

Multidisciplinary Evaluation Team MDT Report

Date of MDT: _____ (date)

School District:

Date of Notice:

Parent's Name:

Child's Name:

The evaluations consisted of procedures that were used to determine whether the child has a disability and the nature and the extent of the special education and related services that will be provided, if the child qualifies (003.17).

CHECK ALL THAT APPLY TO THIS MDT REPORT:

- This an initial Special Education verification according to 92 NAC 51 (Rule 51)
Initial verification date: _____
- The testing materials and procedures selected and administered were not racially or culturally discriminatory
- Check either A or B:
 - The MDT evaluation was completed in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally.
 - It was not feasible to complete the MDT evaluation in the child's predominant or native language or other mode of communication
Explanation:
- Materials and procedures used to assess a child with limited English proficiency were selected and administered to insure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills
- A variety of assessment tools and strategies are used to gather relevant functional, developmental and academic information about the child, including information provided by the parent, and information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities), that may assist in determining:
 - Whether the child is a child with a disability under Subsection 003.07: and
 - The content of the child's IEP
- All data information obtained from the parent was considered for the purpose of making the verification decision.
Summary of data obtained:
- Instruments used to complete the MDT evaluation have been validated for the specific purpose for which they were used.
- The assessments are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessments.
If the assessment was not conducted under standard conditions, state the description of the extent to which the assessment varied from standard conditions:
- Assessments and other evaluation materials were used for purposes for which the assessments or measures are valid and reliable.
- Tests and other evaluation materials included those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

- [] Tests were selected and administered so as best to insure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
- [] No single measure or assessment was used as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.
- [] The child was assessed in all areas related to the suspected disability, including if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
- [] The evaluation was sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.
- [] The team used technically sound instruments to assess the relative contribution of cognitive and behavioral factors in addition to physical or development factors.
- [] The team used assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child.

In interpreting evaluation data for the purpose of determining if a child is a child with a disability and the educational needs of the child, the school district or approved cooperative:

- [] Drew upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and
 - [] The information obtained from all of these sources was documented and carefully considered
- [] In making a determination of eligibility, a child shall not be determined to be a child with a disability if the determining factor is lack of appropriate instruction in reading, lack of instruction in math, or limited English proficiency.

CHECK THE APPROPRIATE LINE TO INDICATE THE VERIFICATION DECISION:

No disability verified

If no disability is verified refer student to SAT (Student Assistance Team) or problem-solving team and provide MDT information to SAT.

Refer to SAT on _____ (date)

SAT Contact Person: _____ (name)

The child has met the written verification requirements as per one or more of the following:

Autism (AU)

Behavioral Disorder (BD)

Deaf Blindness (DB)

Hearing Impairment (HI)

Mental Handicap: Fluency

Multiple Impairments (MULTI)

Orthopedic Impairment (OI)

Other Health Impairment (OHI)

Specific Learning Disabled (SLD)

Partially Sighted

Speech Language Impairment (SLI) in the area:

Language

Articulation

Voice

Traumatic Brain Injury (TBI)

Visual Impairment (VI) in the area of

Blind

Legally Blind

Developmental Delay (DD)

Primary disability:

Basis for making the determination:

Additional information required for verification of specific learning disabilities: (please attach documentation)

A. *Relevant behavior noted during observation:*

B. *Relationship of relevant behavior to the child's academic functioning:*

C. *Educationally relevant medical findings, if any:*

D. *Is there a severe discrepancy between achievement and ability?:*

E. *If yes, is the discrepancy correctable without special education?:*

F. *Summarize the effects of environmental, cultural or economic disadvantages:*

