

**DO NOT COPY – SAMPLE ONLY**

	<p><b><i>Mild Intellectual Disabilities</i></b></p> <p>Student base funding allocation (Revised September, 2004) <b>1701 Code K</b></p>
<p><b>To be eligible, the following must be met:</b></p>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment documentation shows the student’s intellectual functioning is 2 or more standard deviations below the mean on an individually administered Level C assessment of intellectual functioning (<math>SS \leq 69</math>); <b>and</b></li> <li><input type="checkbox"/> Assessment documentation shows there are limitations of similar degree in two or more adaptive skill areas (appropriate to the student’s age) on a norm referenced measure of adaptive behaviour.</li> </ul> <p>Note: Every instrument has measurement error of approximately 5 points, so a student may be identified with a mild intellectual disability with an overall cognitive score as high as 74 when there are significant deficits in adaptive functioning. Similarly, a student with a cognitive score below 69 but no significant impairments in two or more adaptive skill areas (appropriate to the student’s age) would not be identified.</p>	<p>There must be documentation to support that the student has been appropriately assessed and identified by the school district as meeting the criteria of the special education category.</p>
<p>There is documented evidence that ...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A current IEP is in place, dated after September 30, previous school year.</li> <li><input type="checkbox"/> The IEP has individualized goals and measurable objectives, with adaptations and or modifications where appropriate, and strategies to meet these goals.</li> <li><input type="checkbox"/> The goals correspond to the category in which the student is identified.</li> <li><input type="checkbox"/> The student is receiving special education services to address the needs identified in the assessment documentation. These services are outlined in the IEP and relate to the identified needs of the student.</li> <li><input type="checkbox"/> The student is being offered learning activities in accordance with the IEP.</li> <li><input type="checkbox"/> The IEP outlines methods for measuring progress in relation to the IEP goals.</li> <li><input type="checkbox"/> A parent was offered the opportunity to be consulted about preparation of the IEP.</li> </ul> <p>Note: Reduction in class size is not by itself a sufficient service.</p>	
<p>Refer to <i>Special Education Service: A Manual of Policies Procedures and Guidelines (2006)</i> for complete information at <a href="http://www.bced.gov.bc.ca/specialed/ppandg">www.bced.gov.bc.ca/specialed/ppandg</a></p>	
<p>Student's Name: _____ DOB: _____ Grade: ____ School: _____</p> <p>Parent/Guardian Name: _____ Ph. #: _____</p> <p>Address: _____ Postal Code: _____</p> <p>Principal's Signature: _____ School Psychologist: _____</p> <p>Case Manager: _____ Position: _____</p>	

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