

LEVEL 3, Category H Intensive Behaviour Interventions or Serious Mental Illness Supplemental Funding Checklist 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</u> .	Student's Name:
	Student's Personal Education Number:
	Date:
To be eligible to be identified in this category, the following criteria must be met:	
Students requiring Intensive Behaviour Intervention are eligible to be reported in this inclusive education funding category if they exhibit: ☐ Antisocial, extremely disruptive behaviour in most environments; <i>and</i> ☐ Behaviours that are consistent/persistent over time. Students with Serious Mental Illness are eligible to be reported in this inclusive education funding category if they exhibit: ☐ Serious mental health conditions which have been diagnosed by a qualified mental health clinician (psychologist with appropriate training, psychiatrist, or physician); <i>and</i> ☐ Serious mental illnesses which manifest themselves in profound withdrawal or other negative internalizing behaviours; <i>and</i> ☐ Histories of profound problems and present as very vulnerable, fragile students who are seriously 'at risk' in the classroom and other environments without extensive support. In addition to meeting one of the conditions above, to be eligible for inclusive education funding, these behaviour disorders and or illnesses must be: ☐ Serious enough to be known to school and school district personnel and other community agencies and to warrant intensive interventions by other community agencies/service providers beyond the school; <i>and</i> ☐ A serious risk to the student or others, and/or with behaviours or conditions that significantly interfere with the student's academic progress and that of other students; <i>and</i> ☐ Beyond the normal capacity of the school to educate, provided "normal capacity" is seen to include the typical inclusive education support/interventions such as school-based counselling, moderate behaviour supports, the use of alternate settings, and other means in the school environment. There must be documentation to support 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; <i>and/or</i> ☐ Other assessments by medical professionals or teams of professionals; <i>and/or</i> ☐ Norm-referenced assessment.	

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To be eligible to be identified in this category, the following criteria must be met:	
For students requiring intensive behaviour intervention or serious mental illness, there must be one or more of the following additional services provided: ☐ Direct interventions in the classroom by a specialist teacher or supervised education assistant to promote behavioural change or provide emotional support through implementing the plan outlined in the Individual Education Plan (IEP); <i>and/or</i> ☐ Placement in a program designed to promote behavioural change and implement the IEP; <i>and/or</i> ☐ Ongoing, individually implemented social skills training; <i>and/or</i> ☐ Instruction in behavioural and learning strategies. These services may be complemented/co-ordinated with: ☐ In-depth therapy, counselling and/or support for the student or family in the community; <i>or</i> ☐ Pharmacological treatment as prescribed and monitored by a physician. In addition, the following are also required: ☐ Evidence of a co-ordinated, cross-agency community planning such as integrated case management or 'wrap-around' planning; <i>and</i> ☐ Documentation that the district has exhausted its own resources and capacity to manage within the typical range of inclusive education support/interventions; <i>and</i> ☐ Evidence of a planned inter-agency or service provider review process, in a stated time frame, recognizing that many behavioural problems will be ameliorated if the interventions are appropriate; <i>and</i> ☐ A current IEP is in place, dated after September 30 of the previous school year, that meets the requirements of an IEP, is co-ordinated with intervention/care plans developed by appropriate community service providers or agencies in consultation with the family and includes: ☐ Current behavioural and learning strengths and needs; <i>and</i> ☐ Behavioural strategies used to achieve the goals; <i>and</i> ☐ Measures for tracking student achievement of the goals. ☐ The student is being provided ongoing inclusive education service(s)¹ that are: ☐ Beyond those offered to the general student population and are proportionate to the student's level of need; <i>and</i> ☐ Outlined in the IEP and directly relate to the student's identified disabilities or diverse abilities. ¹ Please note: a reduction in class size is not by itself a sufficient service.	

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Other identification and assessment considerations:	
• To be identified in this category, the behaviours in question should not be transitory but should generalize to different settings and individuals. • The teacher's observations should be incorporated into an identification and assessment process for educational purposes, as should the assessments of other professionals. • Assessments should: ○ Analyze the student's functional behaviours in various settings and with different people who regularly are a part of their environment (functional behaviour assessment); <i>and</i> ○ Integrate information from the different aspects of a student's life; <i>and</i> ○ Focus on strengths as well as needs; <i>and</i> ○ Rule out or address other conditions which may be precipitating or contributing to the behaviour (e.g., hearing loss, learning disabilities, side-effects of medication); <i>and</i> ○ Clarify the characteristics of the behaviour disorder or mental illness; <i>and</i> ○ Address the possibility of other medical or health impairments; <i>and</i> ○ Contribute to the process of planning and evaluating the student's educational programs. • 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	