

INCLUSIVE EDUCATION FUNDING ALLOCATION

Category Checklists

2026

Inclusive Education Audit Checklist

Students should be identified according to the following general guidelines:

- The current 'categorical' system is not intended to specifically identify all medically diagnosed conditions and syndromes that may have an impact on the student's needs and educational program.
- A medical diagnosis by itself does not determine the appropriate inclusive education category or service required.
- Identifying and reporting students should involve careful determination of the nature, extent and impact of their disabling condition(s) and the nature and extent of educational interventions required.
- Students with diagnosed conditions should be identified in the educational category that best reflects the type and intensity of educational interventions documented in the Individual Education Plan (IEP).



NOTE:

If these checklists are being used to ensure that the criteria for identifying a student within an Inclusive Education category are met, each specific category checklist must be accompanied by the Individual Education Plan (IEP) Essential Elements Checklist found in this document.

Individual Education Plan Essential Elements Checklist NOTE: use with appropriate Inclusive Education Category Checklist This checklist should ONLY be used as a supplement to the <u>Inclusive Education Services: A Manual of Policies, Procedures and Guidelines</u> .	Student's Name:
	Student's Personal Education Number:
	Date:
An IEP must have one or more of the following: ☐ The goals or outcomes set for that student for that school year where they are different from the learning outcomes set out in an applicable educational program guide; <i>or</i> ☐ A list of the support services required to achieve goals established for the student; <i>or</i> ☐ A list of the adaptations to educational materials, instructional strategies or assessment methods required by the student to meet the learning outcomes established in the IEP.	
Documentation for identification of a student in Level 1, 2, 3 must include: ☐ Current Individual Education Plan (IEP) containing appropriate goals for category of student; <i>and</i> ☐ Support services outlined in the IEP related to the student's needs; <i>and</i> ☐ Evidence that a parent has been offered the opportunity to consult on the IEP; <i>and</i> ☐ Evidence of learning activities offered in accordance with the IEP; <i>and</i> ☐ Methods for measuring the student's progress.	
Other considerations: • The IEP may be brief, or it may be more detailed and complex, depending on the complexity of the student's needs. ○ For example, the IEP for a student who needs examinations with adaptations and support with notetaking can be relatively simple. ○ In contrast, a student with multiple disabilities who requires the involvement of a variety of professionals, adaptive technologies and major curricular modifications will require a much more extensive IEP.	
Requirement for Consultation: ☐ Parents/guardians must be given the opportunity to participate in the IEP planning process, and, to the extent possible, the student must also be provided with an opportunity to participate.	

LEVEL 1, Category A Physically Dependent Supplemental Funding Checklist This checklist should ONLY be used as a supplement to Section E.6 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, all the following criteria must be met:	
☐ The student completely dependent on others for meeting all major daily living needs. ☐ Assistance is always required for each of the following: ☐ Feeding ☐ Dressing ☐ Toileting ☐ Mobility ☐ Personal hygiene ☐ Without assistance or personal care support, the student would be unable to attend school. ☐ A current IEP is in place, dated after Sept 30 of the previous school year, that meets the requirements of an IEP, that also includes: ☐ The student's broad range of intellectual abilities and their specific educational, health, and personal care needs; <i>and</i> ☐ The strategies to meet the student's educational, health, and personal care needs ☐ 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. ☐ There must be documentation to support that the student has been appropriately identified by the school district or independent school authority as meeting the criteria of the inclusive education category.	
¹ Please note: a reduction in class size is not by itself a sufficient service.	
Other identification and assessment considerations:	
• Assessments should integrate current, relevant information related to a student's: ○ Intellectual ○ Social/emotional ○ Sensory ○ Physical ○ Communicative abilities ○ Ability to perform activities of daily living at school	

LEVEL 1, Category B Deafblind Supplemental Funding Checklist This checklist should ONLY be used as a supplement to Section E.7 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, all the following criteria must be met:	
☐ To be considered deafblind the student's vision and auditory impairments can range from partial sight to total blindness and from moderate to profound hearing loss. ☐ The student has a degree of visual and auditory impairment, which, when compounded, results in significant difficulties in developing communicative, educational, vocational, avocational, and social skills. ☐ A current individual education plan (IEP) is in place, dated after September 30 of the previous school year, that meets the requirements of an IEP. ☐ 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. ☐ 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.	
¹ Please note: a reduction in class size is not by itself a sufficient service.	
Other identification and assessment considerations:	
• Districts have current information that describes the sensory acuities (vision and hearing), physical development, orientation and mobility (skills and knowledge), social development, academic abilities, educational achievement, and communicative competence of students who are deafblind. • This information is obtained for students who are deafblind through a multidisciplinary assessment process.	

