

Evaluation (Nevada)

Last Modified on 10/21/2024 8:20 am CDT

[Editor Home](#) | [General Information](#) | [Editor Types](#) | [Editor Lock Out and Release Logic](#) | [Template Banks](#) | [Text Editors](#) | [Editors](#)

Tool Search: Special Ed Documents

Evaluations are used to document the student's educational needs and the student's determination of eligibility for special education. This document describes each editor, a description of each field on the editor, and any special considerations and instructions for using the editor and fields.

An evaluation must be created whether or not the student is determined to have a disability. A copy of the evaluation summary report, including the documentation of eligibility, is given to the student’s parents by the school district.

The current format of this document is the **NV Determination of Eligibility 2023**. Evaluation formats are selected in the [Special Ed Eval Types](#) tool.

Editor Home - NV 2023 Determination of Eligibility ⓘ			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Eligibility Header	IN PROGRESS	System Administrator 5/15/23 10:22 AM	>
Enrollment Information	IN PROGRESS	System Administrator 5/15/23 10:24 AM	>
Student Information	IN PROGRESS	System Administrator 5/15/23 10:26 AM	>
Parent/Guardian Information	IN PROGRESS	System Administrator 5/15/23 10:30 AM	>
Determination of Eligibility	IN PROGRESS	System Administrator 5/15/23 10:35 AM	>

Editor Home

Editor Home

The Editor Home lists the editors available, their status, and Modification and Completion information.

Header	Description
Name	The name of the editor.

Header	Description
Status	<p>The state of the editor. Statuses can be:</p> <ul style="list-style-type: none"> • In Progress indicates a user has entered and saved data in that editor. • Not Started is the default status for all editors. • Complete indicates a user has clicked the Complete button on the editor, and the editor is read-only. This does not lock the editor from further editing but indicates the user considers the editor finished. • Not Needed indicates a user has clicked the Not Needed button on the editor. This is usually done for editors that do not apply to the student. <p>The following statuses are only available for certain state-specific documents:</p> <ul style="list-style-type: none"> • ESign indicates that the editor has functionality related to the eSignature process. See the Nevada Individual Education Plan eSignature Process or Delaware Special Ed Plan eSignature Process articles for additional information. • Complete Pending eSignature indicates the plan has been entered and sent via the Campus Parent portal to the student's guardian for eSignature.
Modified By	The date and the user by whom the editor was last edited.
Completed By	The date and the user who clicked the Complete button for that editor.

General Information

The following table lists the actions available for the editors. When resizing the window, certain buttons are condensed into a single **Action** button.

Button	Description
Save	<p>Different editors have different save options. Click the arrow next to the Save & Stay button to view all saving options for any given editor.</p> <ul style="list-style-type: none"> • Save captures progress and navigates the user to the Editor Home or to the List Screen for List editors. See the Editor Types section for additional information. • Save & Stay captures progress and keeps the user on the current editor. This save button is the default save option and is usually found within the detail screen or list editors, such as Goals and Objectives. • Save & Next captures progress and navigates the user to the next editor. • Save & New captures progress and creates a new record. This save button is usually found within the detail screen of a list editor, such as Goals and Objectives. See the Editor Type section for additional information.

Button	Description
Refresh	<p>Retrieves a new copy of data from the student's record. This includes enrollment, student, parent/guardian, and team member information. This also returns any accidentally deleted records. Manually entered fields do not change when the refresh button is clicked. The user must Save after clicking Refresh to capture changes.</p> <p>A side panel displays a listing of all the student's applicable enrollment records. See the Enrollments tool documentation for additional information.</p>
Cancel	Navigates the user to the Editor Home screen or the List Screen for List editors.
Status	<p>Changes the status of the editor.</p> <ul style="list-style-type: none"> • Complete indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. The user must click In Progress to further edit after an editor is marked Complete. • Not Needed indicates the editor does not apply to the student's plan or evaluation. This makes the editor read-only. However, this does not lock the editor from further editing. Click the In Progress button to further edit after an editor is marked Not Needed. • In Progress only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made. <p>The following status is only available for the Nevada IEP:</p> <ul style="list-style-type: none"> • Complete Pending eSignature only displays for the Procedural Safeguards, IEP Implementation, and Medicaid Consent editors. This button marks the editor as complete until the parent/guardian electronically signs those sections of the plan via the Campus Parent Portal. See the Nevada Individual Education Plan eSignature Process or Delaware Special Ed Plan eSignature Process articles for additional information.
Print	Prints the entire document.
Editors	Opens a side panel listing all the available editors and their status. Select an editor from this list to navigate to that editor or click Close to collapse the side panel.
Previous	Navigates the user to the previous editor.
Next	Navigates the user to the next editor.

Editor Types

There are two types of editors available: List or Basic editors. When navigating to a Basic editor, the list of fields within the editor is displayed. List editors display a list of all records within that editor. Clicking an existing record or the **New** button opens the detail view for an individual record.

Editor Lock Out and Release Logic

Only one user at a time can actively work on an editor. A person with a padlock icon () displays in the Editors side panel, Editor Home, and List Screen of list editors indicating which editors currently have users working on them. Hovering over the icon displays the name of the user who has checked out the editor, including the current user (you).

Editors that are currently being edited are read-only for all other users. The name of the person working on the editor displays in the header.

