

Team Evaluation Summary Report And Written Prior Notice of Eligibility Determination: Speech/Language Impairment

Student _____ Date of meeting _____

School _____ Grade _____ DOB _____

Definition: Speech or language impairment means a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a student's educational performance.

☐ **All requirements of Rule II.J.11 must be documented below or attached.**

Assessment Information for Classification: Indicate evaluation (formal and informal), date, and results for each area assessed.

- Information provided by a Speech/Language Pathologist that indicates the student has an impairment in listening, reasoning, or speaking to such a degree that special education is needed:

- Team considered potential relationship of impairment to phonological processing and phonemic awareness. ☐ Yes ☐ No

- Additional assessments as determined by the team (marked N/A if team determined as not needed):

- Phonology _____
- Audiometric testing _____
- Articulation _____
- Language _____
- Voice/fluency _____
- Oral-peripheral examination _____
- Social/Behavioral _____
- Academic achievement data:
 - Language Arts _____
 - Math _____
- Other _____

- Information from Parents _____

- Is a lack of instruction in reading or math the primary factor in determining eligibility? ☐ Yes ☐ No
- Is limited English proficiency the primary factor in determining eligibility? ☐ Yes ☐ No

- Note: Orofacial Myofunctional Disorder (OMD) may be served only if there is an associated speech or language impairment.

Written Prior Notice for Eligibility Determination (Black Rules pp. 73-74)

The Procedural Safeguards under Part B of the IDEA you received previously afford you protection. You may request another copy of the Procedural Safeguards from the special education teacher. If you have any questions regarding this notice or Procedural Safeguards, contact the principal or the special education teacher at the student's school.

Based on the evaluation data, the eligibility team proposes the following action:

☐ This student has a Speech/Language Impairment as defined in the Individuals with Disabilities Education Act (IDEA), that adversely affects educational performance and requires special education and related services.

☐ This student does **not** have a Speech/Language Impairment as defined in the Individuals with Disabilities Education Act (IDEA), that adversely affects educational performance and does not require special education and related services.

The following options were considered and rejected for these reasons:

Other factors that are relevant to this eligibility classification proposal:

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Notice in Understandable Language:

Federal regulations require that parents and adult students be provided prior notice in their native language or other mode of communication each time the LEA proposes or refuses to initiate or change the identification, evaluation, or educational placement of your child/you or the provision of a free appropriate public education (FAPE) to your child/you, or upon conducting a manifestation determination.

If the native language or other mode of communication of the parent/adult student is not a written language:

☐ The notice was translated orally or by other means to the parent/adult student in his/her native language or other mode of communication on: _____ by: _____

☐ Parent/adult student verify to the translator that he/she understands the content of this notice.

Signature of Interpreter, if used

Date

Signature/Title

Date

Speech Language Pathologist Signature

Date

Parent/Adult Student Signature
(signature acknowledges receipt of copy)

Date

Signature/Title

Date

*Note: If parent/adult student signature is missing, then parent/adult student: ☐ Did not attend (document efforts to involve parent/adult student) **OR**

☐ Participated via telephone, video conference or other means **AND** ☐ Copy of this document was mailed to parent/adult student on
(date) _____