LEVEL 2, Category C Moderate to Profound Intellectual Disability Supplemental Funding Checklist This checklist should ONLY be used as a supplement to Section E.2 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, all of the following criteria must be met:	
☐ The student has intellectual functioning that is 3 or more standard deviations below the mean on an individually administered Level C assessment instrument of intellectual functioning and has limitations of similar degree in adaptive functioning in at least two skill areas appropriate to the student's age; <i>and</i> ☐ A current individual education plan (IEP) is in place, dated after September 30 of the previous school year, that meets the requirements of an IEP; <i>and</i> ☐ 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. ☐ There must be documentation to support that the student has been appropriately identified by the school district or independent school authority as meeting the criteria of the inclusive education category. ¹ Please note: a reduction in class size is not by itself a sufficient service.	
Other identification and assessment considerations:	
• A psycho-educational assessment will be used to determine a student's level of functioning and should be based on a variety of measures of intellectual ability and adaptive behaviour, as well as information from the family and, where available, other service providers. • Instruments such as the most current revision of the Vineland Adaptive Behavior Scales, The Scales of Independent Behaviour, or the Adaptive Behaviour Assessment System should be used in the assessment of an individual's adaptive behaviour. The most frequently used tests in assessing intellectual ability are the most current revisions of the Stanford-Binet and the Wechsler Intelligence scales.	

LEVEL 2, Category D Physical Disability or Chronic Health Impairment Supplemental Funding Checklist This checklist should ONLY be used as a supplement to Section E.8 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:	
☐ The student is considered to have a physical disability or chronic health impairment due to one or more of the following: ☐ Nervous system impairment that impacts movement or mobility; ☐ Musculoskeletal condition; ☐ Chronic health impairment that seriously impacts students' education and achievement; ☐ Complex Developmental Behavioural Condition or a CDBC confirmation of a "complex neurodevelopmental profile" ☐ A current Individual Education Plan (IEP) is in place, dated after September 30th of the previous school year, that meets the requirements of an IEP, that also includes: ☐ The student's specific health care and personal care needs and outlines specific strategies to address those needs. ☐ 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. ☐ There must be documentation to support that the student has been appropriately identified by the school district or independent school authority as meeting the criteria of the inclusive education category.	
<i>¹ Please note: a reduction in class size is not by itself a sufficient service.</i>	

LEVEL 2, Category D Physical Disability or Chronic Health Impairment Supplemental Funding Checklist	Student's Name:												
	Page 2												
To be eligible to be identified in this category, the following criteria must be met:													
☐ NOTE: For students with “complex developmental behavioural conditions” or a CDBC confirmation of a “<i>complex neurodevelopmental profile</i>”, documentation should include: ☐ An assessment report from a qualified clinician (psychiatrist, registered psychologist with specialized training, or medical professional specializing in developmental disorder) which integrates information from two or more clinicians; and ☐ The report describes a complex presentation where two or more distinct domains are functionally impaired and significantly impact the students’ education and achievement.													
<table border="1"> <thead> <tr> <th>Domain with Significant Functional Impairment</th> <th>Location of evidence to demonstrate <i>Impact to Education and Achievement</i> (e.g., Page 3 of Psychoeducational Assessment)</th> </tr> </thead> <tbody> <tr> <td> ☐ Social-emotional functioning (e.g., mental health, self-regulation, social skills, behaviour) </td> <td></td> </tr> <tr> <td> ☐ Communication (e.g., receptive language, expressive language, higher level language, social communication) </td> <td></td> </tr> <tr> <td> ☐ Physical functioning (e.g., gross motor functioning, fine motor functioning) </td> <td></td> </tr> <tr> <td> ☐ Self-determination/independence (e.g., adaptive functioning) </td> <td></td> </tr> <tr> <td> ☐ Academic/intellectual functioning (e.g., cognition, academic achievement, memory, attention, executive functioning) </td> <td></td> </tr> </tbody> </table>	Domain with Significant Functional Impairment	Location of evidence to demonstrate <i>Impact to Education and Achievement</i> (e.g., Page 3 of Psychoeducational Assessment)	☐ Social-emotional functioning (e.g., mental health, self-regulation, social skills, behaviour)		☐ Communication (e.g., receptive language, expressive language, higher level language, social communication)		☐ Physical functioning (e.g., gross motor functioning, fine motor functioning)		☐ Self-determination/independence (e.g., adaptive functioning)		☐ Academic/intellectual functioning (e.g., cognition, academic achievement, memory, attention, executive functioning)		
Domain with Significant Functional Impairment	Location of evidence to demonstrate <i>Impact to Education and Achievement</i> (e.g., Page 3 of Psychoeducational Assessment)												
☐ Social-emotional functioning (e.g., mental health, self-regulation, social skills, behaviour)													
☐ Communication (e.g., receptive language, expressive language, higher level language, social communication)													
☐ Physical functioning (e.g., gross motor functioning, fine motor functioning)													
☐ Self-determination/independence (e.g., adaptive functioning)													
☐ Academic/intellectual functioning (e.g., cognition, academic achievement, memory, attention, executive functioning)													
Other identification and assessment considerations:													
- Assessments should integrate current, relevant information related to the student’s intellectual, social/emotional, sensory, physical and communicative abilities as well as their ability to perform activities of daily living at school. - Medical diagnosis, by itself, does not determine the inclusive educational services required by a student with physical disabilities or chronic health impairments. It is the extent and impact of the physical/medical condition on the student’s functioning, and the consequent need for services which enable them to access an educational program and participate in a meaningful way, that are the determinants.													

LEVEL 2, Category E Visual Impairments Supplemental Funding Checklist This checklist should ONLY be used as a supplement to Section E.9 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:	
☐ In the opinion of an ophthalmologist, optometrist, orthoptist or the Visually Impaired Program at British Columbia's Children's Hospital the student has functioning that may be described by one of the following: ☐ A visual acuity of 6/21 (20/70) or less in the better eye after correction; <i>or</i> ☐ A visual field of 20 degrees or less; <i>or</i> ☐ Any progressive eye disease with a prognosis of becoming one of the above in the next few years; <i>or</i> ☐ A visual problem or related visual stamina that is not correctable and that results in the student functioning as if their visual acuity is limited to 6/21 (20/70) or less.	
☐ A current Individual Education Plan (IEP) in place, dated after September 30 th of the previous school year, that meets the requirements of an IEP.	
☐ The student is receiving inclusive education services that are directly related to the student's visual impairment on a regular basis from a qualified teacher of students with visual impairment (TSVI).	
☐ 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.	
☐ 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.	
<i>¹ Please note: a reduction in class size is not by itself a sufficient service.</i>	
Other identification and assessment considerations:	
• Level 2, Category E is not intended to include students described as having visual perceptual difficulties unless they also have a vision loss as described above. • A qualified teacher of the visually impaired provides the services.	

LEVEL 2, Category F Deaf or Hard of Hearing Supplemental Funding Checklist This checklist should ONLY be used as a supplement to Section E.10 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:	
☐ The student has an audiological assessment by an audiologist that affirms: ☐ A bilateral hearing loss; <i>or</i> ☐ A unilateral loss with significant speech/language delay; <i>or</i> ☐ A cochlear implant. ☐ The student has a medically diagnosed hearing loss that results in a substantial educational difficulty. ☐ A current Individual Education Plan (IEP) is in place, dated after September 30th of the previous school year, that meets the requirements of an IEP, in addition to: ☐ The student is receiving inclusive education services that are directly related to the student's hearing loss on a regular basis from a qualified teacher of the deaf and hard of hearing. ☐ The student 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. ☐ NOTE: For students with unilateral hearing loss, there must be significant hearing loss in the affected ear, and an annual assessment of impact conducted by qualified personnel must be documented. ☐ NOTE: Students with a cochlear implantation must be receiving services on a regular basis from a qualified education professional with special training. ☐ 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.	
<i>¹ Please note: a reduction in class size is not by itself a sufficient service.</i>	
Other identification and assessment considerations:	
• Students with a diagnosis of central auditory processing dysfunction are not considered for this category unless there is an additional diagnosis of peripheral hearing loss. • A student with a unilateral hearing loss should not be reported for funding unless the hearing loss is moderate to profound (the affected ear has a pure tone average loss of 50dB or greater for the frequencies 500 Hz to 4000 Hz) and there is evidence of support from a qualified education professional. • A qualified teacher of the deaf and hard of hearing provides the services.	