To release an editor, the user must:

- navigate to the next editor by clicking **Save and Next** or the **Editors** button and selecting the next editor from the side panel.
- click the **Cancel** button to return to the Editor Home screen.
- log out of the Campus application.
- navigate to a different tool in the Campus application.

Editors are automatically released when the in-application timeout limit has been exceeded. This is a back-end process and is usually around 30-60 minutes.

Template Banks

Certain fields within several editors have an **Add Template** icon that displays next to their name. Clicking this button displays a side panel with the available library of predetermined text for that field. [Template Banks](#) are managed in System Administration.

Transition Goals and Services: Postsecondary

Sequence Number: 1

Area*: Postsecondary Education and Training Goal

Goal: Add Template

Reading Goal

Courses of Study: Add Template

Save & Stay | Cancel

Template Banks

Categories	Sequence	Selected Template Bank Values
+ Course of Study English (4 Templates)		No records selected.
+ Course of Study Math (4 Templates)		

Insert Selected Template(s) | Clear Selected Template(s) | Cancel

Template Bank Side Panel

Click the plus (+) icons next to the category to view the available template values.

Template Banks

Categories	Sequence	Selected Template Bank Values										
- Course of Study English (4 Templates) <table border="1"> <thead> <tr> <th>Add</th> <th>Templates</th> </tr> </thead> <tbody> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 10 Grade 10: English 200</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 11 Grade 11: English 300</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 12 Grade 12: English 400</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 9 Grade 9: English 100</td> </tr> </tbody> </table>	Add	Templates	<input type="button" value="Add"/>	Course of Study 10 Grade 10: English 200	<input type="button" value="Add"/>	Course of Study 11 Grade 11: English 300	<input type="button" value="Add"/>	Course of Study 12 Grade 12: English 400	<input type="button" value="Add"/>	Course of Study 9 Grade 9: English 100	1 <input type="button" value="▲"/> <input type="button" value="▼"/>	Course of Study 9 <input type="button" value="X"/> Grade 9: English 100
Add	Templates											
<input type="button" value="Add"/>	Course of Study 10 Grade 10: English 200											
<input type="button" value="Add"/>	Course of Study 11 Grade 11: English 300											
<input type="button" value="Add"/>	Course of Study 12 Grade 12: English 400											
<input type="button" value="Add"/>	Course of Study 9 Grade 9: English 100											
	2 <input type="button" value="▲"/> <input type="button" value="▼"/>	Course of Study 10 <input type="button" value="X"/> Grade 10: English 200										
	3 <input type="button" value="▲"/> <input type="button" value="▼"/>	Course of Study 11 <input type="button" value="X"/> Grade 11: English 300										
	4 <input type="button" value="▲"/> <input type="button" value="▼"/>	Course of Study 12 <input type="button" value="X"/> Grade 12: English 400										
+ Course of Study Math (4 Templates)												

Expanded Category and Values Selected

Template Bank Categories display on the left and the selected text displays on the right. Click the **Add** button to add the template value. This adds the template to the queue of values on the right. The red **X** removes selected templates while the sequence field can be used to reorder the templates. Another option is to use the up and down arrows next to the sequence field to reorder values.

Click **Cancel** to go back to the document. The **Clear Selected Template(s)** button removes all selected template values from the right selection screen.

Once selections are finalized, click the **Insert Selected Template(s)** button to add the values to the field within the document in the selected order. Template values are separated by carriage returns.

Courses of Study:

Grade 9: English 100

Grade 10: English 200

Grade 11: English 300

Grade 12: English 400

Example Template Bank Selections in the Document

Text Editors

Images should not be inserted into text fields.

Editors

[Eligibility Header](#) | [Enrollment Information](#) | [Student Information](#) | [Parent/Guardian Information](#) | [Determination of Eligibility](#)

The following section lists each editor and describes each field on the editor.

Eligibility Header

The Eligibility Header editor is used to define the Evaluation type and corresponding dates.

This editor must be saved before entering data into other editors.

Eligibility Header IN PROGRESS
Editor 1 of 5

Evaluation Type*

Initial Evaluation
 Re-evaluation

Referral Date

Consent Date

Evaluation Date*

3-Yr Re-Evaluation Date*

Reason for Referral

Example reason

Eligibility Header Editor

▶ [Click here to expand...](#)

Field	Description	Validation
Evaluation Type <i>Required</i>	The type of evaluation. Options include: <ul style="list-style-type: none"> Initial Evaluation Re-evaluation 	N/A
Referral Date	The date of referral.	N/A
Consent Date	The date consent was received for the evaluation.	N/A

Field	Description	Validation
Evaluation Date <i>Required</i>	The date of the evaluation.	This field auto-populates with the current date, but can be modified.
3-Yr Re-Evaluation Date <i>Required</i>	The date of the re-evaluation.	This field auto-populates to 3 years from the Evaluation Date, but can be modified.
Reason for Referral	The reason the student was referred for an evaluation.	N/A

[^ Back to Top](#)

Enrollment Information

The Enrollment Information editor displays information concerning the student's grade level and school of attendance.

This editor is read-only.

Enrollment Information IN PROGRESS
Editor 2 of 5

Click Refresh to retrieve a new copy of data from a selected Enrollment record.

