

Special Education Data Standards

NV Determination of Eligibility

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Nevada Department of Education Contact (Data Steward)

Nick Easter

Description

The purpose of the Special Education Data Standards document is to give Nevada schools and districts a set of guidelines for entering data into the student information system. This document provides a series of screen shots and an explanation of the data elements required for state and federal reporting needs. Data standardization is important to ensure consistency in the data across schools in districts and across districts throughout the state

Data Standard

(Reg sites, data use, etc.)

NAC & NRS for Special Educational Programs

- [387.400-387.400](#)
- [388.001-388.655](#)
- [Ch. 395](#)
- [AB 280-56](#)
- [NRS CH 427A \(AB316\)](#)

How is data used

Data is use to meets Federal Reporting Requirements under Sec. 618 of the IDEA

- IDEA Child Count
- IDEA Exit Report
- IDEA Behavior Report
- IAES End of Year Reporting

Noted Changes for Current Year

Blank

Available ad-Hoc & Reports

Blank

Available Training

[Preschool Educational Environments](#)

- Presentation how to calculate EC Educational Environments.

[IEP Guidelines](#)

- TA document designed to assist IEP teams in developing IEPs.

[IEP Modifications, Accommodations, and Supports](#)

- TA document on Modifications, Accommodations, and Supports.

[IEP and 504 Accommodations 14-15](#)

- IEP and 504 Accommodations Form.

[Extended School Year and Special Education](#)

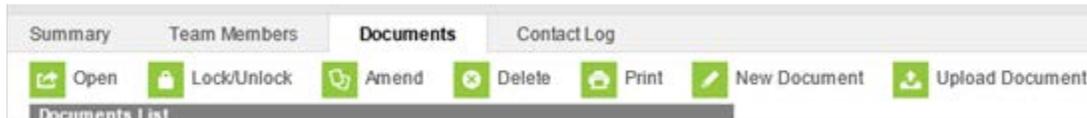
- TA document on Extended School Year and Special Education. [2014-2015 NAA Administration Manual \(pdf\)](#)
- Contains NAA Participation Guidelines

SpEd 4

NV Determination of Eligibility

Campus Path: Student Information > Special Ed > Documents Tab

Click **New Document** from the New Document Wizard



1. Check the box next to 'Create New Evaluation
2. Check the box next to NV Determination of Eligibility
3. Click the **Create Document**

Eligibility Header

A screenshot of the 'Eligibility Header' form. It includes a section for '*Evaluation Type' with checkboxes for 'Initial Evaluation', 'Transition', and 'Re-evaluation'. Below this are date fields for 'Referral Date', 'Consent Date', 'MDT Date', and '*Evaluation Date' (which contains '06/01/2015'). There is a text area for 'Reason for Referral' and a dropdown for 'Primary Language of the Home'. A 'Determined By' field is also present.

Evaluation Type

Check the box for Evaluation Type:

- Initial Evaluation
- Re-evaluation
- Transition

Referral Date

Enter the date the team met for the referral to special education.

Consent Date

Enter the date the parent signed consent for testing

MDT Date

Enter the date the team met to determine eligibility.

Evaluation Date

Enter the date the eligibility statement was signed for the primary disability.

*Note: This field populates the 3 year Re-evaluation date for the Caseload Summary Report and the Case load tool.

*Note: This should be the same date listed as the “Eligibility Date” in the Education Plan Editor of the IEP.

