

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>	

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☐ 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 Impact to Education and Achievement (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 Impact to Education and Achievement (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)		
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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.													