Your School/District
Your City

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

SpEd 5h 04.08

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

- 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

The Procedural Safeguards included with this notice afford you protection. 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.

_____
Special Education Teacher Signature Date

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

_____
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)_____