Reason for Referral

Primary Language of the Home

This information should be the same as in the Student Demographics Editor, and the information can be found from Census > People >First Language

Determined by

This information comes from Census > People

Student Demographics

Student Demographics			
Note: At the point the evaluation is generated, a snapshot of the student data is taken. To get a fresh copy, click the button below.			
<input type="button" value="Refresh Student Information"/>			
Last Name	First Name	Middle Name	Suffix
Gender	Birthdate	Student Address	
<i>F</i>			
Race, Ethnicity	Federal Designation	Race(s)	
Primary Language of the Child	Determined By		
<i>English</i>	<input type="text"/>		
Student English Proficiency Code			
<input type="text"/>			
Assigned School Information:			
School Name	Address	Telephone	
Student Number	Grade		
<i>384198702</i>	<i>07</i>		

Primary Language of the Child

This information comes from Census > People > First Language

Determined By

This information comes from Census > People

Student English Proficiency Code

Enter either "Not LEP" or "LEP"

Assigned School Information

Type in the School Name, Number, Address, and Telephone of the Assigned School.
If the Zoned School is other, then select "Other" in the drop down menu and type in the Other Zoned School.

Parent/Guardian Information

Guardian Information

Note: At the point the evaluation is generated, a snapshot of the student data is taken. To get a fresh copy of the guardian information, click the button below.

Parent/Guardian comes from the census system and the only people listed here are marked as guardians of the student's current household, or direct guardians to the student through the relationship.

Guardian : Mother

Name	Home Phone	Work Phone
Address	Email	

Guardian : Mother

Name	Home Phone	Work Phone
Address	Email	

Data Standards can be reviewed in the previous **Parent Demographics** section of this document [HERE](#).

Determination of Eligibility

Click "New Checklist"

<p>Evaluation Outline</p> <ul style="list-style-type: none"> Eligibility Header Student Demographics Parent/Guardian Demographics Determination of Eligibility 	<p>Determination of Eligibility</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">#</th> <th style="width: 75%;">Checklist</th> <th style="width: 10%;">Date</th> <th style="width: 10%;">Eligible</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	#	Checklist	Date	Eligible				
#	Checklist	Date	Eligible						

Eligibility Checklist

Eligibility Checklist

This form is provided to assist school district individualized education program (IEP) teams in determining if a student appropriately can be determined to have an impairment. The IEP team should complete this form to document determination of eligibility for special education services and keep it on file with the student record.

Select all disabilities that apply, in order.

***Checklist**

Eligible

***Date of Eligibility Determination**

Print in Eval

Sequence

Checklist

Select the Disability category in the drop down menu to generate the Eligibility Checklist.

*Note: The hyperlinks below will take you to screen shots of the Statements of Eligibility.

- [Autism Spectrum Disorder](#)
- [Developmental Delay](#)
- [Health Impairment](#)
- [Hearing Impairment \(Deaf/Blind\)](#)
- [Intellectual Disabilities/Multiple Impairments](#)
- [Orthopedic Impairment](#)
- [Serious Emotional Disturbance](#)
- [Specific Learning Disabilities](#)
- [Speech and Language Impairment](#)
- [Traumatic Brain Injury](#)
- [Visual Impairment](#)

Eligible

Check this box if the student was found to be Eligible for Special Education services under the Disability Category listed in the “Checklist” dropdown menu.

Date of Eligibility Determination

Enter the date the eligibility statement was signed.

Print in Eval

Check this box if you want the Statement of Eligibility to print.

Sequence

Enter the order that you want the Statement of Edibility to print.

Eligibility Criteria

Autism Spectrum Disorder

According to state regulations (NAC 388.387):

- The pupil **is not eligible** for special education under the category of autism spectrum disorder.
- The pupil **is eligible** for special education under the category of autism spectrum disorder, based on the following criteria.

THE PUPIL HAS A SPECTRUM DISORDER WHICH:

- Significantly affects the verbal and nonverbal communication and social skills of a person and is often characterized by repetitive activities and stereotyped movements, resistance to changes in environment or daily routine and responding to sensory experiences in an unusual manner;
- Is usually apparent before the age of 3 years; and
- Adversely affects the educational performance of a pupil causing significant delays or irregular patterns in learning, or both.
- The pupil's educational performance is not adversely affected primarily because the pupil has an emotional disturbance.
- The controlling factor for the pupil's eligibility is not lack of appropriate instruction in reading, including the essential components of reading instruction, or lack of appropriate instruction in math.
- The controlling factor for the student's eligibility is not limited English proficiency.
- By reason of the pupil's Autism Spectrum Disorder, the pupil needs special education and related services.
- Any decision of an eligibility team must be justified in a written report. Parents have been provided a copy of the report and any other documentation relating to the determination of the pupil's eligibility. (NAC 388.340.4)

