

Rule 6A-6.03023 is substantially rewritten to read. (See Florida Administrative Code for present text.)

6A-6.03023 Exceptional Student Education Eligibility Special Programs for Students With Autism Spectrum Disorder ~~who are Autistic.~~

(1) Definition. Students with Autism Spectrum Disorder. Autism Spectrum Disorder is defined to be a range of pervasive developmental disorders that adversely affects a student's functioning and results in the need for specially designed instruction and related services. Autism Spectrum Disorder is characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction, communication, and the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe. Autism Spectrum Disorder may include Autistic Disorder, Pervasive Developmental Disorder Not Otherwise Specified, Aspergers Syndrome, or other related pervasive developmental disorders.

(2) Activities prior to referral. Prior to referral for evaluation the requirements in Rule 6A-6.0331(1)-(3), FAC., must be met.

(3) Evaluation. In addition to the procedures identified in Rule 6A-6.0331(4), FAC., the evaluation must also include the procedures identified in the district's Policies and Procedures

for the Provision of Specially Designed Instruction and Related Services for Exceptional Students as required by Rule 6A-6.03411, FAC.

(4) Criteria for eligibility. A student with Autism Spectrum Disorder is eligible for exceptional student education if all of the following criteria are met:

(a) Evidence of all of the following:

1. Uneven developmental profile as evidenced by inconsistencies across or within the domains of language, social interaction, adaptive behavior, and/or cognitive skills; and

2. Impairment in social interaction as evidenced by delayed, absent, or atypical ability to relate to people or the environment; and

3. Impairment in verbal and/or nonverbal language or social communication skills, and

4. Restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities; and

(b) The student needs special education as defined in Rule 6A-6.03411(1)(c), FAC.

(5) This rule shall become effective July 1, 2007.

Specific Authority 1001.02(1), 1003.57(1)(e) ~~229.053(1),~~  
~~230.23(4)(m), 228.041(18), (19)~~ FS. Law Implemented 1001.03,  
1003.57(1)(e), 1003.01(3), 1003.21(1), and 1011.62 ~~228.041(19),~~  
(20) ~~229.565(2)(b), (c), 230.23(4)(m)4., 232.01(1)(f),~~  
~~236.081(1)(c)~~ FS. History - New 7-2-79, Formerly 6A-6.3023,

Amended

**6A-6.03023 Special Programs for Students who are Autistic.**

(1) Autistic - one who has a disability reflected in severe disorders of communication, behavior socialization and academic skills, and whose disability was evident in the early developmental stages of childhood. The autistic child appears to suffer primarily from a pervasive impairment of cognitive and perceptual functioning, the consequences of which are manifested by limited ability to understand, communicate, learn, and participate in social relationships.

(2) Criteria for eligibility. The following criteria, consistent with the definition, shall be used to determine each student's eligibility for a special program:

(a) Evidence of onset of disorder at birth or during the first three (3) years of life;

(b) Evidence of severely delayed or absent speech and language skills;

(c) Evidence of impaired or complete lack of emotional/social relationships;

(d) Evidence of abnormal responses to stimuli which may involve any or all of the sensory modalities; and

(e) Evidence of a severe functional retardation which may be accompanied by normal or superior abilities in some areas.

(3) Procedures for student evaluation. The minimum evaluation for determining

eligibility shall include the following:

(a) Documented and dated anecdotal records for behavioral observations, if required by the district program administrator, based on criteria specified in the district procedures document;

(b) Documental evidence that a social and developmental history has been compiled directly from the parent or guardian;

(c) A comprehensive psychological evaluation conducted by a certified school psychologist, licensed psychologist or psychiatrist, which shall include an individual evaluation of intellectual ability and potential, behavioral observations, and an educational evaluation, if appropriate;

(d) A physical evaluation which will include a neurological evaluation if deemed necessary by the examining physician or psychologist;

(e) An evaluation of sensory functioning including vision and hearing; and

(f) An evaluation of speech and language development.

Specific Authority 229.053(1), 230.23(4)(m), 228.041(18), (19) FS. Law Implemented 228.041(19), (20), 229.565(2)(b), (c), 230.23(4)(m)4., 232.01(1)(f), 236.081(1)(c) FS. History-New 7-2-79, Formerly 6A-6.3023.