

<h2 style="margin: 0;">Autism Spectrum Disorder (ASD)</h2> <h3 style="margin: 10px 0;">Level 2 Inclusive Education Funding Allocation 1701 Category G</h3> <p style="margin: 10px 0;"><i>This checklist should only be used as a supplement to Section E.11 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>Documentation of a diagnosis of ASD made by appropriately qualified professionals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> BC Autism Assessment Network (BCAAN); or <input type="checkbox"/> A qualified B.C. Specialist (paediatrician, psychologist or psychiatrist) whose assessment and diagnosis follows the B.C. standards and guidelines for assessments (see http://www.phsa.ca/Documents/asd_standards_0318.pdf). <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 inclusive education category.</p>
<p>Documentation must meet one of the following conditions under age 6 at the time of assessment and diagnosis:</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> on 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 <u>must</u> include and integrate information from multiple sources and various professionals from different disciplines. <p>Documentation must meet the following conditions for over age six at the time of assessment and diagnosis:</p> <ul style="list-style-type: none"> <input type="checkbox"/> For students over age six at the time of diagnosis, school boards must ensure that a qualified specialist conducted a clinical diagnostic assessment. The assessment should integrate information from multiple sources covering development and presenting concerns, include a mental status examination, review community records and prior assessments and include consultation with professionals from other disciplines where deemed appropriate. 	
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Legacy provisions:

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 remain eligible 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, pediatrician, neurologist or psychiatrist) prior to January 1, 2004, should be deemed eligible.

* *Standards and Guidelines for the Assessment and Diagnosis of Young Child with Autism Spectrum Disorder in British Columbia* (see <http://www.phsa.ca/HealthPro/Autism/default.htm>)

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.