

<p>Gifted</p> <p>Inclusive Education Base Funding Allocation 1701 Category P</p> <p><i>This checklist should only be used as a supplement to Section E.4 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 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 assignments, 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 have 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 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>	