Grade
10

School Name
Douglas High School

School Address
[Redacted] NV 89423

School Phone
[Redacted]

Enrollment Information Editor

[▶ Click here to expand...](#)

Field	Description	Database/UI Location (when Refresh is clicked)
Grade	The student's grade.	Student Information > General > Enrollments > Grade enrollment.grade

Field	Description	Database/UI Location (when Refresh is clicked)
School Name	The student's assigned school name.	System Administration > Resources > School > School > School Detail > Name school.name
School Address	The address of the school.	System Administration > Resources > School > School > School Detail > State School Number school.number
School Phone	The phone number of the school.	System Administration > Resources > School > School > School Detail > Phone school.phone

[^ Back to Top](#)

Student Information

The Student Information editor populates information about the student such as demographic data, address and school information.

The **Refresh** button retrieves a fresh copy of data from the student's record. See the [General Information](#) section for additional information.

All fields on this editor are read-only EXCEPT Zoned School and Other Zoned School.

Student Information Editor 3 of 5

When an Evaluation is generated, a snapshot of the student's information is taken from Census. Click Refresh to retrieve a new copy of data.

Last Name [Redacted]	First Name Nolan	Middle Name Matthew	Suffix
Age 12	Birthdate [Redacted]	Gender M	
Race, Ethnicity (state) Caucasian	Federal Designation 6: White	Race(s) White	
Primary Language of the Home eng-English	Student English Proficiency Code <input type="text"/>		
Address [Redacted] NV 89410	Student Number [Redacted]	State ID [Redacted]	
Zoned School * Douglas High School	Other Zoned School <input type="text"/>		

Case Manager

Name

Student Information Editor

▶ [Click here to expand...](#)

Field Name	Description	Database/UI Location (when Refresh is clicked)
Last Name	The student's last name.	Census > People > Demographics > Last Name identity.lastName
First Name	The student's first name.	Census > People > Demographics > First Name identity.firstName
Middle Name	The student's middle name.	Census > People > Demographics > Middle Name identity.middleName
Suffix	The student's suffix.	Census > People > Demographics > Suffix Name identity.suffix
Age	The student's age.	Census > People > Demographics > Birth Date (Age)

Field Name	Description	Database/UI Location (when Refresh is clicked)
Birthdate	The student's birthdate.	Census > People > Demographics > Birth Date identity.birthDate
Gender	The student's gender.	Census > People > Demographics > Gender identity.gender
Race, Ethnicity (state)	The student's state designated race/ethnicity.	Census > People > Demographics > Race/Ethnicity > Race/Ethnicity identity.raceEthnicity
Federal Designation	The student's federal designated ethnicity code.	Census > People > Demographics > Race/Ethnicity > Federal Designation identity.federalRaces
Race(s)	The student's race(s).	Census > People > Demographics > Race/Ethnicity > Race(s) identity.raceEthnicity1-5
Primary Language of the Home	The student's home primary language.	Census > People > Demographics > First Language identity.homePrimaryLanguage
Student English Proficiency Code	The identifying code for the student's English learner proficiency.	N/A

Field Name	Description	Database/UI Location (when Refresh is clicked)
Address	The student's address. Note: When there are multiple addresses for a person, a dropdown with an option to select which address displays. When there is only one address, the dropdown has one option. The populated address is the one marked Primary.	Census > Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip
Student Number	The student's ID number.	Student Information > General > Summary > Student Number identity.studentNumber
State ID	The student's state ID number.	Student Information > General > Summary > State ID Number
Zoned School <i>Required</i>	The zoned within which the school is zoned. When refreshed, this field automatically populates with the appropriate school based on the student's household address. This field can be modified as needed.	Census > Addresses > School
Other Zoned School	This option is only available when Other is selected on the Zoned School field.	N/A
Case Manager Information		
Name	The first and last name of the team member.	Student Information > Special Ed > General > Team Members
Title	The role of the team member.	Student Information > Special Ed > General > Team Members
Phone	The phone number of the team member.	Student Information > Special Ed > General > Team Members

[^ Back to Top](#)

Parent/Guardian Information

The Parent/Guardian Information editor populates based on the guardian checkbox on the student's [Relationships](#) tool. The editor includes [Demographics](#) information for the student's guardian.

The **Delete** button next to each parent/guardian can be used to remove a parent/guardian from the IEP.

The **Refresh** button retrieves a new copy of parent/guardians' data. This also returns any accidentally deleted people. Manually entered fields do not change when the refresh button is clicked. The user must **Save** after clicking Refresh to capture changes

Parent/Guardian Information Editor 4 of 5

When an Evaluation is generated, a snapshot of the parent/guardian information is taken from Census. Individuals with the Guardian checkbox marked on the Relationship tool for the student display below. Click Refresh to retrieve a new copy of data.

