



Exceptional Student Education

### Multidisciplinary Team Report for Students with Intellectual Disabilities

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Other ID: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Sex: \_\_\_\_\_ Race: \_\_\_\_\_ Primary Language at Home: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Parent/Guardian Address: \_\_\_\_\_

Yes  No  The measured level of intellectual functioning is **more** than two (2) standard deviations below the mean on an individually administered, standardized test of intellectual functioning.

Yes  No  The measured level of adaptive functioning is **more** than two (2) standard deviations below the mean based on the composite score or based on two (2) out of three (3) domains on a standardized test of adaptive behavior that includes parental or guardian input.

Yes  No  The level of academic or pre-academic performance on a standardized test of achievement or a standardized developmental scale is consistent with the performance that is expected of a student of comparable intellectual functioning.

Yes  No  The Social/developmental history identifies the developmental, familial, medical/health, and environmental factors impacting the student's functioning and documents the student's functional skills outside the school environment.

Yes  No  Factors such as vision, hearing, motor, or emotional/behavioral disability; cultural, environmental or economic factors; irregular patterns of attendance or high mobility rate; classroom behavior, or limited English proficiency are not primary in this determination.

Yes  No  The student demonstrates a need for special education services.

Yes  No  The student meets eligibility and placement criteria for the Intellectual Disability program.

Group member signatures: Each of the following certifies their agreement with the determination of eligibility and assurance that this determination was made in accordance with subsection (6) of Rule 6A-6.0331 and Rule 6A-6.03018.

Any group member not in agreement must submit a separate statement presenting the member's conclusion.

_____	_____	_____
<i>Parent/Guardian</i>	<i>Parent/Guardian</i>	<i>ESE Director/Designee</i>
_____	_____	_____
<i>School Psychologist</i>	<i>General Education Teacher</i>	<i>ESE Teacher</i>
_____	_____	_____
<i>Speech-Language Pathologist</i>	<i>Other: Name/Position</i>	<i>Other: Name/Position</i>