

Legal Framework: NONCATEGORICAL EARLY CHILDHOOD

[Related Resources](#)

Broad Category: EVALUATION

POLICIES AND PROCEDURES:

Multidisciplinary Team

The trained multidisciplinary team (MDT) includes the appropriate members as outlined in the procedures for suspected Intellectual Disability, Emotional Disturbance, Specific Learning Disability, or Autism. Unless special circumstances arise, the MDT will consist of professionals from the student's campus of instruction. Special circumstances could include the need for a bilingual examiner or a temporary staff vacancy.

Evaluation Procedures

Just like all FIEs in this charter school, each multidisciplinary team member determines the degree of evaluation needed in each area. Prior to selecting evaluation instruments, the student's language proficiency is considered (either informally or via formal Language Dominance evaluation). Subsequently, 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 instruments and strategies are used to gather relevant functional 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.

Each FIE includes consideration of the student's functioning in the following areas: communication, health, motor abilities, emotional/behavioral functioning, sociological status, cognitive and adaptive behavior functioning, academic performance, and need for assistive technology. The degree to which each area is evaluated, formally or informally, will be consistent with the procedures outlined for the suspected disability condition.

Re-Evaluation

An ARDc must convene prior to the child's sixth birthday to address the suspected disability condition associated with the eligibility Noncategorical Early Childhood. As such, the campus diagnostician must initiate a re-evaluation to meet this timeline. A re-evaluation for a student with eligibility in Noncategorical Early Childhood 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 speech-language pathologist or 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 an assessment that will assist the ARDc in making decisions regarding the student's suspected disability condition, placement, and programming. Reports are run regularly under the supervision of the CSER to ensure no student who is six or older is coded as Noncategorical Early Childhood.

STAFF RESPONSIBLE:

District Level: Special Education Director, Diagnostician

Campus Level: Administrators, Campus Referral Committee, Teachers, Parents

TIMELINES FOR IDENTIFYING DISABILITY CONDITIONS:

- Child Find Process
- Legal Framework

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