psychologist, pediatrician, neurologist or psychiatrist) prior to January 1, 2004 should be deemed eligible.</p> <p>* <i>Standards and Guidelines for the Assessment and Diagnosis of Young Child with Autism Spectrum Disorder in British Columbia</i>  <a href="http://www.phsa.ca/HealthPro/Autism/default.htm">http://www.phsa.ca/HealthPro/Autism/default.htm</a></p>

<p><b>Students Requiring Intensive Behaviour Intervention or Students with Serious Mental Illness</b></p> <p><b>Level 3 funding allocation</b>  <b>1701 Code H</b></p> <p>This checklist should only be used in conjunction with Section E.5 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>Documentation includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a behavioural assessment <b>and/or</b></li> <li><input type="checkbox"/> a mental health assessment</li> </ul> <p>The behaviour or mental health assessment indicates evidence of <b>one or both</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> antisocial, extremely disruptive behaviour in most other environments and consistently/ persistently over time; <b>and/or</b></li> <li><input type="checkbox"/> severe mental illness diagnosed by a mental health professional (psychiatrist, paediatrician, physician, registered psychologist specializing in this area).</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> <ul style="list-style-type: none"> <li><input type="checkbox"/> Functional behavioural assessment, for example, the Behaviour Disorders Instructional Support Planning Tool, <b>and/or</b></li> <li><input type="checkbox"/> Other assessments by medical professionals or teams of professionals, <b>and/or</b></li> <li><input type="checkbox"/> Norm referenced assessment, i.e., Behaviour Assessment System for Children (BASC), Connors' Rating Scale, Achenbach Child Behavior Checklist, etc.</li> </ul>
<p>There is documented evidence that indicates...</p> <p>The behaviour</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> places student or others at serious risk <b>and/or</b></li> <li><input type="checkbox"/> interferes with his or her academic progress and that of other students.</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 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>	

**Students Requiring Intensive Behaviour Intervention or Students with Serious Mental Illness (Cont'd)**

**Level 3 funding allocation  
1701 Code H**

This checklist should only be used in conjunction with Section E.5 of [Special Education Service: A Manual of Policies Procedures and Guidelines \(Nov. 2010\)](#)

Student's Name

PEN

Date

There is documented evidence that indicates...

- The settings in which the behaviour is persistent over time.
- The district or independent school authority has exhausted resources/ capacity to manage.
- Planning is coordinated, across-agency and community (integrated case management/ wraparound).

Documentation of services shows that...

- The services outlined in the IEP relate to the identified needs of the student.
- 
- There is evidence that one or more of the following special education services are provided:
  - direct intervention in the classroom to promote behavioural change or emotional support as per IEP; and/or
  - placement in a program designed to promote behaviour change/implement IEP; and/or
  - ongoing, individual social skills training and/or instruction in behaviour/ learning strategies.

Reduction in class size (or placement in an alternate program or learning environment) is not by itself a sufficient service to meet the criteria.

<p><b>Mild Intellectual Disabilities</b></p> <p><b>Student base funding allocation 1701 Code K</b></p> <p>This checklist should only be used in conjunction with Section E.2 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><input type="checkbox"/> assessment documentation shows the student's intellectual functioning is 2 or more standard deviations below the mean on an individually administered Level C assessment of intellectual functioning (<math>SS \leq 70</math>); <b>and</b></p> <p><input type="checkbox"/> assessment documentation shows there are limitations of similar degree in 2 or more adaptive skill areas (appropriate to the student's age) on a norm referenced measure of adaptive behaviour.</p> <p>Note: every instrument has measurement error of approximately 5 points, so a student may be identified with a mild intellectual disability with an overall cognitive score as high as 75 when there are significant deficits in adaptive functioning. Similarly, a student with a cognitive score below 70 but no significant impairments in two or more adaptive skill areas (appropriate to the student's age) would not be identified.</p>	<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> <p><input type="checkbox"/> A current IEP is in place, dated after September 30, previous school year.</p> <p><input type="checkbox"/> The IEP has individualized goals and measurable objectives, with adaptations and or modifications where appropriate, and strategies to meet these goals.</p> <p><input type="checkbox"/> The goals correspond to the category in which the student is identified.</p> <p><input type="checkbox"/> The student is receiving special education services to address the needs identified in the assessment documentation. These services are outlined in the IEP and relate to the identified needs of the student.</p> <p><input type="checkbox"/> The student is being offered learning activities in accordance with the IEP.</p> <p><input type="checkbox"/> The IEP outlines methods for measuring progress in relation to the IEP goals.</p> <p><input type="checkbox"/> A parent was offered the opportunity to be consulted about preparation of the IEP.</p> <p>Reduction in class size is not by itself a sufficient service.</p>	

