Please file this information with Section C - Verification Procedures of your Special Education Handbook.

Rule 51 was updated July 15, 2014. One of the changes to Rule 51 is in Section 006. Identification of Children with Disabilities.

**006.04D2** Developmental delay may be considered as one possible eligibility category for children age three through the school year in which the child reaches age eight.

How is this different?

- Previously, Rule 51 provided an option to school districts which allowed OPS to choose not to use the verification of Developmental Delay for students ages 5-8. Rule 51 no longer allows for the option to exclude the possibility of a Developmental Delay.

Frequently Asked Questions:

**Question:** Through what age can you consider Developmental Delay?

**Answer:** Developmental Delay may be considered as one possible eligibility category for children age birth through the school year in which the child reaches age eight.

**Question:** Does every early childhood student with a verification of Developmental Delay still need to be re-evaluated before kindergarten?

**Answer:** A student will not have to be re-evaluated before kindergarten solely for the purpose of changing the Developmental Delay verification (the team may still decide to do an evaluation).

**Question:** Can the Multidisciplinary Team recommend a verification of Developmental Delay for a student who is eight years old?

**Answer:** Yes. Students who meet verification criteria for Developmental Delay may have that verification through the school year that they turn eight. However, the team is encouraged to consider other appropriate verifications so a new MDT is not required at the end of the school year when the student no longer qualifies for Developmental Delay due to their age.

**Question:** Do you have to use the severe discrepancy model when determining which areas of Developmental Delay a student qualifies for?

**Answer:** No. A student must demonstrate at least 2.0 standard deviations below the mean in one area of development or at least 1.3 standard deviations below the mean in two areas of development using standardized testing. Assume 100 as the mean for each separate area when determining the standard deviation for each developmental area. For example, if a student has a cognitive score of 77 and a communication score of 80, they would verify with a developmental delay in both areas because a standard deviation based on a mean of 100 would be used for each area. A severe discrepancy model is not used in the same way as with the verification of Specific Learning Disability.

**Question:** Can a student verify with a Developmental Delay in the area of Communication for articulation, voice or fluency concerns?

**Answer:** No. If there are articulation, voice or fluency concerns, the student will have to meet verification criteria for a Speech Language Impairment.