LEVEL 2, Category G Autism Spectrum Disorder Supplemental Funding Checklist This checklist should ONLY be used as a supplement to Section E.11 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:	
☐ Documentation of a diagnosis of Autism Spectrum Disorder (ASD)¹ made by appropriately qualified professionals: ☐ BC Autism Assessment Network (BCAAN); <i>or</i> ☐ A qualified B.C. Specialist (paediatrician, psychologist or psychiatrist) whose assessment and diagnosis follows the B.C. standards and guidelines for assessments (see Non BCAAN Assessment Checklist below). ☐ There must be evidence that the ASD adversely affects the student's educational performance. ☐ A current individual education plan (IEP) is in place, dated after September 30 of the previous school year, that meets the requirements of an IEP. ☐ The student is being provided ongoing inclusive education service(s)² 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. ☐ 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.	
¹ A copy of the original diagnostic report. ² Please note: a reduction in class size is not by itself a sufficient service.	
Other identification and assessment considerations:	
☐ For all children and youth with a documented diagnosis of ASD from another province in Canada who have moved to British Columbia, a confirmation of diagnosis by a qualified B.C. specialist should be accepted, provided the confirmation of diagnosis includes: ☐ A copy of the original assessment and diagnostic report(s). Qualified specialists include paediatricians, psychiatrists, and registered psychologists with broad experience in diagnosing children with autism and developmental disabilities. <i>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.</i>	

LEVEL 2, Category G Diagnosed Under 6 years old Autism Spectrum Disorder (ASD) NON BCAAN Assessment Checklist	Student's Name:
	Age at Diagnosis:
To be eligible to be identified in this category, the following criteria must be met:	
For students with a diagnosis of Autism Spectrum Disorder (excluding BCAAN assessments), who were under the age of six at the time of diagnosis, documentation should be reviewed to determine compliance with the B.C. Standards and Guidelines criteria:	
A. Components of the Clinical Diagnostic Assessment ☐ History from multiple sources ☐ Mental status examination ☐ Evaluation of developmental level ☐ Review of community records and prior assessments ☐ Consultation with other disciplines B. Clinical History ☐ History guided by use of a standardized ASD diagnostic interview with the primary caregiver(s) (ADI-R). ☐ Documentation of use of appropriate tool as well as details of data that the tool generated. C. Clinical Observation ☐ Administration of a standardized ASD diagnostic observation of the patient (ADOS). ☐ Documentation of use of appropriate tool as well as details of data that the tool generated. D Supplemental/Prior Assessments Required ☐ Paediatrics ☐ Psychology ☐ Speech and Language Pathology	

LEVEL 2, Category G Diagnosed Over 6 years old Autism Spectrum Disorder (ASD) NON BCAAN Assessment Checklist	Student's Name:
	Age at Diagnosis:
To be eligible to be identified in this category, the following criteria must be met:	
For students with a diagnosis of Autism Spectrum Disorder (excluding BCAAN assessments), who were over the age of six at the date of diagnosis, documentation should be reviewed to determine compliance with the following criteria:	
A. Components of the Clinical Diagnostic Assessment ☐ Mental Health Review (including history and mental status examination). ☐ Evaluation of developmental level. ☐ Review of community records and prior assessments. B. Clinical History ☐ History guided by use of a standardized ASD diagnostic interview with the primary caregivers (ADI-R). ☐ Documentation of use of appropriate tool as well as details of data that the tool generated. C. Clinical Observation ☐ Administration of a standardized ASD diagnostic observation of the patient (ADOS). ☐ Documentation of use of appropriate tool as well as details of data that the tool generated.	

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.	

LEVEL 3, Category H Intensive Behaviour Interventions or Serious Mental Illness Supplemental Funding Checklist	Student's Name:
	Page 2
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-coordinated 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.	

