

Moderate Behaviour Support or Mental Illness

Inclusive Education Base Funding Allocation

1701 Category R

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 \(2024\)](#).

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:

- Aggression (of physical, emotional, or sexual nature) and/or hyperactivity;
- Negative or undesirable internalized psychological states such as anxiety, stress related disorders, and depression;
- Behaviours related to social problems such as delinquency, substance abuse, child abuse, or neglect;
- Behaviours related to other diagnosed medical conditions, such as thought disorders or neurological or physiological conditions.

There is documented evidence that shows:

- The frequency or severity of the behaviours has a very disruptive effect.
- Behaviour(s) are evident over an extended period, in more than one setting, and with more than one person (teachers, peers, etc.).
- The student has not responded to support/interventions provided through usual school discipline and classroom management strategies.

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., the Behaviour Disorders Instructional Planning Tool); **and/or**
- Other assessments by medical 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:

- 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.

Reduction in class size is not by itself a sufficient service.