Monika - Mother

Print Sequence

1

Address NV 89460

Home Phone Work Phone Cell Phone

E-mail

Parent/Guardian Information Editor

▶ [Click here to expand...](#)

Field Name	Description	Database/UI Location (when Refresh is clicked)
Last Name	The last name of the parent/guardian.	Census > People > Demographics > Last Name identity.lastName
First Name	The first name of the parent/guardian.	Census > People > Demographics > First Name identity.firstName
Middle Name	The suffix of the parent/guardian.	Census > People > Demographics > Middle Name identity.middleName
Suffix	The suffix of the parent/guardian.	Census > People > Demographics > Suffix identity.suffix

Field Name	Description	Database/UI Location (when Refresh is clicked)
Relationship	The relationship between the student and guardian.	Census > People > Relationships > Relationships planGuardian.relationship
Print Sequence	<p>The print order of the parent/guardian(s) on the IEP.</p> <p>When no Sequence is selected, parent/guardian(s) print in the order displayed in the UI.</p> <p>When any Sequences are selected, parent/guardian(s) with a sequence number print in the order defined, then unsequenced parent/guardian(s) print at the bottom.</p>	N/A
Address	The address of the guardian's home.	Census > Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip
Home Phone	The home phone number of the guardian.	Census > People > Households > Household Phone & Address(es) > Phone contact.homePhone
Work Phone	The work phone number of the guardian.	Census > People > Demographics > Personal Contact Information > Work Phone contact.workPhone
Cell Phone	The cell phone number of the guardian.	Census > People > Demographics > Personal Contact Information > Cell Phone contact.cellPhone

Field Name	Description	Database/UI Location (when Refresh is clicked)
Email	The email address of the guardian.	Census > People > Demographics > Personal Contact Information > Email contact.email

[^ Back to Top](#)

Determination of Eligibility

The Eligibility Determination editor is used to assist school district individualized education program (IEP) teams in determining if a student can be determined to have an impairment.

▶ [Click here to expand...](#)

Determination of Eligibility List Screen

Determination of Eligibility IN PROGRESS Editor 5 of 5

	Sequence	Checklist	Date	Eligible	Print In Evaluation
	1	Autism Spectrum Disorder	01/16/2023	Yes	<input checked="" type="checkbox"/>

1 - 1 of 1 items

Determination of Eligibility List Screen

Column Name	Description
Padlock Icon	The user currently editing the record.
Sequence	The sequence in which the Eligibility records display in the editor and on the printed version of the Evaluation.
Checklist	The student's disability.
Date	The date of determination.

Column Name	Description
Eligible	The team's determination for the student's eligibility to receive special education services.
Print in Eval	Indicates this record prints on the Evaluation.

Determination of Eligibility Detail Screen

Select an existing record or click **New** to view the detail screen.

Eligibility Criteria 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.

Sequence * Checklist * Print In Evaluation

Eligible Date of Eligibility Determination *

Determination of Eligibility Detail Screen

Field	Description	Validation
Sequence	The sequence in which the Eligibility records display in the editor and on the printed version of the Evaluation.	N/A
Checklist <i>Required</i>	<p>The student's disability. Options include:</p> <ul style="list-style-type: none"> • Autism Spectrum Disorder • Deaf-Blindness • Developmentally Delayed • Emotional Disturbance • Health Impairment • Hearing Impairment • Intellectual Disabilities • Orthopedic Impairment • Specific Learning Disabilities • Speech and Language Disabilities • Traumatic Brain Injury • Visual Impairment 	<p>Once a disability has been selected, it no longer displays in the dropdown for subsequent Eligibility checklist records.</p> <p>Selection determines which fields display below.</p>

Field	Description	Validation
Print in Eval	Indicates this record prints on the Evaluation.	This defaults to marked.
Eligible	Indicates the the student is eligible to receive special education services.	N/A
Date of Eligibility Determination <i>Required</i>	The date of determination.	N/A

Autism Spectrum Disorder

The following fields display when Autism Spectrum Disorder is selected as the Checklist.

▶ [Click here to expand...](#)

Field	Description	Validation
Autism Spectrum Disorder		
According to state regulations (NAC 388.387)	<p>The student's autism eligibility status. Options are:</p> <ul style="list-style-type: none"> This pupil is not eligible for special education under the category of autism spectrum disorder. This pupil is eligible for special education under the category of autism spectrum disorder, based on the following criteria. 	<p>Only option can be selected.</p> <p>When the user first enters the editor, the checkbox stating the pupil is not eligible is marked by default. When the user marks this eligibility checkbox, the Eligible checkbox above is automatically marked. Unmarking this eligible checkbox automatically unmarks the above Eligibility checkbox.</p>

Field	Description	Validation
<p>The pupil has a spectrum disorder which</p>	<p>The scope of the spectrum disorder. Options are:</p> <ul style="list-style-type: none"> • 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 pupil's eligibility is not limited English proficiency. 	<p>Multiple options can be selected.</p>
<p>By reason of the pupil's Autism Spectrum Disorder, the pupil needs special education and related services.</p>	<p>Indicates the student needs special education and/or related services.</p>	<p>N/A</p>

Field	Description	Validation
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)	Indicates the parent/guardians have been provided a copy of all documentation related to the student's eligibility.	N/A

[^ Back to Top](#)

Deaf Blindness

The following fields display when Deaf-Blindness is selected as the Checklist.

