

LEVEL 2, Category C Moderate to Profound Intellectual Disability Supplemental Funding Checklist 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</u> .	Student's Name:
	Student's Personal Education Number:
	Date:
To be eligible to be identified in this category, all of the following criteria must be met:	
☐ The student has intellectual functioning that is 3 or more standard deviations below the mean on an individually administered Level C assessment instrument of intellectual functioning and has limitations of similar degree in adaptive functioning in at least two skill areas appropriate to the student's age; <i>and</i> ☐ 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; <i>and</i> ☐ 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 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:	
• A psycho-educational assessment will be used to determine a student's level of functioning and should be based on a variety of measures of intellectual ability and adaptive behaviour, as well as information from the family and, where available, other service providers. • Instruments such as the most current revision of the Vineland Adaptive Behavior Scales, The Scales of Independent Behaviour, or the Adaptive Behaviour Assessment System should be used in the assessment of an individual's adaptive behaviour. The most frequently used tests in assessing intellectual ability are the most current revisions of the Stanford-Binet and the Wechsler Intelligence scales.	