Developmental Delay

CRITERIA FOR DEVELOPMENTAL DELAY

- The pupil is under the age of 6.
- The pupil demonstrates a delay of at least two standard deviations in one, or at least one standard deviation in two or more, of the following areas:
 - Receptive or expressive language
 - Cognitive abilities
 - Gross or fine motor function
 - Self help
 - Social or emotional condition
- The controlling factor for the student's eligibility is not the lack of appropriate instruction in reading, including the essential components of reading instruction, or lack of appropriate instruction in math.
- The controlling factor for the student's eligibility is not limited English proficiency.
- By reason of the pupil's Developmental Delay, the pupil needs special education and related services.
- Any decision of an eligibility team must be justified in a written report. Parents have been provided a copy of the report and any other documentation relating to the determination of the pupil's eligibility. (NAC 388.340.4)

Health Impairment

According to state regulations (NAC 388.402):

The pupil **is not eligible** for special education under the category of health impairment.

The pupil **is eligible** for special education under the category of health impairment, based on the following criteria.

CRITERIA FOR HEALTH IMPAIRMENT

The pupil has an impairment that limits the strength, vitality or alertness of the pupil, including, without limitation, a heightened alertness to environmental stimuli which results in limited alertness with respect to the educational environment, and which is caused by chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, childhood disintegrative disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, Rett's disorder and sickle-cell anemia.

The pupil's health impairment adversely affects the pupil's educational performance.

The controlling factor for the student's eligibility is not the lack of appropriate instruction in reading, including the essential components of reading instruction, or lack of appropriate instruction in math.

The controlling factor for the student's eligibility is not limited English proficiency.

By reason of the pupil's Health Impairment, the pupil needs special education and related services.

Any decision of an eligibility team must be justified in a written report. Parents have been provided a copy of the report and any other documentation relating to the determination of the pupil's eligibility. (NAC 388.340.4)

Hearing Impairment

CRITERIA FOR HEARING IMPAIRMENT

- The controlling factor for the student's eligibility is not the lack of appropriate instruction in reading, including the essential components of reading instruction, or lack of appropriate instruction in math.
- The controlling factor for the student's eligibility is not limited English proficiency.

DEAF

- (a) Routine auditory communication is impossible for the pupil or nearly so because of the pupil's inability to discriminate among and understand the sounds that reach the pupil;
- (b) The sense of hearing of the minor is nonfunctional for the ordinary purposes of life, whether as the result of congenital or postlingual deafness; and
- (c) The pupil has an average hearing threshold level, at 500, 1,000, and 2,000 Hz., of 92 decibels or more.

NOTE: A pupil is eligible as deaf if the pupil meets the criterion set forth in (c), notwithstanding the pupil's failure to meet the other criteria (a) and (b).

HARD OF HEARING

- (a) The pupil has the ability, if aided, to hear and understand most spoken words.
- (b) The hearing mechanism of the pupil, though defective, is sufficiently functional with or without the use of a hearing aid to allow a receptive flow of information; and
- (c) The pupil has an average hearing threshold level of 30 decibels or more.

NOTE: A pupil is eligible as hard of hearing if the pupil meets the criterion set forth in (c), notwithstanding the pupil's failure to meet the other criteria (a) and (b).

- By reason of the pupil's Hearing Impairment, the pupil needs special education and related services.