▶ [Click here to expand...](#)

Field	Description	Validation
Deaf-Blindness		
According to state regulations (NAC 388)	<p>The student's deaf-blindness eligibility status. Options are:</p> <ul style="list-style-type: none"> This pupil is not eligible for special education under the category of deaf-blindness. This pupil is eligible for special education under the category of deaf-blindness, based on the following criteria. 	<p>When the user first enters the editor, the checkbox stating the pupil is not eligible is marked by default. When the user marks this eligibility checkbox, the Eligible checkbox above is automatically marked. Unmarking this eligible checkbox automatically unmarks the above Eligibility checkbox.</p>

Field	Description	Validation
<p>CRITERIA FOR DEAF-BLINDNESS</p>	<p>The student's criteria for deaf-blindness. Click the Click to expand link to view available options.</p> <p>▶ Click here to expand...</p> <ul style="list-style-type: none"> • The pupil has a hearing impairment which satisfies any one or more of the following criteria: <ul style="list-style-type: none"> ◦ (1) The pupil has an average hearing threshold level, at 500, 1,000 and 2,000 Hz, of 26 decibels or more; or ◦ (2) The pupil suffers from a progressive deterioration of the pupil's hearing, the probable result of which will be the condition described in subparagraph (1). • The pupil has a visual impairment which satisfies one or more of the following criteria: <ul style="list-style-type: none"> ◦ (1) The visual acuity of the pupil does not exceed 20/70 in the better eye with the best possible correction; ◦ (2) 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 ◦ (3) The pupil suffers from a progressive deterioration of the pupil's vision, the probable result of which will be one or more of the conditions described in subparagraph (1) and (2). • The controlling factor for the pupil'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 pupil's eligibility is not limited English proficiency. 	<p>Multiple options can be selected.</p>

Field	Description	Validation
By reason of the pupil's Deaf-Blindness, the pupil needs special education and related services	Indicates the student needs special education and/or related services.	N/A
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)	Indicates the parent/guardians have been provided a copy of all documentation related to the student's eligibility.	N/A

[^ Back to Top](#)

Developmentally Delayed

The following fields display when Developmentally Delayed is selected as the Checklist.

▶ [Click here to expand...](#)

Field	Description	Validation
Developmentally Delayed		

Field	Description	Validation
<p>According to state regulations (NAC 388.430)</p>	<p>The student's developmentally delayed eligibility status. Options are:</p> <ul style="list-style-type: none"> • This pupil is not eligible for special education under the category of developmentally delayed. • This pupil is eligible for special education under the category of developmentally delayed, based on the following criteria. 	<p>Only option can be selected.</p> <p>When the user first enters the editor, the checkbox stating the pupil is not eligible is marked by default. When the user marks this eligibility checkbox, the Eligible checkbox above is automatically marked. Unmarking this eligible checkbox automatically unmarks the above Eligibility checkbox.</p>
<p>CRITERIA FOR DEVELOPMENTAL DELAY</p>	<p>The student's criteria for developmental delay. Options include:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ◦ Receptive or expressive language ◦ Cognitive abilities ◦ Gross or fine motor function ◦ Self help ◦ Social or emotional condition • The controlling factor for the pupil'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 pupil's eligibility is not limited English proficiency. 	<p>Multiple options can be selected.</p>
<p>By reason of the pupil's Developmental Delay, the pupil needs special education and related services.</p>	<p>Indicates the student needs special education and/or related services.</p>	<p>N/A</p>

Field	Description	Validation
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)	Indicates the parent/guardians have been provided a copy of all documentation related to the student's eligibility.	N/A

[^ Back to Top](#)

Emotional Disturbance

The following fields display when Emotional Disturbance is selected as the Checklist.

[▶ Click here to expand...](#)

Field	Description	Validation
Emotional Disturbance		
According to state regulations (NAC 388.415)	<p>The student's emotional disturbance eligibility status. Options are:</p> <ul style="list-style-type: none"> This pupil is not eligible for special education under the category of emotional disturbance. This pupil is eligible for special education under the category of emotional disturbance, based on the following criteria. 	<p>Only option can be selected.</p> <p>When the user first enters the editor, the checkbox stating the pupil is not eligible is marked by default. When the user marks this eligibility checkbox, the Eligible checkbox above is automatically marked. Unmarking this eligible checkbox automatically unmarks the above Eligibility checkbox.</p>
CRITERIA FOR EMOTIONAL DISTURBANCE	<p>The student's criteria for emotional disturbance. Click the Click to expand link to view available options.</p> <p>▶ Click here to expand...</p>	Multiple options can be selected.

Field	Description	Validation
	<p>The pupil exhibits <u>one or more</u> of the following characteristics (check one or more):</p> <ul style="list-style-type: none"> ◦ An inability to build or maintain satisfactory interpersonal relationships within the school environment, including: <ul style="list-style-type: none"> ▪ 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. <ul style="list-style-type: none"> • 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 the 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 pupil'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 pupil's eligibility is not limited English proficiency. 	

Field	Description	Validation
By reason of the pupil's Emotional Disturbance, the pupil needs special education and related services.	Indicates the student needs special education and/or related services.	N/A
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)	Indicates the parent/guardians have been provided a copy of all documentation related to the student's eligibility.	N/A

[^ Back to Top](#)

Health Impairment

The following fields display when Health Impairment is selected as the Checklist.

[▶ Click here to expand...](#)

Field	Description	Validation
Health Impairment		

Field	Description	Validation
<p>According to state regulations (NAC 388.402)</p>	<p>The student's health impairment eligibility status. Options are:</p> <ul style="list-style-type: none"> • This pupil is not eligible for special education under the category of health impairment. • This pupil is eligible for special education under the category of health impairment, based on the following criteria. 	<p>Only option can be selected.</p> <p>When the user first enters the editor, the checkbox stating the pupil is not eligible is marked by default. When the user marks this eligibility checkbox, the Eligible checkbox above is automatically marked. Unmarking this eligible checkbox automatically unmarks the above Eligibility checkbox.</p>

Field	Description	Validation
CRITERIA FOR HEALTH IMPAIRMENT	<p>The student's criteria for health impairment. Options include:</p> <ul style="list-style-type: none"> • 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 pupil'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 pupil's eligibility is not limited English proficiency. 	<p>Multiple options can be selected.</p>
By reason of the pupil's Health Impairment, the pupil needs special education and related services	<p>Indicates the student needs special education and/or related services.</p>	<p>N/A</p>

Field	Description	Validation
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)	Indicates the parent/guardians have been provided a copy of all documentation related to the student's eligibility.	N/A

[^ Back to Top](#)

Hearing Impairment

The following fields display when Hearing Impairment is selected as the Checklist.

