

INCLUSIVE EDUCATION FUNDING ALLOCATION

Category Checklists

2024

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Ministry of
Education and
Child Care

Physically Dependent

Level 1 Inclusive Education Funding Allocation 1701 Category A

This checklist should only be used as a supplement to Section E.6 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 shows that the student is completely dependent on others for meeting all major daily living needs. **At all times**, the student requires assistance for each of the following:

- Feeding; and
- Dressing; and
- Toileting; and
- Mobility; and
- Personal hygiene.

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.

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.

<h2 style="margin: 0;">Deafblind</h2> <h3 style="margin: 0;">Level 1 Inclusive Education Funding Allocation 1701 Category B</h3> <p style="margin: 0;"><i>This checklist should only be used as a supplement to Section E.7 of the Inclusive Education Services: A Manual of Policies, Procedures and Guidelines (2024).</i></p>	Student's Name:
	PEN:
	Date:
To be eligible, the following must be met:	
<p>Medical documentation shows that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student's vision is impaired (from partial sight to total blindness); and <input type="checkbox"/> That the student's hearing is impaired (from moderate to profound hearing loss). 	<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 inclusive education category.</p>
<p>There is documented evidence that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The degree of impairments, when compounded, results in significant communicative, educational, vocational, and social skills difficulties. 	
<p>There is documented evidence that:</p> <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>	

Moderate to Profound Intellectual Disability

Level 2 Inclusive Education Funding Allocation 1701 Category C

This checklist should only be used as a supplement to Section E.2 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 shows the student's intellectual functioning is 3 or more standard deviations below the mean on an individually administered Level C assessment of intellectual functioning ($SS \leq 54$); and
- Assessment documentation shows there are limitations of similar degree in 2 or more adaptive skill areas (appropriate to the student's age) on a norm-referenced measure of adaptive behaviour.

Note: Every instrument has measurement error of approximately 5 points, so a student may be identified with a moderate intellectual disability with an overall cognitive score as high as 59 when there are significant deficits in adaptive functioning but would not be identified with a moderate intellectual disability if scores in two or more adaptive skill areas (appropriate to the student's age) are not at a similar level.

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.

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.

Physical Disability / Chronic Health Impairment

Level 2 Inclusive Education Funding Allocation 1701 Category D

This checklist should only be used as a supplement to Section E.7 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:

There is documentation of a medical diagnosis in **one or more** of the following areas:

- Nervous system impairment that impacts movement or mobility; **and/or**
- Musculoskeletal condition; **and/or**
- Chronic health impairment that seriously impacts students' education and achievement.

There is evidence of a medical diagnosis of:

The diagnosis has been made by:

Note: In addition to a diagnosis, a designation of a complex neurodevelopmental profile may also be made by a qualified specialist at a CDBC Network.

Assessment documentation shows that:

- This students' functioning and education is significantly affected by their physical disability or chronic health impairment; **and/or**
- The student with complex developmental behaviour conditions, including a complex neurodevelopmental profile, exhibits an array of complex needs in two or more domains which significantly impact the students' education and achievement.

Assessment documentation and other information should indicate that the extent and impact of the medical condition is such that there is a need for significant support services.

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.

Students with mental illness should be reported in the behaviour category that matches their needs.

For students with a complex neurodevelopmental profile, assessment documentation must address an array of complex needs and identify **two or more** of the following domains being significantly impacted:

- Social-emotional functioning (including affect regulation) *
- Communication*
- Physical functioning (gross or fine motor functioning) *
- Self-determination/independence (adaptive functioning) *
- Academic/intellectual functioning (cognition, academic achievement, memory, attention, executive functioning) *

* Cross-reference to terminology used in the CDBC Framework

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.

Visual Impairment

Level 2 Inclusive Education Funding Allocation 1701 Category E

This checklist should only be used as a supplement to Section E.9 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:

A documented report from an ophthalmologist, optometrist, orthoptist or the Visually Impaired Program at the BC Children's Hospital describes the student's vision impairment as **one of the following**:

- A visual acuity of 6/21 (20/70) or less in the better eye after correction; **or**
- A visual field of 20 degrees or less; **or**
- Any progressive eye disease with a prognosis of becoming one of the above within a few years; **or**
- A visual problem or related visual stamina that is not correctable that results in the student functioning as if their visual acuity is limited to 6/21 (20/70) or less.

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.

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.

A qualified teacher of the visually impaired provides the services.

Deaf or Hard of Hearing

Level 2 Inclusive Education Funding Allocation 1701 Category F

This checklist should only be used as a supplement to Section E.10 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 shows that:

- The student has a medically diagnosed significant bilateral hearing loss, a unilateral loss with significant speech/language delay, or a cochlear implant (typically documented in a report from a health professional such as an audiologist).
- Assessment information indicates that the student has substantial educational difficulty due to the hearing loss.

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.

Criteria for reporting of Unilateral Hearing Loss:

- There is an annual assessment;
- The unilateral hearing loss is moderate to profound; and
- The student has educationally significant problems directly attributable to the loss.

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.

A qualified teacher of the deaf and hard of hearing provides the services.

Autism Spectrum Disorder (ASD)

Level 2 Inclusive Education Funding Allocation 1701 Category G

This checklist should only be used as a supplement to Section E.11 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:

Documentation of a diagnosis of ASD made by appropriately qualified professionals:

- BC Autism Assessment Network (BCAAN); **or**
- A qualified B.C. Specialist (paediatrician, psychologist or psychiatrist) whose assessment and diagnosis follows the B.C. standards and guidelines for assessments (see http://www.phsa.ca/Documents/asd_standards_0318.pdf).

Note: Students who are diagnosed with any of the cluster of disabilities referred to as "pervasive development disorders" should now be identified in the ASD funding category.

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.

Documentation must meet one of the following conditions **under age 6** at the time of assessment and diagnosis:

- Diagnosis of autism from a qualified specialist **prior** to Jan. 1, 2004 (completed prior to the introduction of the new *Standards** on Jan. 1, 2004) that will, in many but not all cases, include information from various professionals of different disciplines.
- Clinical diagnoses and assessment by a qualified specialist completed **after** Jan. 1, 2004, in keeping with the new provincial *Standards**. The assessment must include and integrate information from multiple sources and various professionals from different disciplines.

Documentation must meet the following conditions for **over age six** at the time of assessment and diagnosis:

- For students over age six at the time of diagnosis, school boards must ensure that a qualified specialist conducted a clinical diagnostic assessment. The assessment should integrate information from multiple sources covering development and presenting concerns, include a mental status examination, review community records and prior assessments and include consultation with professionals from other disciplines where deemed appropriate.

Legacy provisions:

Students of any age who were identified by school boards in the Autism category in the 2005/06 school year will remain eligible for continued placement in this category, provided a previous documented diagnosis of ASD was made by an appropriately qualified professional, a current IEP remains in place and the student continues to receive ongoing special education services. Such students will remain eligible on the basis that they were identified in the autism category at or before 2005/06, consistent with Ministry of Education requirements for that school year. All students with a documented diagnosis of ASD made by a qualified professional (registered psychologist, pediatrician, neurologist or psychiatrist) prior to January 1, 2004, should be deemed eligible.

* *Standards and Guidelines for the Assessment and Diagnosis of Young Child with Autism Spectrum Disorder in British Columbia* (see <http://www.phsa.ca/HealthPro/Autism/default.htm>)

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.

Intensive Behaviour Intervention or Serious Mental Illness

Level 3 Inclusive Education Funding Allocation 1701 Category H

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:

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.

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.

Mild Intellectual Disability

Inclusive Education Base Funding Allocation 1701 Category K

This checklist should only be used as a supplement to Section E.2 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 shows:

- The student's intellectual functioning is 2 or more standard deviations below the mean on an individually administered Level C assessment of intellectual functioning ($SS \leq 70$); **and**
- There are limitations of similar degree in 2 or more adaptive skills (appropriate to the student's age) on a norm-referenced measure of adaptive behaviour.

