

Intensive Behaviour Intervention or Serious Mental Illness Level 3 Inclusive Education Funding Allocation 1701 Category H <i>This checklist should only be used as a supplement to Section E.5 of the Inclusive Education Services: A Manual of Policies, Procedures and Guidelines (2024).</i>	Student's Name:
	PEN:
	Date:
To be eligible, the following must be met:	
Documentation includes: ☐ A behavioural assessment; and/or ☐ A mental health assessment The behaviour or mental health assessment indicates evidence of one or both of the following: ☐ Antisocial, extremely disruptive behaviour in most other environments and consistently/persistently over time. ☐ Severe mental illness diagnosed by a mental health professional (psychiatrist, paediatrician, physician, registered psychologist specializing in this area).	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. This includes one or more of the following: ☐ Functional behaviour assessment (e.g., Behaviour Disorders Instructional Support Planning Tool); and/or ☐ Other assessments by medial professionals or teams of professionals; and/or ☐ Norm-referenced assessment (i.e., Behaviour Assessment System for Children (BASC), Connors' Rating Scale, Achenbach Child Behaviour Checklist)
There is documented evidence that indicates the behaviour: ☐ Places the student or others at serious risk; and/or ☐ Interferes with their academic progress and that of other students.	Integrated Child and Youth (ICY) teams provide wrap-around supports. A student supported by an ICY team is evidence of a: ▪ Co-ordinated, cross-agency community planning, such as integrated case management or "wrap-around" planning; and ▪ Planned inter-agency or services provider review process.
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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.

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/wrap-around).

Documentation of services shows that:

- ☐ The services outlined in the IEP relate to the identified needs of the student.
- ☐ There is evidence that **one or more** of the following inclusive 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/pr 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 criteria.