
Group Evaluation Summary Report and Prior Written Notice of Eligibility Determination: Specific Learning Disabilities – Method C: Other Alternative Research-Based Method

(USBE Rules II.J.11.; and IV.C.)

District/School:

Date of Meeting:

Student Name:

DOB:

Grade:

Definition: A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia, that affects a student’s educational performance. *Specific learning disabilities* does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional behavioral disability; or of environmental, cultural, or economic disadvantage.

All Requirements of USBE Rules II.J.11. Must be Documented on This Form or Attached

Instruction Information for Evaluation

- 1** Did the group consider data that demonstrate that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel? *(Only required for initial evaluation; use N/A for reevaluation.)* Yes No N/A
- 2** Did the group consider data-based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction which was provided to the student’s parent(s) or the student who is an adult? *(Only required for initial evaluation; use N/A for reevaluation.)* Yes No N/A
- 3** Is an observation of the student in the student’s learning environment (including the regular classroom setting) documenting the student’s academic performance and behavior in the areas of concern attached? Yes No

Date(s) of observation(s):

Summary of the relevant behavior, if any, noted during the observation of the student and the relationship of that behavior to the student’s academic functioning:

- 4** Are there educationally relevant medical findings? Yes No If yes, attach supporting data.

5 Specific Learning Disabilities Information

Document data from a variety of sources (e.g., Acadience, RISE, classroom data, common formative assessments, progress monitoring, etc.) in one or more of the following areas. Indicate whether or not the data show the student does not achieve adequately for the student’s age or to meet State-approved grade-level standards when provided with learning experiences and instruction appropriate for the student’s age or State-approved grade-level standards.

5a Area of Concern	5b Date	5c Measurement Tool/Method	5d Results	5e Do the data show the student does not achieve adequately for the student’s age or to meet State-approved grade-level standards? (Yes or No)
Oral expression				
Basic reading				
Mathematics calculation				
Listening comprehension				
Reading comprehension				
Mathematics problem-solving				
Written expression				
Reading fluency				

6 Are the student’s learning problems primarily the result of any of the following external factors?

Factor	Yes or No	Basis for Decision
A visual, hearing, or motor disability		
An intellectual disability		
An emotional-behavioral disability		

Factor	Yes or No	Basis for Decision
Cultural factors		
An environmental or economic disadvantage		
Limited English proficiency		

6a While none of the factors above may be the primary factor in determining eligibility, is there any effect of these factors on the student’s achievement level? Yes No

If yes, explain:

Areas of Assessment for Eligibility

7 The group reviewed data from multiple sources that examine the student’s progress over time (historical data) in the area(s) of concern when evidence-based instruction has been provided.

Document data reviewed:

8 Document the student’s strengths and weaknesses that are evident in both the classroom and standardized assessment results.

8a Area of Assessment	8b Measurement Tool/Method	8c Results	8d1 Strengths	8d2 Weaknesses
Classroom Assessment				
Academic Standardized Assessment				
Cognitive Processing Standardized Assessment				

9 Using standardized testing, does the student’s cognitive profile include a *normative weakness*? Yes No

- 10 Using standardized testing, does the student's cognitive profile include an *intraindividual weakness*?
 Yes No
- 11 Document the group's consideration of whether the student's cognitive profile includes **both** a normative and intraindividual weakness **that is consistent with academic classroom performance**:
- 12 Using standardized testing, does the student's cognitive profile include a *normative strength*?
 Yes No
- 13 Using standardized testing, does the student's cognitive profile include an *intraindividual strength*?
 Yes No
- 14 Document the group's consideration of whether the student's cognitive profile includes **both** a normative and intraindividual strength **that is consistent with academic classroom performance**:
- 15 Using standardized testing, does a relationship between the student's cognitive processing delays and academic deficits exist? Yes No
Basis for decision:
- 16 Identify how the relationship between the student's cognitive weakness and academic/classroom performance **has been evident over time**:
- 17 Parent Input:

Prior Written Notice of Specific Learning Disabilities Eligibility Determination

- 18 1. Using the Alternative method, did the group determine the student meets the criteria for specific learning disabilities (USBE Rules II.J.11.b.(1)(a))? Yes No
- 19 2. Did the group determine the specific learning disability adversely affects the student's educational performance (USBE Rules II.J.11.b.(4))? Yes No
- 20 3. Did the group determine the student requires special education and related services (USBE Rules II.J.11.b.(5))? Yes No

21 4. Did the group determine the specific learning disability is the student's primary disability (USBE Rules II.J.11.b.(6))? Yes No

22 5. 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

23 6. 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

- 24 All the above are "Yes." The group determines the student *is eligible* for special education and related services under the categorical classification of specific learning disabilities.
- At least one of the above is "No." The group determines the student *is not eligible* for special education and related services under the categorical classification of specific learning disabilities.

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 Signature Date

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.

Agreement with Conclusion

Signatures below certify group members' agreement with this conclusion. Dissenting group members must present a separate statement presenting their conclusions (USB E Rules II.J.11.c.(8)).

NOTE: The student's regular education teacher, or teacher qualified to teach a student of the student's age, is a required group member.

_____	_____	_____	_____
Regular Education Teacher	Date	Parent/Student who is an Adult	Date
_____	_____	_____	_____
Special Education Professional	Date	Signature/Title	Date
_____	_____	_____	_____
Signature/Title	Date	Signature/Title	Date

Signature below acknowledges receipt of copy of eligibility determination.

_____	_____
Parent/Student who is an Adult	Date