Note: every instrument has measurement error of approximately 5 points, so a student may be identified with a mild intellectual disability with an overall cognitive score as high as 75 when there are significant deficits in adaptive functioning. Similarly, a student with a cognitive score below 70 but no significant impairments in two or more adaptive skill areas (appropriate to the student's age) would not be identified.

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.

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.

Gifted

Inclusive Education Base Funding Allocation 1701 Category P

This checklist should only be used as a supplement to Section E.4 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 indicates the student meets the criteria of exceptionally high capability with respect to:

- Intellect; **or**
- Creativity; **or**
- Skills associated with a specific discipline.

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.

As evidenced **by several (2 or more)** of the following:

- Teacher observations including anecdotal assignments, checklists, and inventories; **and/or**
- Records of student achievement including assignments, portfolios, grades, and outstanding talents, interests and accomplishments; **and/or**
- Nominations by educators, parents, peers and/or self; **and/or**
- Interview of parents and students; **and/or**
- Formal assessments to Level C of cognitive ability, achievement, aptitude and creativity, etc.

Assessment documentation shows that:

- Assessment and identification have used multiple criteria;
- Assessment has collected information from a variety of sources.

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.

Learning Disability

Inclusive Education Base Funding Allocation 1701 Category Q

This checklist should only be used as a supplement to Section E.3 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 shows:

- Persistent difficulties in the acquisition of pre-academic and/or academic skills such as recognition of letters and numbers in the early primary years or acquisition of reading, written language, and/or numeracy, despite appropriate opportunities to learn; **and**
- Average to above average cognitive ability; **and**
- Weaknesses in cognitive processing that contribute to persistent difficulties with learning.

There is documented evidence that:

- Average or above average ability demonstrated either by a cognitive assessment or by average or better performance on a norm-referenced test of achievement that measures the student's ability to reason, such as mathematical problem-solving, reading comprehension, written expression and listening comprehension. Average ability is demonstrated by scores at or above one standard deviation below the norm.
- Significant weakness exists in one or more of the cognitive processes.
- Assessments of cognitive processes must utilize norm-referenced instruments; if other forms of assessment are used, they must be accompanied by a clear rationale for why the alternate assessment is appropriate in identifying the student's processing disorder.
- Assessments indicate that the difficulties being experienced are not primarily* due to sensory impairments, lack of opportunity to learn, cultural or linguistic differences, or social/emotional/physical health issues.
- The assessment integrates information from several sources (two or more).

*Learning disabilities may coexist with other disorders such as behavioural or emotion disorders, sensory impairments, or other medical 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.

One or more academic difficulties relative to expected ability, and identified in documentation:

- Word Recognition; **and/or**
- Reading Comprehension; **and/or**
- Spelling; **and/or**
- Written Expression; **and/or**
- Mathematical Computations; **and/or**
- Problem Solving.

Various achievement instruments can be used to document difficulty.

Measures used as evidence of cognitive functioning:

- Full scale score, or other norm-referenced estimate of ability with rationale for not using full scale IQ.
- Verbal IQ or Performance IQ score.
- Test of non-verbal cognitive ability score.
- Norm-referenced test(s) or academic achievement in listening comprehension, reading comprehension, mathematics, problem-solving, or written expression.

Significant weakness in one or more cognitive processes, relative to overall functioning:

- Perception
- Memory
- Attention
- Language processing
- Visual-spatial processing
- Planning and decision making
- Phonological processing
- Processing speed
- Auditory processing

Examples of evidence of other primary sources of difficulty addressed in assessment documentation (✓as appropriate):

- Culture and language differences of the home
- Consistency of schooling and attendance
- Vision and hearing screening results
- Medical factors regarding social/emotional/physical health

Examples of documentation may include information from:

- Family about health/social/emotional status and developmental history
- Professionals about health/social/emotional status and developmental history
- Classroom teacher(s) about classroom performance
- Learning assistance/resource teacher about student performance
- Other professionals about strengths and weaknesses
- Relevant academic history

Examples of strategies:

- Intense, direct instruction
- Skill-building instruction
- Instruction in learning and compensatory strategies
- Skill-building in self-advocacy
- Adaptations to instruction and assessment
- Adaptations to learning resources, technology, etc.
- Social skills training, etc.

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.

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.