LEVEL 3, Category H Intensive Behaviour Interventions or Serious Mental Illness Supplemental Funding Checklist	Student's Name:
	Page 3
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	

BASIC ALLOCATION, Category K Mild Intellectual Disability Category Checklist This checklist should ONLY be used as a supplement to section E.2 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:	
☐ The student's intellectual functioning is two (2) or more standard deviations below the mean on an individually administered Level C assessment instrument of intellectual functioning; <i>and</i> ☐ The student has limitations of similar degree in adaptive functioning in at least two skill areas appropriate to the student's age. ☐ A current Individual Education Plan (IEP) is in place, dated after September 30 of the previous school year, that meets the requirements of an IEP; and ☐ 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. ☐ 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.	
¹ Please note: a reduction in class size is not by itself a sufficient service.	

BASIC ALLOCATION, Category P Gifted Category Checklist This checklist should ONLY be used as a supplement to section E.4 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:	
☐ Identification and assessment should be carried out using multiple criteria and information from a variety of sources all of which are valid components for identification. These should include 3 or more of the following: ☐ Evidence of exceptionally high capability with respect to intellect, or creativity, or the skills associated with specific disciplines; <i>and/or</i> ☐ Teacher observations including anecdotal records, checklists, and inventories; <i>and/or</i> ☐ Records of student achievement including assignments, portfolios, grades and outstanding talents, interests and accomplishments; <i>and/or</i> ☐ Nominations by educators, parents, peers and/or self; <i>and/or</i> ☐ Interview of parents and students; <i>and/or</i> ☐ Formal assessments to Level C of cognitive ability, achievement, aptitude and creativity. ☐ A current Individual Education Plan (IEP) is in place, dated after September 30 of the previous school year, that meets the requirements of an IEP. ☐ 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. ☐ 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.	
¹ Please note: a reduction in class size is not by itself a sufficient service.	

BASIC ALLOCATION, Category Q Learning Disability Category Checklist This checklist should ONLY be used as a supplement to Section E.2 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:	
Identifying learning disabilities requires multiple sources of both formal and informal assessment information. A process of systematic assessment and documentation identifies students with learning disabilities based on their: ☐ Persistent difficulty learning; <i>and</i> ☐ Average or above average cognitive ability; <i>and</i> ☐ Weaknesses in cognitive processing.	
To be identified in this category, the following conditions must be met: ☐ Documented evidence of persistent learning difficulties (e.g. Curriculum based assessment, standardized achievement tests and or portfolios of student work), <i>and</i> ☐ Assessment data that shows systematic attempts to address student's learning needs through variations in instructional approaches; <i>and</i> ☐ Level C (e.g. Psycho-Educational) Assessment that describes: ☐ Student's cognitive abilities to be average or above average; <i>and</i> ☐ Confirmed difficulties in cognitive processes related to perceiving, thinking, remembering or learning. ☐ A current individual education plan (IEP) is in place, dated after September 30 of the previous school year, that meets the requirements of an IEP ☐ 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. ☐ 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.	
¹ Please note: a reduction in class size is not by itself a sufficient service.	

BASIC ALLOCATION, Category R Moderate Behaviour Support or Mental Illness Category 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 who require Moderate Behaviour Support demonstrate one or more of the following: ☐ Behaviours such as aggression (of a physical, emotional or sexual nature) and/or hyperactivity; <i>and/or</i> ☐ Behaviours related to social problems such as delinquency, substance abuse, child abuse or neglect. ☐ Students with Mental Illness are students who have been diagnosed by a qualified mental health clinician as having a mental health disorder. Students with mental illness demonstrate one or more of the following: ☐ Negative or undesirable internalized psychological states such as anxiety, stress-related disorders, and depression; <i>and/or</i> ☐ Behaviours related to disabling conditions, such as thought disorders or neurological or physiological conditions. ☐ To be identified in the category Moderate Behaviour Support or Mental Illness, students must also meet the following criteria: ☐ The frequency or severity of the behaviours or negative internalized states have a very disruptive effect on the classroom learning environment, social relations or personal adjustment; <i>and</i> ☐ They demonstrate the above behaviour(s) or conditions over an extended period of time, in more than one setting and with more than one person; <i>and</i> ☐ They have not responded to support provided through normal school discipline and classroom management strategies.	

☐ A current Individual Education Plan (IEP) is in place, dated after September 30 of the previous school year, that meets the requirements of an IEP, in addition to:

☐ Behavioural strategies used to achieve the goals and 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; *and*

☐ Outlined in the IEP and directly relate to the student's identified disabilities or diverse abilities.

☐ 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.