▶ [Click here to expand...](#)

Field	Description	Validation
Hearing Impairment		
According to state regulations (NAC 388.390)	<p>The student's hearing impairment eligibility status. Options are:</p> <ul style="list-style-type: none"> This pupil is not eligible for special education under the category of hearing impairment. This pupil is eligible for special education under the category of hearing impairment, based on the following criteria. 	<p>Only option can be selected.</p> <p>When the user first enters the editor, the checkbox stating the pupil is not eligible is marked by default. When the user marks this eligibility checkbox, the Eligible checkbox above is automatically marked. Unmarking this eligible checkbox automatically unmarks the above Eligibility checkbox.</p>

Field	Description	Validation
CRITERIA FOR HEARING IMPAIRMENT	The student's criteria for hearing impairment. Options include: <ul style="list-style-type: none"> • The controlling factor for the pupil'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 pupil's eligibility is not limited English proficiency. 	Multiple options can be selected.
DEAF	The student's criteria for deafness. Options include: <ul style="list-style-type: none"> • (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. 	Multiple options can be selected.
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	The student's criteria for hard of hearing. Options include: <ul style="list-style-type: none"> • (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. 	Multiple options can be selected.
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).		

Field	Description	Validation
By reason of the pupil's Hearing Impairment, the pupil needs special education and related services.	Indicates the student needs special education and/or related services.	N/A
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)	Indicates the parent/guardians have been provided a copy of all documentation related to the student's eligibility.	N/A

[^ Back to Top](#)

Intellectual Disabilities

The following fields display when Intellectual Disabilities is selected as the Checklist.

▶ [Click here to expand...](#)

Field	Description	Validation
Intellectual Disabilities		

Field	Description	Validation
<p>According to state regulations (NAC 388.410)</p>	<p>The student's intellectual disabilities eligibility status. Options are:</p> <ul style="list-style-type: none"> • This pupil is not eligible for special education under the category of intellectual disabilities. • This pupil is eligible for special education under the category of intellectual disabilities, based on the following criteria. 	<p>Only option can be selected.</p> <p>When the user first enters the editor, the checkbox stating the pupil is not eligible is marked by default. When the user marks this eligibility checkbox, the Eligible checkbox above is automatically marked. Unmarking this eligible checkbox automatically unmarks the above Eligibility checkbox.</p>

Field	Description	Validation
<p>CRITERIA FOR INTELLECTUAL DISABILITIES</p>	<p>The student's criteria for intellectual disabilities. Click the Click to expand link to view available options.</p> <p>▶ Click here to expand...</p> <ul style="list-style-type: none"> • The condition exists concurrently with related limitations in two or more of the following adaptive skill areas: <ul style="list-style-type: none"> ◦ 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 pupil'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 pupil's eligibility is not limited English proficiency. 	<p>Multiple options can be selected.</p>
<p>MILD</p>	<p>The student meets the criteria for mild when:</p> <ul style="list-style-type: none"> • 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. 	<p>Multiple options can be selected.</p>

Field	Description	Validation
MODERATE	<p>The student meets the criteria for moderate when:</p> <ul style="list-style-type: none"> • 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. 	Multiple options can be selected.
SEVERE	<p>The student meets the criteria for severe when:</p> <ul style="list-style-type: none"> • 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. 	Multiple options can be selected.

Field	Description	Validation
PROFOUND	<p>The student meets the criteria for profound when:</p> <ul style="list-style-type: none"> • 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. 	Multiple options can be selected.
By reason of the pupil's Intellectual Disability, the pupil needs special education and related services.	Indicates the student needs special education and/or related services.	N/A
MULTIPLE IMPAIRMENT	<p>The student meets the criteria for multiple impairment when:</p> <ul style="list-style-type: none"> • The pupil meets the criteria for intellectual disabilities and any additional disabling condition other than a specific learning disability, developmental delay, deaf-blindness or a speech and language impairment. 	N/A
Check the box for each additional disability for which the pupil is found eligible. Must complete eligibility statement for each additional disability.	<p>The student's additional disability/disabilities. Options include:</p> <ul style="list-style-type: none"> • Autism Spectrum Disorder • Emotional Disturbance • Health Impairment • Hearing Impairment • Orthopedic Impairment • Visual Impairment • Traumatic Brain Injury 	Multiple options can be selected.

Field	Description	Validation
By reason of the pupil's Multiple Impairment, the pupil needs special education and related services.	Indicates the student needs special education and/or related services.	N/A
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)	Indicates the parent/guardians have been provided a copy of all documentation related to the student's eligibility.	N/A

[^ Back to Top](#)

Orthopedic Impairment

The following fields display when Orthopedic Impairment is selected as the Checklist.

