

Team Evaluation Summary Report and Written Prior Notice of Eligibility Determination: Multiple Disabilities

Student _____ Date of meeting _____

School _____ Grade _____ DOB _____

Definition: Concomitant impairments (such as intellectual disability–blindness: intellectual disability–orthopedic impairment, etc.), that affect a student's educational performance. The combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deafblindness.

All requirements of Rule II.J.7 must be documented below or attached.

Medical history from a qualified health professional is attached if specific syndromes, special health problems, medication, and long term medical prognosis are a concern.

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

1. Intellectual
ability

2. Assistive/augmentative communication and
motor systems considered and documented

3. Sensory/motor skills (the following areas must be considered; mark N/A if team determined as not needed)

- Abnormal tactile or joint sensation

- Abnormal muscle tone and movement

- Lack of integration of primitive reflexes

- Lack of balance or coordination

- Organization of sequential motor movement

- Motor skills

4. Vision and
hearing

5. Additional assessments as determined by the team (mark N/A if team determined as not needed):

- Academic skills

- Adaptive skills (must be measured and documented on standardized and/or curriculum-based assessments with input from parents and school staff)

- Language and communication

- Social functioning (such as self-help and independent living skills)

- Vocational skills (secondary)

Information from parents

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- | | | |
|--|-----|----|
| • 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 |

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 Multi-Disability, 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 Multi-Disability, 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:

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

Special Education Teacher Signature

Date

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

Date

Signature

Date

Signature

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) _____