DEAF-BLINDNESS

- The pupil meets the criteria for hearing impairment above and is severely or moderately visually impaired (must complete eligibility statement for visual impairment).
- By reason of the pupil's Deaf-Blindness, the pupil needs special education and related services.
- Any decision of an eligibility team must be justified in a written report. Parents have been provided a copy of the report and any other documentation relating to the determination of the pupil's eligibility. (NAC 388.340.4)

Intellectual Disabilities/Multiple Impairments

CRITERIA FOR INTELLECTUAL DISABILITIES

The condition exists concurrently with related limitations in two or more of the following adaptive skill areas:

- Communication skills
- Self care
- Home living
- Social skills
- Use of community
- Self-direction
- Health and safety
- Functional academics
- Leisure
- Work

The condition manifested before the age of 18 years.

The condition adversely affects the educational performance of the pupil.

The controlling factor for the student's eligibility is not the lack of appropriate instruction in reading, including the essential components of reading instruction, or appropriate instruction in math.

The controlling factor for the student's eligibility is not limited English proficiency.

MILD

The measured cognitive abilities of the pupil, as determined by an acceptable individual standardized test, are at least two standard deviations below the mean score for that test;

The adaptive skills of the pupil, in comparison with those members of the pupil's chronological peer group, indicates that the pupil is experiencing difficulty; and

The academic achievement of the pupil is generally consistent with the cognitive abilities and adaptive skills of the pupil.

MODERATE

The measured cognitive abilities of the pupil, as determined by an acceptable individual standardized test, are at least three standard deviations below the mean score for that test;

The adaptive skills of the pupil, in comparison with those members of the pupil's chronological peer group, indicate that the pupil has markedly lower capabilities; and

The academic achievement and speech and language development of the pupil is generally consistent with the cognitive abilities and adaptive skills of the pupil.

SEVERE

The measured cognitive abilities of the pupil, as determined by an acceptable individual standardized test, are at least four standard deviations below the mean score for that test;

The adaptive skills of the pupil, in comparison with those members of the pupil's chronological peer group, indicate that the pupil has extensively lower capabilities; and

The developmental functioning of the pupil is generally consistent with the cognitive abilities and adaptive skills of the pupil.

Intellectual Disabilities/Multiple Impairments Continued

PROFOUND

- The measured cognitive abilities of the pupil, as determined by an acceptable individual standardized test, are at least five standard deviations below the mean score for that test;
- The adaptive skills of the pupil, in comparison with those members of the pupil's chronological peer group, indicate that the pupil has extremely limited capabilities; and
- The developmental functioning of the pupil is generally consistent with the pupil's cognitive abilities and adaptive skills.
- By reason of the pupil's Intellectual Disability, the pupil needs special education and related services.

MULTIPLE IMPAIRMENT

- The pupil meets the criteria for intellectual disabilities and any additional disabling condition other than a specific learning disability, developmental delay, or a speech and language impairment (must complete eligibility statement for additional disability).

Select the additional disabilities that the student is found eligible for must complete eligibility statement for additional disability).

- Autism Spectrum Disorder
- Serious Emotional Disturbance
- Hearing Impairment
- Vision Impairment
- Deaf-Blindness
- Health Impairment
- Orthopedic Impairment
- Traumatic Brain Injury
- By reason of the pupil's Multiple Impairment, the pupil needs special education and related services.
- Any decision of an eligibility team must be justified in a written report. Parents have been provided a copy of the report and any other documentation relating to the determination of the pupil's eligibility. (NAC 388.340.4)

Orthopedic Impairment

According to state regulations (NAC 388.400):

- The pupil **is not eligible** for special education under the category of orthopedic impairment.
- The pupil **is eligible** for special education under the category of orthopedic impairment, based on the following criteria.

