

<p><b>Students Requiring Intensive Behaviour Intervention or Students with Serious Mental Illness</b></p> <p><b>Level 3 funding allocation 1701 Code H</b></p> <p>This checklist should only be used in conjunction with Section E.5 of <a href="#">Special Education Service: A Manual of Policies Procedures and Guidelines (Nov. 2010)</a></p>	<p>Student's Name _____</p> <p>PEN _____</p> <p>Date _____</p>
<p><b>To be eligible the following must be met</b></p>	
<p>Documentation includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a behavioural assessment <b>and/or</b></li> <li><input type="checkbox"/> a mental health assessment</li> </ul> <p>The behaviour or mental health assessment indicates evidence of <b>one or both</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> antisocial, extremely disruptive behaviour in most other environments and consistently/ persistently over time; <b>and/or</b></li> <li><input type="checkbox"/> severe mental illness diagnosed by a mental health professional (psychiatrist, paediatrician, physician, registered psychologist specializing in this area).</li> </ul>	<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 special education category.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Functional behavioural assessment, for example, the Behaviour Disorders Instructional Support Planning Tool, <b>and/or</b></li> <li><input type="checkbox"/> Other assessments by medical professionals or teams of professionals, <b>and/or</b></li> <li><input type="checkbox"/> Norm referenced assessment, i.e., Behaviour Assessment System for Children (BASC), Connors' Rating Scale, Achenbach Child Behavior Checklist, etc.</li> </ul>
<p>There is documented evidence that indicates...</p> <p>The behaviour</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> places student or others at serious risk <b>and/or</b></li> <li><input type="checkbox"/> interferes with his or her academic progress and that of other students.</li> </ul>	
<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 that are beyond those offered to the general student population and are proportionate to level of need.</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>	

**Students Requiring Intensive Behaviour Intervention or Students with Serious Mental Illness (Cont'd)**

**Level 3 funding allocation  
1701 Code H**

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Student's Name

PEN

Date

There is documented evidence that indicates...

- The settings in which the behaviour is persistent over time.
- The district or independent school authority has exhausted resources/ capacity to manage.
- Planning is coordinated, across-agency and community (integrated case management/ wraparound).

Documentation of services shows that...

- The services outlined in the IEP relate to the identified needs of the student.
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- There is evidence that one or more of the following special education services are provided:
  - direct intervention in the classroom to promote behavioural change or emotional support as per IEP; and/or
  - placement in a program designed to promote behaviour change/implement IEP; and/or
  - ongoing, individual social skills training and/or instruction in behaviour/ learning strategies.

Reduction in class size (or placement in an alternate program or learning environment) is not by itself a sufficient service to meet the criteria.