**Level of Impact of Impairment on School Participation: Guiding Rubric**

1. Mental or physical impairment is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Major life activity impacted is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Level of impact
	1. Make an educated estimate without the effects of mitigating measures such as medication, assistive technology, reasonable accommodations or auxiliary aids/services
	2. For impairments that are episodic or in remission, make the determination for the time they are active
	3. Use the average student in the general (school) population as the frame of reference
	4. Substantial limits mean:
		1. Unable to perform a major life activity that the average person in the general population can perform; or
		2. Significantly restricted as to the condition, manner or duration under which an individual can perform a major life activity as compared to the condition, manner or duration under which the average person in the general population can perform that same major life activity.

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|  | **Academic** | **Social** | **Behavioral/Discipline** | **Attendance/Participation** | **Environments** | **Managing Health & Physical Well-Being** |
| **5****Extreme** | -Performs far below average on standardized tests-Failing grades-Never completes/turns in work-Grade retention | -Has no friends-Always alone-No relationship with adults at school-Poor self-esteem | -Multiple/frequent suspensions-In office several times a week-Alternative learning center (ALC) several times a week-Parents called more than once a week | -Participates in no school and/or classroom activities-Excessive absence-More than 10 min tardy to 4 or more classes per week | -Cannot safely and efficiently access and participate in all school environments without accommodations and supports provided by the school-Needs accommodations and support provided by staff-Lack of accommodations could result in serious injury | -Cannot manage health and physical well-being without assistance from staff-Needs assistance with self-care, mobility or medical procedures-Without assistance student is in danger-Student is unable to accurately monitor well-being |
| **4****Substantial** | -Below average on standardized tests-Failing or very low grades-Completes/turns in very little work-Grade retention or placement | -Has very few friends-Expresses feelings of loneliness-Very few relationships with adults at school-Poor self-esteem | -Frequent suspensions-In office several times a month-Detentions several times a month-ALC several times a month-Parents called monthly | -Participates in 50% of school and/or classroom activities-Frequently absent-More than 10 min tardy to 2 or more classes per week | -Needs specific accommodations provided by the school to be safe and efficient in most environments-Needs staff support to use the accommodations | -Needs significant support managing health and physical well-being-Needs assistance with self-care, mobility or medical procedures-Without assistance student is not efficient in self-care, mobility or medical procedures |
| **3****Moderate** | -Average or below on standardized tests-Poor grades-Inconsistent work completion-Grade placement or promotion | -Makes but loses friends-Trouble interacting with adults-Occasionally expresses low self-esteem | -Some suspensions-Some office referrals-Occasional detention-Occasional ALC-Parents have been called | -Participates in 75% of school and/or classroom activities-Often absent-More than 10 min tardy to at least 1 class per week | -Needs some individualized accommodations-Can access and use all accommodations independently | -Has identified time and space to tend to health and physical needs-Needs occasional support with self-care, mobility or medical procedures |
| **2****Mild** | -Average or above on standardized tests-Grades of concern-Occasionally misses school work-Grade promotion | -Would like more friends-Typical relationships with adults-Average self-esteem | -Occasional behavioral concerns-Occasional discipline actions-Parents have been called | -Occasionally misses school and/or classroom activities-Occasionally absent-Occasionally tardy | -Independently utilizes universal design accommodations (curb cut outs, elevators)-Can make adjustments independently | -Has identified time and space to tend to health and physical needs but does so independently-Student is able to accurately monitor well-being |
| **1****Negligible** | -Average or above on standardized tests-Average or above average grades-Completes/turns in most school work-Grade promotion | -Many friends-Participates in activities with others-Good relationship with adults-Good self-esteem | -Behavior type of peers | -Participates in almost all school and/or classroom activities-Average attendance-Tardy less than once a month | -Can safely and efficiently access and participate in all school settings | -Manages health and physical well-bring independently  |