

AUTISM

ALIEF MONTESSORI COMMUNITY SCHOOL

101815

Template update May 2020

Legal Framework: AUTISM

[Related Resources](#)

Broad Category: EVALUATION

POLICIES AND PROCEDURES

Just like all FIEs in this charter school, when Autism is suspected, each multidisciplinary team member determines the degree of evaluation needed in each area. Prior to selection evaluation instruments, the student's language proficient is considered (either informally or via formal Language Dominance evaluation). The chosen evaluation instruments must not be culturally or racially discriminatory and must be administered in accordance with standardized procedures to prevent inappropriate evaluations for certain cultural groups. A variety of evaluation instructions and strategies are used to gather relevant and developmental information about the student, including information provided by the parent. All data is reviewed, interpreted and compiled into a Full Individual Evaluation (FIE) report.

Initial Evaluation

- An initial evaluation for suspected Autism includes consideration of a student's pragmatic language skills, either via formal evaluation or informally, via consultation with the Speech Language Pathologist. Should formal evaluation be recommended by the referral committee, the eligibility condition of Speech Impairment will also be considered within the scope of the evaluation.
- The evaluation includes a psychological evaluation, conducted by the LSSP, which includes a variety of data sources to determine the student's present levels of emotional, behavioral and social functioning across settings (school, home, community). Should the referral data indicate that the student's behavior impacts their learning or the learning of others, the score of this psychological evaluation may include a Functional behavior Assessment (FBA). This FBA, conducted by the LSSP, will assist the ARDc in determining whether or not the student may benefit from the provision of Behavior Intervention Plan (BIP). Should a BIP be recommended as a result of the FBA, the LSSP will draft and propose said BIP to the ARDc.
- An initial evaluation for suspected Autism includes a variety of data sources collected for the Educational Diagnostician (Diag). The Diag will examine cognitive and academic strengths/weaknesses using measures deemed appropriate to the student's linguistic and developmental functioning. Additionally, the student's adaptive behavior strengths and weaknesses will be considered across settings (school, home, community).

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Re-Evaluation

- A re-evaluation for a student with established eligibility in Autism will include the same professional roles (multidisciplinary team members) that participate in the initial evaluation, with the addition of any other professional that provides services to the student (such as an occupational therapy provider). To determine the nature and scope of the re-evaluation, the multidisciplinary team will conduct a review of existing evaluation data and accordingly propose assessment that will assist the ARDc in making decision regarding the student's placement and programming.

STAFF RESPONSIBLE:

District Level: Special Education Director, LSSP, Diagnostician, Speech Language, Pathologist, Related Service Personnel

Campus Level: Administrators, Campus Referral Committee, Campus Special Education Representative, Teachers, Parents

TIMELINES FOR IDENTIFYING DISABILITY CONDITIONS:

- Initial evaluations guidelines
- Reevaluations guidelines

EVIDENCE OF PRACTICE:

- Forms or checklists used
- Training artifacts (sign-in sheets, agendas, etc.)
- List of qualified evaluators with appropriate licenses and certifications
- Copies of evaluations