▶ [Click here to expand...](#)

Field	Description	Validation
Orthopedic Impairment		

Field	Description	Validation
<p>According to state regulations (NAC 388.400):</p>	<p>The student's orthopedic impairment eligibility status.</p> <ul style="list-style-type: none"> • This pupil is not eligible for special education under the category of orthopedic impairment. • This pupil is eligible for special education under the category of orthopedic impairment, based on the following criteria. 	<p>Only option can be selected.</p> <p>When the user first enters the editor, the checkbox stating the pupil is not eligible is marked by default. When the user marks this eligibility checkbox, the Eligible checkbox above is automatically marked. Unmarking this eligible checkbox automatically unmarks the above Eligibility checkbox.</p>

Field	Description	Validation
CRITERIA FOR ORTHOPEDIC IMPAIRMENT	<p>The student's criteria for orthopedic impairment. Options include:</p> <ul style="list-style-type: none"> • 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): <ul style="list-style-type: none"> ◦ 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 pupil'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 pupil's eligibility is not limited English proficiency. 	<p>Multiple options can be selected.</p>
By reason of the pupil's Orthopedic Impairment, the pupil needs special education and related services.	<p>Indicates the student needs special education and/or related services.</p>	<p>N/A</p>

Field	Description	Validation
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)	Indicates the parent/guardians have been provided a copy of all documentation related to the student's eligibility.	N/A

[^ Back to Top](#)

Specific Learning Disabilities

The following fields display when Specific Learning Disabilities is selected as the Checklist.

▶ [Click here to expand...](#)

Field	Description	Validation
Specific Learning Disabilities		
According to state regulations (NAC 388.420)	<p>The student's specific learning disabilities eligibility status.</p> <ul style="list-style-type: none"> This pupil is not eligible for special education under the category of specific learning disabilities. This pupil is eligible for special education under the category of specific learning disabilities, based on the following criteria. 	<p>Only option can be selected.</p> <p>When the user first enters the editor, the checkbox stating the pupil is not eligible is marked by default. When the user marks this eligibility checkbox, the Eligible checkbox above is automatically marked. Unmarking this eligible checkbox automatically unmarks the above Eligibility checkbox.</p>
GENERAL CRITERIA FOR SPECIFIC	The student's general criteria for specific	The user is able to

LEARNING FEEDBACK	Description	Validation
DISABILITIES BASED ON ASSESSMENT OF RESPONSE TO INTERVENTION AND/OR COMPARATIVE ANALYSIS	<p>learning disabilities. Click the Click to expand link to view available options.</p> <p>▶ Click here to expand...</p> <ul style="list-style-type: none"> • 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): <ul style="list-style-type: none"> ◦ 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; intellectual disability; an emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency. • 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: <ul style="list-style-type: none"> ◦ Data that demonstrate that prior to, or as part of, the referral process, the pupil was provided appropriate 	<p>check more than one option.</p> <p>In the areas where there is a "None noted" option as well as a "As follows", if the user selects "None noted", they should NOT be able to select "As follows" AND they should NOT be able to write in the text area.</p> <p>Multiple options can be selected.</p>

Field	Description	Validation
	<p>instruction in regular education settings, delivered by qualified personnel; and</p> <ul style="list-style-type: none"> ◦ 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: <ul style="list-style-type: none"> ◦ 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: <ul style="list-style-type: none"> ◦ None noted ◦ As follows: <ul style="list-style-type: none"> ▪ <text area included for the user to add their written response.> ◦ Relationship of any relevant behavior to the academic functioning of the pupil: <ul style="list-style-type: none"> ▪ <text area included for the user to add their written response.> • The following educationally relevant medical findings were noted: <ul style="list-style-type: none"> ◦ None noted ◦ As follows: <ul style="list-style-type: none"> ▪ <text area included for the 	

Field	Description	Validation
	user to add their written response.>	
ADDITIONAL CRITERIA FOR ELIGIBILITY		
Additional Criteria for Response to Intervention	<p>Any additional criteria for response to intervention. Click the Click to expand link to view available options.</p> <p>▶ Click here to expand...</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ◦ The following instructional strategies were used: <ul style="list-style-type: none"> ▪ <text area included for the user to add their written response.> ◦ The following student-centered data were collected: <ul style="list-style-type: none"> ▪ <text area included for the user to add their written response.> ◦ Any identified underachievement is not correctable without special education services. ◦ On <date field available for user to add value> 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. 	Multiple options can be selected.
Additional Criteria for Comparative Analysis	Any additional criteria for comparative analysis. Click the Click to expand link to view available options.	Multiple options can be selected.

Field	Click here to expand... Description	Validation
	<ul style="list-style-type: none"> • 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). <ul style="list-style-type: none"> ◦ 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)	Any additional comments related to the student's eligibility criteria.	N/A

Field	Description	Validation
By reason of the pupil's Specific Learning Disability, the pupil needs special education and related services.	Indicates the student needs special education and/or related services.	N/A
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)	Indicates the parent/guardians have been provided a copy of all documentation related to the student's eligibility.	N/A

[^ Back to Top](#)

Speech and Language Disabilities

The following fields display when Speech and Language Disabilities is selected as the Checklist.

