

<h2>Moderate Behaviour Support or Mental Illness</h2> <h3>Inclusive Education Base Funding Allocation</h3> <h3>1701 Category R</h3> <p><i>This checklist should only be used as a supplement to Section E.5 of the <u>Inclusive Education Services: A Manual of Policies, Procedures and Guidelines (2024)</u>.</i></p>		Student's Name:
		PEN:
		Date:
To be eligible, the following must be met:		
Assessment documentation from different sources provides evidence of one or more of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Aggression (of physical, emotional, or sexual nature) and/or hyperactivity; <input type="checkbox"/> Negative or undesirable internalized psychological states such as anxiety, stress related disorders, and depression; <input type="checkbox"/> Behaviours related to social problems such as delinquency, substance abuse, child abuse, or neglect; <input type="checkbox"/> Behaviours related to other diagnosed medical conditions, such as thought disorders or neurological or physiological conditions. 		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: <ul style="list-style-type: none"> <input type="checkbox"/> Functional Behaviour Assessment (e.g., the Behaviour Disorders Instructional Planning Tool); and/or <input type="checkbox"/> Other assessments by medical professionals or teams of professionals; and/or <input type="checkbox"/> Norm-referenced assessment (i.e., Behaviour Assessment System for Children (BASC), Connors' Rating Scale, Achenbach Child Behaviour Checklist).
There is documented evidence that shows: <ul style="list-style-type: none"> <input type="checkbox"/> The frequency or severity of the behaviours has a very disruptive effect. <input type="checkbox"/> Behaviour(s) are evident over an extended period, in more than one setting, and with more than one person (teachers, peers, etc.). <input type="checkbox"/> The student has not responded to support/interventions provided through usual school discipline and classroom management strategies. 		
There is documented evidence that: <ul style="list-style-type: none"> <input type="checkbox"/> A current IEP is in place, dated after September 30, of the previous school year. <input type="checkbox"/> The IEP has individualized goals, with adaptations and or modifications where appropriate, and strategies to meet these goals. <input type="checkbox"/> The goals correspond to the category in which the student is identified. <input type="checkbox"/> The services outlined in the IEP relate to the identified needs of the student. <input type="checkbox"/> 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. <input type="checkbox"/> The student is being offered learning activities in accordance with the IEP. <input type="checkbox"/> The IEP outlines methods for measuring progress in relation to the IEP goals. <input type="checkbox"/> A parent was offered the opportunity to be consulted about preparation of the IEP. <p><i>Reduction in class size is not by itself a sufficient service.</i></p>		