CRITERIA FOR ORTHOPEDIC IMPAIRMENT

- The pupil suffers from a severe orthopedic impairment which adversely affects the pupil's educational performance.
- The pupil has one or more of the following conditions (check one or more):
 - A congenital anomaly, including, without limitation, clubfoot or the absence of a member
 - A disease, including, without limitation, bone tuberculosis or poliomyelitis
 - Any other cause, including, without limitation, cerebral palsy, an amputation, a fracture or a burn causing a contracture
- The controlling factor for the student's eligibility is not the lack of appropriate instruction in reading, including the essential components of reading instruction, or lack of appropriate instruction in math.
- The controlling factor for the student's eligibility is not limited English proficiency.
- By reason of the pupil's Orthopedic Impairment, the pupil needs special education and related services.
- Any decision of an eligibility team must be justified in a written report. Parents have been provided a copy of the report and any other documentation relating to the determination of the pupil's eligibility. (NAC 388.340.4)

Serious Emotional Disturbance

CRITERIA FOR EMOTIONAL DISTURBANCE

The pupil exhibits one or more of the following characteristics (check one or more):

- An inability to build or maintain satisfactory interpersonal relationships within the school environment, including:
 - Withdrawal and isolation of the pupil from others.
 - Efforts by the pupil to obtain negative attention from others through punishment, ostracism or excessive approval.
- Inappropriate behavior or feelings under normal circumstances, including atypical behavior such as outbursts of anger, crying or head banging, without apparent cause or reason.
- A pervasive mood of unhappiness or depression.
- Fears or a tendency to develop physical symptoms associated with personal or school problems.

These characteristics have been evident for at least 3 months.

The characteristics adversely affect the ability of the pupil to perform developmental tasks appropriate to the pupil's age within the educational environment, despite the provision of intervention strategies; or in the case of a pupil under school age, in the home, child care or preschool setting.

Special education support is required to alleviate these adverse effects.

The pupil is not eligible solely because of sensory, intellectual, or health factors; social maladjustment; or conduct disorders.

The controlling factor for the student's eligibility is not the lack of appropriate instruction in reading, including the essential components of reading instruction, or lack of appropriate instruction in math.

The controlling factor for the student's eligibility is not limited English proficiency.

By reason of the pupil's Serious Emotional Disturbance, the pupil needs special education and related services.

Any decision of an eligibility team must be justified in a written report. Parents have been provided a copy of the report and any other documentation relating to the determination of the pupil's eligibility. (NAC 388.340.4)

Specific Learning Disabilities

GENERAL CRITERIA FOR SPECIFIC LEARNING DISABILITIES BASED ON ASSESSMENT OF RESPONSE TO INTERVENTION AND/OR COMPARATIVE ANALYSIS:

- The pupil has been provided with learning experiences and instruction appropriate for the pupil's age.

- The determination that the pupil has a specific learning disability has been made based upon the results of the evaluation described in NAC 388.420. In interpreting the evaluation data, information was drawn from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the pupil's physical condition, social or cultural background, and adaptive behavior, and information from all of these sources was documented and carefully considered.

- The pupil does not achieve adequately for the pupil's age or to meet State-approved grade-level standards in one or more of the following areas (check all that apply):
 - Oral expression
 - Listening comprehension
 - Mathematical calculation
 - Mathematical problem solving
 - Written expression
 - Basic reading skill
 - Reading fluency skills
 - Reading comprehension

- Any identified underachievement is not primarily the result of a visual, hearing or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

Specific Learning Disabilities Continued

There is documented, data based evidence that any identified underachievement is not due to a lack of appropriate instruction in math or reading. This determination is based upon each of the following:

- Data that demonstrate that prior to, or as part of, the referral process, the pupil was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
- Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the pupil's progress during instruction, and which was provided to the pupil's parents.

The controlling factor for the pupil's eligibility is not lack of appropriate instruction in math.

The controlling factor for the pupil's eligibility is not lack of appropriate instruction in reading, including the essential components of reading instruction. Explicit and systematic instruction has been provided for each of the following:

- Phonemic awareness
- Phonics
- Vocabulary development
- Reading fluency, including oral reading skills
- Reading comprehension strategies

Interventions implemented in general education classrooms have not remedied any identified underachievement.

