

Moderate to Profound Intellectual Disability

Level 2 Inclusive Education Funding Allocation 1701 Category C

This checklist should only be used as a supplement to Section E.2 of the Inclusive Education Services: A Manual of Policies, Procedures and Guidelines (2024).

Student's Name:

PEN:

Date:

To be eligible, the following must be met:

- 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 ($SS \leq 54$); and
- 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.

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.

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.

There is documented evidence that:

- A current IEP is in place, dated after September 30, of the previous school year.
- The IEP has individualized goals, 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 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.
- 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.

Physical Disability / Chronic Health Impairment

Level 2 Inclusive Education Funding Allocation 1701 Category D

This checklist should only be used as a supplement to Section E.7 of the [Inclusive Education Services: A Manual of Policies, Procedures and Guidelines \(2024\)](#).

Student's Name:

PEN:

Date:

To be eligible, the following must be met:

There is documentation of a medical diagnosis in **one or more** of the following areas:

- Nervous system impairment that impacts movement or mobility; **and/or**
- Musculoskeletal condition; **and/or**
- Chronic health impairment that seriously impacts students' education and achievement.

There is evidence of a medical diagnosis of:

The diagnosis has been made by:

Note: In addition to a diagnosis, a designation of a complex neurodevelopmental profile may also be made by a qualified specialist at a CDBC Network.

Assessment documentation shows that:

- This students' functioning and education is significantly affected by their physical disability or chronic health impairment; **and/or**
- The student with complex developmental behaviour conditions, including a complex neurodevelopmental profile, exhibits an array of complex needs in two or more domains which significantly impact the students' education and achievement.

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.

Students with mental illness should be reported in the behaviour category that matches their needs.

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.

For students with a complex neurodevelopmental profile, assessment documentation must address an array of complex needs and identify **two or more** of the following domains being significantly impacted:

- Social-emotional functioning (including affect regulation) *
- Communication*
- Physical functioning (gross or fine motor functioning) *
- Self-determination/independence (adaptive functioning) *
- Academic/intellectual functioning (cognition, academic achievement, memory, attention, executive functioning) *

* Cross-reference to terminology used in the CDBC Framework