

1701 IDENTIFICATION WITH MINISTRY OF EDUCATION RESOURCE FOR STUDENT PLANNING

THIS FORM IS INITIATED FROM INCLUSIVE EDUCATION SUPPORT

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Student Name:		D.O.B. [MONTH.DAY.YEAR]	
School:		Grade:	
		Date:	
		PEN:	

INITIAL each of the following for confirmation of documentation and planning process.

Criteria: Autism Spectrum Disorder (ASD)	
<i>District School Psychologist or District OT</i> District Support Teacher	<p>DOCUMENTATION OF A DIAGNOSIS OF ASD (includes PDD) 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 pediatrician, psychiatrist or registered psychologist whose assessment meets Standards and Guidelines* and adopted BCAAN policy changes (September 2006). <p>Documentation must meet the following conditions for <u>over age six at the time of assessment</u>:</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.

School Support Planning Process:	
Program Manager	<ul style="list-style-type: none"> <input type="checkbox"/> Student's Red Folder contains: <ul style="list-style-type: none"> <input type="checkbox"/> assessment document(s) <input type="checkbox"/> supporting documents pertinent for planning in: Observations, File Review, Instructional Support Planning Tool, Basic Skills Checklist <input type="checkbox"/> Current IEP <input type="checkbox"/> completed <i>Acknowledgement of Identification Form</i> <input type="checkbox"/> <i>Additional Services & Supports Checklist</i> addresses the needs identified in the assessment documentation that are beyond those offered to the general student population and are proportionate to the level of need <input type="checkbox"/> evidence of ongoing review of strategies & interventions used (e.g. RTI) <input type="checkbox"/> Documentation of regular consultation and communication with LST/SBT <input type="checkbox"/> Student's main file contains: <ul style="list-style-type: none"> <input type="checkbox"/> report card and progress reports that also indicate additional support services

Individual Education Plan:	
Program Manager	<ul style="list-style-type: none"> <input type="checkbox"/> is current and demonstrates ongoing implementation, review and revision <input type="checkbox"/> stipulates individualized goals, measurable objectives and strategies to meet these goals <input type="checkbox"/> goals corresponding to this category of support <input type="checkbox"/> includes student voice in the learning process in accordance with the current IEP <input type="checkbox"/> evidence that the parent/guardian was offered the opportunity to be consulted about the preparation of the current IEP

CONFIRMATION OF APPROPRIATE DOCUMENTATION and PROCESS FOR SUPPORT

PRINCIPAL'S SIGNATURE:

DATE:

The category for additional support has been documented on MyEdBC by Support Services. The school ensures consultation has occurred with the parent and the completed "Acknowledgement of Identification" form (<http://lartt.sd79.bc.ca>) is filed. If parent declines identification with the Ministry, please inform Inclusive Education Support to update MyEdBC. Documentation to support the evidence of impact on learning and the educational planning process is part of the student's active file.