



MULTIDISCIPLINARY EVALUATION TEAM REPORT

006.03E, 006.03F

Date of MDT Report: _____ (92 NAC 51-009.04A1, 92 NAC 51-006.05B2, 92 NAC 51-006.01B)

Child: _____ Date Consent Received: _____ (92 NAC 51-009.04A1)

Date of Referral (Birth to 3): _____ (92 NAC 51-006.01B) Child's Date of Birth: _____

Parents: _____ School District: _____

- INITIAL Identification and Verification REEVALUATION verification

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.

Check all that apply to this MDT Report

- The testing materials and procedures selected and administered were not racially or culturally discriminatory (92 NAC 51-006.02C1a)

Check either A or B:

- A. 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. (92 NAC 51-006.02C1b)
B. For infants and toddlers, tests and other evaluation materials and procedures are administered in the native language of the parent or other mode of communication, unless

It was not feasible to complete the MDT evaluation in the child's predominant or native language or other mode of communication. (92 NAC 51-006.02C1b), or the parent's native language or other mode of communication (92 NAC 51-006.02C1c) 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. (92 NAC 51-006.02C4)
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: (92 NAC 51-006.02C5)
Whether the child is a child with a disability according to 92 NAC 51 (Rule 51), and (92 NAC 51-006.02C5a)
The content of the child's IEP or IFSP (92 NAC 51-006.02C5b)
All data information obtained from the parent was considered for the purpose of making the verification decision. Summary of data considered; _____

- 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. (92 NAC 51-006.02C6)

- Assessments and other evaluation materials were used for purposes for which the assessments or measures are valid and reliable. (92 NAC 51-006.02C2)
- 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. (92 NAC 51-006.02C7)
- 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). (92 NAC 51-006.02C8)
- 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. (92 NAC 51-006.02C9)
- 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. (92 NAC 51-006.02C10)
- 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. (92 NAC 51-006.02C11)
- The team used technically sound instruments to assess the relative contribution of cognitive and behavioral factors in addition to physical or development factors. (92 NAC 51-006.02C12)
- The team used assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child. (92 NAC 51-006.02C13)
- 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: (92 NAC 51-006.02C14)
 - 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 (92 NAC 51-006.02C14a)
 - The information obtained from all of these sources was documented and carefully considered. (92 NAC 51-006.02C14b)
 - 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. (92 NAC 51-006.03C)

(For Infants and Toddlers Only)

- Evaluation and assessment for infants and toddlers are conducted in accordance with 92 NAC 51-006 of this Chapter to determine eligibility for services including determining the status of the child in each of the developmental domains.

Complete the following sections for children identified as Specific Learning Disabled (SLD)

Relevant Behavior Noted during the Observation (if any), and the relationship of the behavior to the child's academic functioning: (92 NAC 51-006.03F2d)

Educationally Relevant Medical Findings (if any): (92 NAC 51-006.03F2e)

- The child does not achieve adequately for his/her age or to meet state-approved grade level standards in accordance with 92 NAC 51-006.04K3a: *(The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematics calculation, mathematics problem solving).* (92 NAC 51-006.03F2f)
- The child does not make sufficient progress to meet age or state approved grade level standards consistent with 92 NAC 51-006.04K3b: *(The child does not make sufficient progress to meet age or State approved grade-level standards in one or more of the areas identified in 92 NAC 51-006.04K3a when using a process based on the child's response to scientific, research-based intervention; or)* (92 NAC 51-006.03F2f)
- The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state approved grade level standards or intellectual development consistent with 92 NAC 51-006.04K3b(i): *(The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the team to be relevant to the identification of a specific learning disability, using appropriate assessments consistent with 92 NAC 51-006.02)* (92 NAC 51-006.03F2f)

The determination of the team concerning the effects of a visual, hearing, or motor disability, mental handicap, behavior disorder; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level; and (92 NAC 51-006.03F2g) _____

Participation in an RtI Process: No Yes – if yes, complete the following: (92 NAC 51-006.03F2h)

- the instructional strategies used and the student-centered data collected; and there is
- documentation the child's parents were notified about: (92 NAC 51-006.03F2h);
 - ❖ district's policies regarding the amount and nature of student performance data collected and the general education services provided: (92 NAC 51-006.03F2h(1));
 - ❖ strategies used for increasing the child's rate of learning; and (92 NAC 51-006.03Fh(2));
 - ❖ that parent(s) were informed of their right to request an evaluation. (92 NAC 51-006.03F2h(3)).

Listing of Required Team Members: (92 NAC 51-006.03E2 and 006.03F3)

Name (92 NAC 51-006.03E2d and 006.03F2i)	Position/Role on MDT	I Agree	I Do Not Agree**
Parent's Name (92 NAC 51-006.03A)			
*For Nonpublic Student – Representative from the nonpublic school (92 NAC 51-006.03B)**			

* For students attending nonpublic schools, an administrator of a designated representative of the nonpublic school shall be a member of the MDT.

** Should a member(s) of the MDT not agree with the conclusion(s) of the report, they must submit a separate statement (minority report) presenting his or her conclusion(s). (92 NAC 51-006.03E3 and 006.03F3)

The parent was provided a copy of the multidisciplinary evaluation team report at no cost:

Date Sent: _____ (92 NAC 51-006.03E4 and 006.03F4)

Sent By: _____