

<h2>Physical Disability / Chronic Health Impairment</h2> <h3>Level 2 Inclusive Education Funding Allocation 1701 Category D</h3> <p><i>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 (2024)</u>.</i></p>	Student's Name:
	PEN:
	Date:

To be eligible, the following must be met:	
<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> <hr/> <p>The diagnosis has been made by:</p> <p>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.</p>
<p>Assessment documentation shows that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> This students' functioning and education is significantly affected by their physical disability or chronic health impairment; and/or <input type="checkbox"/> 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. <p>Assessment documentation and other information should indicate that the extent and impact of the medical condition is such tat there is a need for significant support services.</p>	<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>Students with mental illness should be reported in the behaviour category that matches their needs.</p>
<p>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:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social-emotional functioning (including affect regulation) * <input type="checkbox"/> Communication* <input type="checkbox"/> Physical functioning (gross or fine motor functioning) * <input type="checkbox"/> Self-determination/independence (adaptive functioning) * <input type="checkbox"/> Academic/intellectual functioning (cognition, academic achievement, memory, attention, executive functioning) * <p>* Cross-reference to terminology used in the CDBC Framework</p>	

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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.