The following relevant behavior was noted during the observation of the pupil:

- None noted.
- As follows:

Relationship of any relevant behavior to the academic functioning of the pupil:

The following educationally relevant medical findings were noted:

- None noted.
- As follows:

ADDITIONAL CRITERIA FOR ELIGIBILITY

Additional Criteria for Response to Intervention

- The pupil has not made sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified above (oral expression, listening comprehension, mathematical calculation, mathematical problem solving, written expression, basic reading skill, reading fluency skills, reading comprehension) when using a process based on the child's response to scientific, research-based intervention.

- The following instructional strategies were used:

- The following student-centered data were collected:

- Any identified underachievement is not correctable without special education services.
- On the pupil's parents were notified about Nevada's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; strategies for increasing the child's rate of learning; and the parents' right to request an evaluation.

AND/OR

Additional Criteria for Comparative Analysis:

- The pupil exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.

- The pupil exhibits a severe discrepancy between achievement and intellectual ability in one or more of the areas identified above (oral expression, listening comprehension, mathematical calculation, mathematical problem solving, written expression, basic reading skill, reading fluency skills, reading comprehension).

- The severe discrepancy has been determined through the use of a statistically valid formula which takes into account the age and level of ability of the pupil, the correlation between tests of ability and achievement, and the reliability of each test used. In the case of a pupil under the age of 6 years, a discrepancy may be identified through the use of one or more tests of language concepts or academic readiness skills.

OR

- In considering the continuing existence of a severe discrepancy between achievement and intellectual ability in a reevaluation of the pupil, the determination of a severe discrepancy has been made based upon information other than the statistically valid formula.

- The severe discrepancy is not correctable without special education services.

- The severe discrepancy is corroborated by classroom-based assessment.

Additional Information (Optional):

- By reason of the pupil's Specific Learning Disability, the pupil needs special education and related services.

- Any decision of an eligibility team must be justified in a written report. Parents have been provided a copy of the report and any other documentation relating to the determination of the pupil's eligibility. (NAC 388.340.4)

Speech and Language Impairment

CRITERIA FOR SPEECH AND LANGUAGE IMPAIRMENT

PHONOLOGY OR ARTICULATION (three or more of the following conditions)

- Physiological potential to make the neuromuscular adjustments necessary for oral expression;
- The communicative ability of the pupil is interfered with by the pupil's lack of intelligibility;
- The pupil cannot adequately discriminate, imitate, or sequence sound patterns;
- The ability of the student to articulate is significantly less than that which is expected in view of the cognitive abilities and level of development of the pupil; or
- The deficit or disorder has an adverse social, emotional, or academic effect upon the pupil.

USE AND COMPREHENSION OF LANGUAGE (two or more of the following conditions)

- The ability of the pupil to comprehend language is significantly less than that which is expected in view of the cognitive abilities and level of development of the pupil;
- The use of expressive language by the pupil is significantly less than that which is expected in view of the cognitive abilities and level of development of the pupil;
- Pragmatic use of language by the pupil is inappropriate; or
- The deficit or disorder has an adverse social, emotional, or academic effect upon the pupil.

FLUENCY (two or more of the following conditions)

- The speech of the pupil is observed to be dysfluent;
- The severity of the deficit or disorder is such that it interferes with communication by the pupil; or
- The deficit or disorder has an adverse social, emotional, or academic effect upon the pupil.

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QUALITY, PITCH, OR INTENSITY OF PUPIL'S VOICE (two or more of the following conditions)

- Voice therapy is recommended by a physician or another person certified as a specialist in the identification and treatment of oral, nasal, or laryngeal anomalies;
- The severity of the deficit or disorder is such that it interferes with communication by the pupil; or
- The deficit or disorder has an adverse social, emotional, or academic effect upon the pupil.

