# Group Evaluation Summary Report and Prior Written Notice of Eligibility Determination: Developmental Delay

(USBE Rules II.J.4.; and IV.C.)

District/School: Date of Meeting:

Student Name: DOB: Grade:

**Definition:** In a student ages three through eight, a significant delay in one or more of the following areas: physical/motor development, cognitive development, communication development, social/emotional development, or adaptive development. The delay must adversely affect the student’s educational performance.

## All Requirements of USBE Rules II.J.4. Must be Documented Below or Attached

### Areas of Suspected Delay Identified by the Group

Significant delays are defined as:

1. 1.5 standard deviations (SDs) below the mean, or at or below the seventh percentile in three areas of development.
2. 2.0 standard deviations (SDs) below the mean, or at or below the second percentile in two areas of development.
3. 2.5 standard deviations (SDs) below the mean, or at or below the first percentile in one area of development.

Indicate measurement (formal and informal), date, and results for each area assessed. Mark N/A if the group suspects no delays in an area.

Indicate whether the standard deviation or percentile requirements were met.

| **Area** | **Date** | **Measurement Tool/Method** | **Results (indicate if no delay)** | **SDs** | **Percentile** |
| --- | --- | --- | --- | --- | --- |
| Cognitive Development |  |  |  | 1.5 SDs  2.0 SDs  2.5 SDs  No delay | 7th %ile (1 of 3)  2nd %ile (1 of 2)  1st %ile (1 of 1) |
| Physical/Motor Development |  |  |  | 1.5 SDs  2.0 SDs  2.5 SDs  No delay | 7th %ile (1 of 3)  2nd %ile (1 of 2)  1st %ile (1 of 1) |
| Communication Development |  |  |  | 1.5 SDs  2.0 SDs  2.5 SDs No delay | 7th %ile (1 of 3)  2nd %ile (1 of 2)  1st %ile (1 of 1) |
| Social/Emotional Development |  |  |  | 1.5 SDs  2.0 SDs  2.5 SDs  No delay | 7th %ile (1 of 3)  2nd %ile (1 of 2)  1st %ile (1 of 1) |
| Adaptive Development |  |  |  | 1.5 SDs  2.0 SDs  2.5 SDs  No delay | 7th %ile (1 of 3)  2nd %ile (1 of 2)  1st %ile (1 of 1) |

Are the measurements above appropriate for students ages three (3) through eight (8)? Yes No

Parent input:

## Prior Written Notice of Developmental Delay Eligibility Determination

1. Did the group determine the student meets the criteria for developmental delay (USBE Rules II.J.4.b.(1))? Yes No
2. Did the group determine the developmental delay adversely affects the student’s educational performance (USBE Rules II.J.4.b.(2))? Yes No
3. Did the group determine the student requires special education and related services (USBE Rules II.J.4.b.(3))? Yes No
4. Did the group determine the student’s primary disability is developmental delay, and not one of the other disability categories? Yes No

***NOTE:*** *If the student meets the criteria of any other disability category, the student must be categorized in that specific disability.*

1. Did the group determine a lack of appropriate instruction in reading is ***not*** the primary factor in determining eligibility (USBE Rules II.I.3.a.(1))? Yes No
2. Did the group determine a lack of appropriate instruction in mathematics is ***not*** the primary factor in determining eligibility (USBE Rules II.I.3.a.(2))? Yes No
3. Did the group determine limited English proficiency is ***not*** the primary factor in determining eligibility (USBE Rules II.I.3.a.(3))? Yes No

All the above are “Yes.” The group determines the student ***is eligible*** for special education and related services under the categorical classification of developmental delay.

At least one of the above is “No.” The group team determines the student ***is not eligible*** for special education and related services under the categorical classification of developmental delay.

The following options were considered and rejected for the following reasons:

Other factors that are relevant to this eligibility proposal:

Parents and students who are adults must be provided prior written notice (PWN) in language understandable to the general public in their native language or other mode of communication before the LEA proposes or refuses to initiate or change the identification, evaluation, or educational placement of your student/you, or the provision of a free appropriate public education (FAPE) to your student/you (USBE Rules IV.C.).

The Procedural Safeguards under Part B of the Individuals with Disabilities Education Act (IDEA) afford you protection. If you do not have a copy, you may request one from the special education teacher. If you have any questions regarding this notice or the Procedural Safeguards, contact the principal/director or special education teacher.

Was a translator/interpreter provided to enable the parent(s)/student who is an adult to participate in the eligibility meeting?

No, translator/interpreter not needed

Yes (translator/interpreter should sign below as a participant)

Your native language or other mode of communication is ***not*** a written language.

**Therefore:**

The notice was translated orally or by other means in your native language or other mode of communication on[date]: by[person]: **AND**

You verified with the translator/interpreter that you understand the content of this notice.

The student is not currently enrolled in the district/charter school. Under Child Find requirements this student’s eligibility determination entitles the student to a free appropriate public education (FAPE) if the student is enrolled in an LEA. Under Utah Special Education Rules VI.B., if the student is enrolled in a nonprofit private school, the student is eligible to receive equitable services, as determined through consultation between the district and the private school. The student may also be eligible for the Carson Smith Scholarship or the Special Needs Opportunity Scholarship Program. If the student receives a scholarship, the student continues to be eligible for equitable services.

## Signatures Below Denote Participation in Eligibility Determination and Acknowledge Receipt of Copy

Special Education Professional Date Parent/Student who is an Adult Date

Signature/Title Date Signature/Title Date

Signature/Title Date Signature/Title Date

**Note:** If signature of parent or student who is an adult is missing, then parent or student who is an adult:

Did not attend (document efforts to involve); **OR**

Participated via telephone, video conference, or other means; **AND**

Copy of this document was mailed to parent/student who is an adult on[date]: