



556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8

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<p>Physical Disability / Chronic Health Impairment</p> <p>Level 2 funding allocation 1701 Code D</p> <p>This checklist should only be used in conjunction with Section E.8 of Special Education Service: A Manual of Policies Procedures and Guidelines (Nov. 2010)</p>	<p>Student's Name _____</p> <p>PEN _____</p> <p>Date _____</p>
<p>To be eligible the following must be met</p>	
<p>There is documentation of a medical diagnosis in one or more of the following areas:</p> <ul style="list-style-type: none"> <input type="checkbox"/> nervous system impairment that impacts movement or mobility; and/or <input type="checkbox"/> musculoskeletal condition; and/or <input type="checkbox"/> chronic health impairment that seriously impacts students' education and achievement. 	<p>There is evidence of a medical diagnosis of _____</p> <p>The diagnosis has been made by _____</p> <p>.....</p> <p>Note: For a diagnosis of a complex developmental behaviour condition including FASD, it must be made by either the</p> <ul style="list-style-type: none"> <input type="checkbox"/> CDBC Network, or BCAAN Network, or <input type="checkbox"/> a qualified medical specialist (pediatrician, psychiatrist, neurologist or a medical professional specializing in developmental disorders) in consultation with a multi-disciplinary team of specialists (i.e. registered psychologist, speech/language pathologist, occupational therapist, physical therapist).
<p>Assessment documentation shows that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> This student's <i>functioning and education</i> is significantly affected by his/her physical disability or chronic health impairment and/or <input type="checkbox"/> The student with complex developmental behaviour conditions, including FASD, exhibits an array of complex needs in two or more domains which significantly impact the student's education and achievement. 	<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 special education category.</p> <p>Students with mental illness should be reported in the behaviour category that matches their needs.</p> <p>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.</p> <p>For students with complex developmental behaviour conditions, assessment documentation must address an array of complex needs and identify two or more of the following domains as being significantly impacted:</p> <ul style="list-style-type: none"> <input type="checkbox"/> academic/intellectual functioning (development, learning, cognition*) <input type="checkbox"/> social-emotional functioning (behaviour, mental health, social skills, peer relations*) <input type="checkbox"/> self determination/independence (adaptive skills, safety, daily living skills*) <input type="checkbox"/> physical functioning (neuro-motor functioning, motor skills, self care*) <input type="checkbox"/> communication (receptive and expressive language, speech intelligibility/impairments*) <p>* cross-reference to terminology used in the CDBC Framework</p>



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Page 2 of 2

There is documented evidence that...

- A current IEP is in place, dated after September 30, previous school year.
- The IEP has individualized goals and measurable objectives, 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 special 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.