

<h2>Mild Intellectual Disability</h2> <h3>Inclusive Education Base Funding Allocation 1701 Category K</h3> <p><i>This checklist should only be used as a supplement to Section E.2 of the <u>Inclusive Education Services: A Manual of Policies, Procedures and Guidelines (2024)</u>.</i></p>	Student's Name:
	PEN:
	Date:
<p>To be eligible, the following must be met:</p>	
<p>Assessment documentation shows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student's intellectual functioning is 2 or more standard deviations below the mean on an individually administered Level C assessment of intellectual functioning ($SS \leq 70$); and <input type="checkbox"/> There are limitations of similar degree in 2 or more adaptive skills (appropriate to the student's age) on a norm-referenced measure of adaptive behaviour. <p><i>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.</i></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 inclusive 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, of the previous school year. <input type="checkbox"/> The IEP has individualized goals, 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 inclusive 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><i>Reduction in class size is not by itself a sufficient service.</i></p>	