

Gifted

Inclusive Education Base Funding Allocation 1701 Category P

This checklist should only be used as a supplement to Section E.4 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 indicates the student meets the criteria of exceptionally high capability with respect to:

- Intellect; **or**
- Creativity; **or**
- Skills associated with a specific discipline.

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.

As evidenced **by several (2 or more)** of the following:

- Teacher observations including anecdotal assignments, checklists, and inventories; **and/or**
- Records of student achievement including assignments, portfolios, grades, and outstanding talents, interests and accomplishments; **and/or**
- Nominations by educators, parents, peers and/or self; **and/or**
- Interview of parents and students; **and/or**
- Formal assessments to Level C of cognitive ability, achievement, aptitude and creativity, etc.

Assessment documentation shows that:

- Assessment and identification have used multiple criteria;
- Assessment has collected information from a variety of sources.

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.