

<h1>Learning Disability</h1> <h2>Inclusive Education Base Funding Allocation</h2> <h3>1701 Category Q</h3> <p><i>This checklist should only be used as a supplement to Section E.3 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"/> 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, despite appropriate opportunities to learn; and <input type="checkbox"/> Average to above average cognitive ability; and <input type="checkbox"/> Weaknesses in cognitive processing that contribute to persistent difficulties with learning. 	<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"/> Average or above average 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. <input type="checkbox"/> Significant weakness exists in one or more of the cognitive processes. <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. <input type="checkbox"/> Assessments indicate that the difficulties being experienced are not <u>primarily*</u> due to sensory impairments, lack of opportunity to learn, cultural or linguistic differences, or social/emotional/physical health issues. <input type="checkbox"/> The assessment integrates information from several sources (two or more). <p>*Learning disabilities may coexist with other disorders such as behavioural or emotion disorders, sensory impairments, or other medical conditions.</p>	<p>One or more academic difficulties relative to expected ability, and identified in documentation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word Recognition; and/or <input type="checkbox"/> Reading Comprehension; and/or <input type="checkbox"/> Spelling; and/or <input type="checkbox"/> Written Expression; and/or <input type="checkbox"/> Mathematical Computations; and/or <input type="checkbox"/> Problem Solving. <p><i>Various achievement instruments can be used to document difficulty.</i></p>
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<p>Measures used as evidence of cognitive functioning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Full scale score, or other norm-referenced estimate of ability with rationale for not using full scale IQ. <input type="checkbox"/> Verbal IQ or Performance IQ score. <input type="checkbox"/> Test of non-verbal cognitive ability score. <input type="checkbox"/> Norm-referenced test(s) or academic achievement in listening comprehension, reading comprehension, mathematics, problem-solving, or written expression. <p>Significant weakness in one or more cognitive processes, relative to overall functioning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Perception <input type="checkbox"/> Memory <input type="checkbox"/> Attention <input type="checkbox"/> Language processing <input type="checkbox"/> Visual-spatial processing <input type="checkbox"/> Planning and decision making <input type="checkbox"/> Phonological processing <input type="checkbox"/> Processing speed <input type="checkbox"/> Auditory processing <p>Examples of evidence of other primary sources of difficulty addressed in assessment documentation (✓as appropriate):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Culture and language differences of the home <input type="checkbox"/> Consistency of schooling and attendance <input type="checkbox"/> Vision and hearing screening results <input type="checkbox"/> Medical factors regarding social/emotional/physical health 	<p>Examples of documentation may include information from:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Family about health/social/emotional status and developmental history <input type="checkbox"/> Professionals about health/social/emotional status and developmental history <input type="checkbox"/> Classroom teacher(s) about classroom performance <input type="checkbox"/> Learning assistance/resource teacher about student performance <input type="checkbox"/> Other professionals about strengths and weaknesses <input type="checkbox"/> Relevant academic history <p>Examples of strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Intense, direct instruction <input type="checkbox"/> Skill-building instruction <input type="checkbox"/> Instruction in learning and compensatory strategies <input type="checkbox"/> Skill-building in self-advocacy <input type="checkbox"/> Adaptations to instruction and assessment <input type="checkbox"/> Adaptations to learning resources, technology, etc. <input type="checkbox"/> Social skills training, etc.
<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>	
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