

# The School Physician Communication Form

What educators and physicians need to know

**The purpose of the school physician communication form** is to share relevant information about a child between the child's school and physician. A diagnostic letter is not needed when using this form.

Information is provided to the Physician to inform assessment of the child. Information is provided to the school to inform the development or review of the student's Support Plans or Individual Education Plan (IEP), and to support the school district's decision regarding designation of students for supplemental funding.



**The role of the school** is to fill in the school section of the communication form including relevant information about the child collected from the school environment. The form is then given to the parent to provide to the physician.



**The role of the parent** is to ensure information included on the form is clear to support information sharing between the physician and the school setting. Parents share the Communication Form between the school and the physician.



**The role of the district** is to use the information to support decision making regarding appropriate supports and services for the child and the possible designation of the child to the Ministry of Education for supplementary funding. If the school district decides to designate a child for supplementary funding, the additional funds received by the school district are allocated across the district, based on student needs and local priorities.



**The role of the physician** to assess the child, identify any functional impacts or impairments for the child and provide a possible diagnosis (or diagnoses). The physician then completes the form. If a diagnosis is not provided, the circumstances around the lack of a diagnosis should be described.

**NOTE: It is not the role of the physician to provide a category or designation in their communication.**

## How funding is allocated by the Ministry of Education?

The Ministry of Education provides a basic allocation of funding per school age student enrolled in a school district or independent school eligible for provincial funding. The **basic allocation** includes funds to support the learning needs of students who are identified as having Mild Intellectual Disabilities, Learning Disorders, students requiring Moderate Behaviour Supports or who have Mental Health Needs, ADHD, Communication Disorders and students who are Gifted.

In addition to the basic allocation the Ministry of Education provides supplementary funding to support students with diverse needs who have been designated by the school district, recognizing the additional cost of providing supports and services to some students. A medical diagnosis alone does not ensure designation.

Supplementary funding categories include:

- Physically Dependent
- Deaf/Blind
- Moderate to Profound Intellectual Disability
- Physical Disability or Chronic Health Impairment
- Visual Impairment
- Deaf or Hard of Hearing
- Autism Spectrum Disorder
- Intensive Behaviour Interventions or Serious Mental Health Needs

For more information, visit the [Ministry of Education website](#).

Steps parents/caregivers follow to effectively collaborate on appropriate supports and services for a child within the school setting:

- 1. Have a conversation with the child's teacher.** The teacher may be able to adapt the learning environment in a new way to accommodate the student's needs.
- 2. Ask to meet with the child's School-Based Team** to review the goals of the student's IEP. The SBT will be able to inform you of what has been tried and how they expect to move forward with supports and services for the child.
- 3. Ask for a meeting with the school Principal.** The principal will be able to listen to and address concerns within the school context.
- 4. Ask for a meeting with the school district administrator** responsible for student services. Contact information for each school district is posted on the Ministry of Education website: [www.bced.gov.bc.ca/apps/imcl/imc/Web/SM.do](http://www.bced.gov.bc.ca/apps/imcl/imc/Web/SM.do). The district administrator will be able to respond to concerns in light of the legislation and reporting requirements.
- If parents continue to have on-going concerns regarding supports and services provided that significantly affect the education, health and safety of a student, parents may **appeal to their local Board of Education** (Section 11, School Act). The Office of the Superintendent in each school district will be able to provide information about this formal appeal process. In the case of independent schools, contact the governing body operating the school (authority).

## The Process: **Filling in the Form to Student Support**



School completes "school" side of communication form and shares with parent who brings to physician.



Physician completes "physician" side and the parent returns the completed form to the school



Completed form received by the school



Supports and services provided to the child are reviewed, support plan or IEP may be developed or reviewed taking into consideration the additional information provided by the physician. This step is completed in collaboration with the parent, and if appropriate, the student.



School district may choose to report the child for supplemental funding if the supports and services required meet Ministry criteria.



Funding is provided to the district or independent school by the Ministry of Education, as supplemental to the basic allocation, to allow the district to provide additional supports.



Funding is allocated by the district or independent school to the school setting. The funding is allocated by taking into consideration individual student needs and priorities district-wide.



School organizes resources received by district to support all students with diverse learning abilities.