

## Team Evaluation Summary Report and Written Prior Notice of Eligibility Determination: Autism

Student \_\_\_\_\_ Date of meeting \_\_\_\_\_  
School \_\_\_\_\_ Grade \_\_\_\_\_ DOB \_\_\_\_\_

**Definition:** A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects the student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Autism does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance or an intellectual disability. A student who manifests the characteristics of autism after age 3 could be identified as having autism if the team determines that the student meets the definition of autism under Rule II.J.1. Autism may include other conditions included in the autism spectrum such as high functioning autism, Asperger syndrome, and pervasive developmental disorder not otherwise specified.

**All requirements of Rule II.J.1 must be documented below or attached**

**Medical and developmental history from qualified health professional is attached.**

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

1. Autism checklist/rating scale \_\_\_\_\_  
\_\_\_\_\_
4. Intellectual assessment \_\_\_\_\_  
\_\_\_\_\_
5. Academic assessment \_\_\_\_\_  
\_\_\_\_\_
2. Communication assessment (verbal and/or non-verbal) \_\_\_\_\_  
\_\_\_\_\_
3. Social interaction \_\_\_\_\_  
\_\_\_\_\_
4. Adaptive functioning assessment \_\_\_\_\_  
\_\_\_\_\_
5. Information from parents \_\_\_\_\_  
\_\_\_\_\_
6. Other \_\_\_\_\_
  - 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 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 data from the IEP team summary report, the eligibility team proposes the following action:

- This student has Autism, 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 Autism, 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/Title \_\_\_\_\_ Date \_\_\_\_\_

Signature/Title \_\_\_\_\_ 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) \_\_\_\_\_