ADDITIONAL CRITERIA

- The pupil has demonstrated the ability to profit from speech and language therapy.
- The pupil requires a program of instruction because of the nature or severity of the pupil's impairment which is not feasible in the current educational setting of the pupil because:
 - intensive remedial techniques or strategies which can only be implemented in a clinical or therapeutic setting are required to improve the communication skills of the pupil;
 - the nature of the pupil's impairment requires that the pupil receive the services of a teacher of the speech and language impaired; or
 - the pupil's impairment is of such severity or multiplicity that individual or small group management available only on a speech and language program is required.

- The pupil with limited proficiency in English is eligible for special services and programs of instruction on the same basis as other pupils if the pupil's impairment:
 - manifests itself in the pupil's native language and in English; and
 - is not attributable to the phonological system of the pupil's native language or to dialectical differences of articulation and language form between that language and English.
- The controlling factor for the student's eligibility is not the lack of appropriate instruction in reading, including the essential components of reading instruction, or appropriate instruction in math.
- The controlling factor for the student's eligibility is not limited English proficiency.
- By reason of the pupil's Speech and Language Impairment, the pupil needs special education and related services.
- Any decision of an eligibility team must be justified in a written report. Parents have been provided a copy of the report and any other documentation relating to the determination of the pupil's eligibility. (NAC 388.340.4)

Traumatic Brain Injury

CRITERIA FOR TRAUMATIC BRAIN INJURY

The pupil suffered an injury to the brain caused by an external force that resulted in the pupil's total or partial functional disability or psychosocial impairment. The injury affects (check all that apply):

- Cognitive abilities
- Speech
- Language
- Information Processing
- Memory
- Attention
- Reasoning
- Abstract thinking
- Judgment
- Problem solving abilities
- Sensory, perceptual, and motor skills abilities
- Psychosocial behavior
- Physical functions

The injury was not congenital or degenerative, and was not induced by trauma during birth.

The injury to the brain adversely affects the pupil's educational performance.

The controlling factor for the student's eligibility is not the lack of appropriate instruction in reading, including the essential components of reading instruction, or appropriate instruction in math.

The controlling factor for the student's eligibility is not limited English proficiency.

By reason of the pupil's Traumatic Brain Injury, the pupil needs special education and related services.

Any decision of an eligibility team must be justified in a written report. Parents have been provided a copy of the report and any other documentation relating to the determination of the pupil's eligibility. (NAC 388.340.4)

Visual Impairment

CRITERIA FOR VISUAL IMPAIRMENT	
<input type="checkbox"/>	The controlling factor for the student's eligibility is not the lack of appropriate instruction in reading, including the essential components of reading instruction, or appropriate instruction in math.
<input type="checkbox"/>	The controlling factor for the student's eligibility is not limited English proficiency.
SEVERE	
<input type="checkbox"/>	The visual acuity of the pupil does not exceed 20/200 in the better eye;
<input type="checkbox"/>	The vision of the pupil in the better eye is restricted to a field which subtends an arc of not more than 20 degrees; or
<input type="checkbox"/>	The pupil suffers from a progressive deterioration of the pupil's vision, the probable result of which will be one or both of the conditions described above.
MODERATE	
<input type="checkbox"/>	The visual acuity of the pupil is 20/70 or less in the better eye with the best possible correction; or
<input type="checkbox"/>	The pupil suffers from a progressive deterioration of the pupil's vision, the probable result of which will be the condition described above.
<input type="checkbox"/>	By reason of the pupil's Visual Impairment, the pupil needs special education and related services.
DEAF-BLINDNESS	
<input type="checkbox"/>	The pupil meets the criteria for visual impairment above and is deaf or hard of hearing (must complete eligibility statement for hearing impairment).
<input type="checkbox"/>	By reason of the pupil's Deaf-Blindness, the pupil needs special education and related services.
<input type="checkbox"/>	Any decision of an eligibility team must be justified in a written report. Parents have been provided a copy of the report and any other documentation relating to the determination of the pupil's eligibility. (NAC 388.340.4)