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

<p><b>Learning Disabilities</b></p> <p><b>Student base funding allocation 1701 Code Q</b></p> <p>This checklist should only be used in conjunction with Section E.3 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>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>
<ul style="list-style-type: none"> <li><input type="checkbox"/> assessment documentation shows persistent difficulties in the acquisition of pre-academic and/or academic skills such as recognition of letters and numbers in the early primary years or acquisition of reading, written language, and/or numeracy, in spite of appropriate opportunities to learn; <b>and</b></li> <li><input type="checkbox"/> assessment documentation shows average to above average cognitive ability; <b>and</b></li> <li><input type="checkbox"/> assessment documentation shows weaknesses in cognitive processing that contribute to persistent difficulties with learning</li> </ul>	<p><b>One or more academic difficulties relative to expected ability, and identified in documentation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Word Recognition, and/or</li> <li><input type="checkbox"/> Reading Comprehension, and/or</li> <li><input type="checkbox"/> Spelling, and/or</li> <li><input type="checkbox"/> Written expression, and/or</li> <li><input type="checkbox"/> Mathematical computations, and/or</li> <li><input type="checkbox"/> Problem Solving</li> </ul> <p>Various achievement instruments can be used to document difficulty.</p>
<p>There is documented evidence that ...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Average or above ability, demonstrated either by a cognitive assessment or by average or better performance on a norm referenced test of achievement that measures the student's ability to reason, such as mathematical problem-solving, reading comprehension, written expression and listening comprehension. Average ability is demonstrated by scores at or above one standard deviation below the norm.</li> <li><input type="checkbox"/> Significant weakness exists in one or more of the cognitive processes.</li> <li><input type="checkbox"/> Assessments of cognitive processes must utilize norm-referenced instruments; if other forms of assessment are used, they must be accompanied by a clear rationale for why the alternate assessment is appropriate in identifying the student's processing disorder.</li> <li><input type="checkbox"/> Assessment documents indicate that the difficulties being experienced are not <u>primarily</u>* due to sensory deficits, lack of opportunity to learn, cultural or linguistic differences, or social/emotional/physical health issues.</li> </ul> <p>* Learning disabilities may coexist with other disorders such as behavioural or emotional disorders, sensory impairments, or other medical conditions.</p>	<p><b>Measures used as evidence of cognitive functioning:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Full scale score, or other norm referenced estimate of ability with rationale for not using full scale IQ.</li> <li><input type="checkbox"/> Verbal IQ or Performance IQ score</li> <li><input type="checkbox"/> Test of non-verbal cognitive ability score</li> <li><input type="checkbox"/> Norm-reference test(s) of academic achievement in listening comprehension, reading comprehension, mathematics problem solving, or written expression.</li> </ul> <p><b>Significant weakness in one or more cognitive processes, relative to overall functioning:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Perception</li> <li><input type="checkbox"/> Memory</li> <li><input type="checkbox"/> Attention</li> <li><input type="checkbox"/> Language processing</li> <li><input type="checkbox"/> Visual-spatial processing</li> <li><input type="checkbox"/> Planning and decision making</li> <li><input type="checkbox"/> Phonological processing</li> <li><input type="checkbox"/> Processing speed</li> <li><input type="checkbox"/> Auditory processing</li> </ul> <p><b>Examples of evidence of other primary sources of difficulty addressed in assessment documentation (✓ as appropriate):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Culture and language differences of the home</li> <li><input type="checkbox"/> Consistency of schooling and attendance</li> <li><input type="checkbox"/> Vision and hearing screening results</li> <li><input type="checkbox"/> Medical factors regarding social/emotional/physical health</li> <li><input type="checkbox"/> Other</li> </ul>

