

OPERATING PROCEDURES

AUTISM

Goose Creek CISD

101911

Template update May 2020

Legal Framework: AUTISM

[Related Resources](#)

Broad Category: EVALUATION

PROCEDURES:

AUTISM (AU) OR OTHER PERVASIVE DEVELOPMENTAL DISORDER

34 CFR §300.8(c) (1); 19 TAC § 89.1040(c) (1)

Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, which adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. A child who manifests the characteristics of autism after age 3 could be identified as having autism if he or she meets the other eligibility criteria. Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in 34 CFR § 300.8(c)(4).

A student who has autism is one who has been determined to meet the criteria for autism as stated in 34 CFR § 300.8(c) (1) by a multidisciplinary team. Students with pervasive developmental disorders are included under this category. Thus, the multidisciplinary team must determine that the student:

1. has a developmental disability significantly affecting verbal and nonverbal communication and social interaction; and
2. the developmental disability affecting verbal and nonverbal communication and social interaction must have an adverse effect on the child's educational performance.

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The team's written report of evaluation shall include specific recommendations for behavioral interventions and strategies.

Autism does not apply if the child's educational performance is adversely affected primarily because the child has an EMOTIONAL DISTURBANCE.

STAFF RESPONSIBLE:

District Level: Coordinator for Assessment; Initial Assessment Team

Campus Level: Campus Based Evaluators

TIMELINES FOR IDENTIFYING DISABILITY CONDITIONS:

- Initial evaluation timelines apply
- Reevaluations – REED meeting should be held no earlier than 60-75 days prior to the three-year re-evaluation due date.

EVIDENCE OF PRACTICE:

- eSped Forms
- List of qualified evaluators with appropriate licenses and certifications
- Copies of evaluations