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| <p>Autism Spectrum Disorder (ASD)</p> <p>Level 2 funding allocation 1701 Code G</p> <p>This checklist should only be used in conjunction with Section E.11 of <i>Special Education Service: A Manual of Policies Procedures and Guidelines (Nov. 2010)</i></p> | <p>Student's Name _____</p> <p>PEN _____</p> <p>Date _____</p> |
| <p>To be eligible the following must be met</p> | |
| <p>Documentation of a diagnosis of ASD made by appropriately qualified professionals:</p> <ul style="list-style-type: none"> • BC Autism Assessment Network (BCAAN), or • a paediatrician, psychiatrist or registered psychologist whose assessment meets Standards and Guidelines* and adopted BCAAN policy changes (Sept. 2006). <p>Note: Students who are diagnosed with any of the cluster of disabilities referred to as "pervasive development disorders" should now be identified in the ASD funding category.</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 special education category.</p> <p>Documentation must meet one of the following conditions for under age six at the time of assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Diagnosis of autism from a qualified specialist prior to Jan. 1, 2004 (completed prior to the introduction of the new <i>Standards*</i> in Jan. 1, 2004) that will, in many but not all cases, include information from various professionals of different disciplines. <input type="checkbox"/> Clinical diagnoses and assessment by a qualified specialist completed after Jan. 1, 2004 in keeping with the new provincial <i>Standards*</i>. The assessment must include and integrate information from multiple sources and various professionals from different disciplines. |
| <p>There is documented evidence that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> A current IEP is in place, dated after September 30, previous school year. <input type="checkbox"/> The IEP has individualized goals and measurable objectives, with adaptations and or modifications where appropriate, and strategies to meet these goals. <input type="checkbox"/> The goals correspond to the category in which the student is identified. <input type="checkbox"/> The services outlined in the IEP relate to the identified needs of the student. <input type="checkbox"/> 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. <input type="checkbox"/> The student is being offered learning activities in accordance with the IEP. <input type="checkbox"/> The IEP outlines methods for measuring progress in relation to the IEP goals. <input type="checkbox"/> A parent was offered the opportunity to be consulted about preparation of the IEP. <p>Reduction in class size is not by itself a sufficient service.</p> | <p>Documentation must meet the following conditions for over age six at the time of assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> For students over age six who are identified in the category for the first time, school boards must ensure that a qualified specialist conducts a clinical diagnostic assessment. The assessment must integrate information from multiple sources covering development and presenting concerns; must include a mental status examination; must review community records and prior assessments; and must include consultation with professionals from other disciplines where deemed appropriate. Standards for diagnosis and assessment of students age six and over are reflected in the Sept. 2006 BCAAN policy changes. <p>"Grandfathering" provisions:</p> <p>Students of any age who were identified by school boards in the Autism category in the 2005/06 school year will remain eligible for continued placement in this category, provided a previous documented diagnosis of ASD was made by an appropriately qualified professional, a current IEP remains in place and the student continues to receive ongoing special education services. Such students will be "grandfathered" on the basis that they were identified in the autism category at or before 2005/06, consistent with Ministry of Education requirements for that school year. All students with a documented diagnosis of ASD made by a qualified professional (registered psychologist, paediatrician, neurologist or psychiatrist) prior to January 1, 2004 should be deemed eligible.</p> <p><small>* Standards and Guidelines for the Assessment and Diagnosis of Young Child with Autism Spectrum Disorder in British Columbia http://www.phsa.ca/HealthPro/Autism/default.htm</small></p> |