**Learning Disabilities (cont'd)****Student base funding allocation****1701 Code Q**

This checklist should only be used in conjunction with Section E.3 of [Special Education Service: A Manual of Policies Procedures and Guidelines \(Nov. 2010\)](#)

Student's Name

\_\_\_\_\_

PEN \_\_\_\_\_

Date

There is documented evidence that...(cont'd)

- The assessment integrates information from a number of sources (two or more).

**Examples of documentation:**

- Information from family about health social/emotional status and developmental history
- Information from professionals about health social/emotional status and developmental history
- Information from classroom teacher(s) about classroom performance
- Information from learning assistance/resource teacher about student performance
- Information from other professionals about strengths and weaknesses
- Relevant academic history
- Other

There is documented evidence that ...

- A current IEP is in place, dated after September 30, previous school year.
- The IEP has individualized goals and measurable objectives, with adaptations and or modifications where appropriate, and strategies to meet these goals.
- The goals correspond to the category in which the student is identified.
- The student is receiving special education services to address the needs identified in the assessment documentation. These services are outlined in the IEP and relate to the identified needs of the student.
- The student is being offered learning activities in accordance with the IEP.
- The IEP outlines methods for measuring progress in relation to the IEP goals.
- A parent was offered the opportunity to be consulted about preparation of the IEP.

**Examples of strategies:**

- Intense, direct instruction
- Skill-building instruction
- Instruction in learning and compensatory strategies
- Skill building in self advocacy
- Adaptations to instruction and assessment
- Adaptations to learning resources, technology
- Social skills training, etc.

Reduction in class size is not by itself a sufficient service.

<p><b>Students Requiring Behaviour Support or Students with Mental Illness</b></p> <p><b>Student base funding allocation 1701 Code R</b></p> <p>This checklist should only be used in conjunction with Section E.5 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>Assessment documentation from different sources provides evidence of <b>one or more</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> aggression (of a physical, emotional, or sexual nature) and/ or hyperactivity; <b>and/or</b></li> <li><input type="checkbox"/> negative or undesirable internalized psychological states such as anxiety, stress related disorders, and depression; <b>and/or</b></li> <li><input type="checkbox"/> behaviours related to social problems such as delinquency, substance abuse, child abuse, or neglect; <b>and/or</b></li> <li><input type="checkbox"/> behaviours related to other disabling conditions, such as thought disorders or neurological or physiological conditions.</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> <ul style="list-style-type: none"> <li><input type="checkbox"/> Functional behavioural assessment, for example, the Behaviour Disorders Instructional Support Planning Tool, <b>and/or</b></li> <li><input type="checkbox"/> Other assessments by medical professionals or teams of professionals, <b>and/or</b></li> <li><input type="checkbox"/> Norm referenced assessment, i.e., Behaviour Assessment System for Children (BASC), Connors' Rating Scale, Achenbach Child Behavior Checklist, etc.</li> </ul>
<p>There is documented evidence that shows ...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The frequency or severity of the behaviours has a very disruptive effect.</li> <li><input type="checkbox"/> Behaviour(s) are evident over an extended period of time, in more than one setting, and with more than one person (teachers, peers).</li> <li><input type="checkbox"/> The student has not responded to support/ interventions provided through usual school discipline and classroom management strategies.</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 student is receiving special education services to address the needs identified in the assessment documentation. These services are outlined in the IEP and relate to the identified needs of the student.</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>	