▶ [Click here to expand...](#)

Field	Description	Validation
Speech and Language Impairment		

Field	Description	Validation
<p>According to state regulations (NAC 388.405)</p>	<p>The student's speech and language disabilities eligibility status.</p> <ul style="list-style-type: none"> • This pupil is not eligible for special education under the category of speech and language impairment. • This pupil is eligible for special education under the category of speech and language impairment, based on the following criteria. 	<p>Only option can be selected.</p> <p>When the user first enters the editor, the checkbox stating the pupil is not eligible is marked by default. When the user marks this eligibility checkbox, the Eligible checkbox above is automatically marked. Unmarking this eligible checkbox automatically unmarks the above Eligibility checkbox.</p>
<p>CRITERIA FOR SPEECH AND LANGUAGE IMPAIRMENT PHONOLOGY OR ARTICULATION (three or more of the following conditions)</p>	<p>The student's criteria for speech or language impairment. Options include:</p> <ul style="list-style-type: none"> • 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. 	<p>Multiple options can be selected.</p>

Field	Description	Validation
USE AND COMPREHENSION OF LANGUAGE (two or more of the following conditions)	<p>The student's criteria for use and comprehension of language. Options include:</p> <ul style="list-style-type: none"> • 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. 	N/A
FLUENCY (two or more of the following conditions)	<p>The student's criteria for fluency. Options include:</p> <ul style="list-style-type: none"> • 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. 	N/A
QUALITY, PITCH, OR INTENSITY OF PUPIL'S VOICE (two or more of the following conditions)	<p>The student's criteria for their voice. Options include:</p> <ul style="list-style-type: none"> • 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. 	N/A
ADDITIONAL CRITERIA	<p>Any additional criteria for the student. Click on the Click to expand link to view available options.</p>	N/A

Field	Click here to expand... Description	Validation
	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ◦ 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: <ul style="list-style-type: none"> ◦ 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 pupil'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 pupil's eligibility is not limited English proficiency. 	

Field	Description	Validation
By reason of the pupil's Speech and Language Impairment, the pupil needs special education and related services.	Indicates the student needs special education and/or related services.	N/A
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)	Indicates the parent/guardians have been provided a copy of all documentation related to the student's eligibility.	N/A

[^ Back to Top](#)

Traumatic Brain Injury

The following fields display when Traumatic Brain Injury is selected as the Checklist.

[▶ Click here to expand...](#)

Field	Description	Validation
Traumatic Brain Injury		

Field	Description	Validation
<p>According to state regulations (NAC 388.407)</p>	<p>The student's traumatic brain injury eligibility status.</p> <ul style="list-style-type: none"> • This pupil is not eligible for special education under the category of traumatic brain injury. • This pupil is eligible for special education under the category of traumatic brain injury, based on the following criteria. 	<p>Only option can be selected.</p> <p>When the user first enters the editor, the checkbox stating the pupil is not eligible is marked by default. When the user marks this eligibility checkbox, the Eligible checkbox above is automatically marked. Unmarking this eligible checkbox automatically unmarks the above Eligibility checkbox.</p>

Field	Description	Validation
CRITERIA FOR TRAUMATIC BRAIN INJURY	<p>The student's criteria for traumatic brain injury. Click the Click to expand link to view available options.</p> <p>▶ Click here to expand...</p> <ul style="list-style-type: none"> • 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): <ul style="list-style-type: none"> ◦ Cognitive abilities ◦ Speech ◦ Language ◦ Information Processing ◦ Memory ◦ Attention ◦ Reasoning ◦ Abstract thinking ◦ Judgement ◦ 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 pupil'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 pupil's eligibility is not limited English proficiency. 	<p>Multiple options can be selected.</p>
By reason of the pupil's Traumatic Brain Injury, the pupil needs special education and related services.	<p>Indicates the student needs special education and/or related services.</p>	<p>N/A</p>

Field	Description	Validation
<p>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)</p>	<p>Indicates the parent/guardians have been provided a copy of all documentation related to the student's eligibility.</p>	<p>N/A</p>

[^ Back to Top](#)

Visual Impairment

The following fields display when Visual Impairment is selected as the Checklist.

[▶ Click here to expand...](#)

Field	Description	Validation
Visual Impairment		

Field	Description	Validation
<p>According to state regulations (NAC 388.395)</p>	<p>The student's visual impairment eligibility status.</p> <ul style="list-style-type: none"> • The pupil is not eligible for special education under the category of visual impairment. • The pupil is eligible for special education under the category of visual impairment, based on the following criteria. 	<p>Only option can be selected.</p> <p>When the user first enters the editor, the checkbox stating the pupil is not eligible is marked by default. When the user marks this eligibility checkbox, the Eligible checkbox above is automatically marked. Unmarking this eligible checkbox automatically unmarks the above Eligibility checkbox.</p>
<p>CRITERIA FOR VISUAL IMPAIRMENT</p>	<p>The student's criteria for visual impairment. Options include:</p> <ul style="list-style-type: none"> • The controlling factor for the pupil'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 pupil's eligibility is not limited English proficiency. 	<p>Multiple options can be selected.</p>

Field	Description	Validation
SEVERE	<p>The student's severe criteria. Options include:</p> <ul style="list-style-type: none"> • The visual acuity of the pupil does not exceed 20/200 in the better eye; • 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 • 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. 	Multiple options can be selected.
MODERATE	<p>The student's moderate criteria. Options include:</p> <ul style="list-style-type: none"> • The visual acuity of the pupil is 20/70 or less in the better eye with the best possible correction; or • The pupil suffers from a progressive deterioration of the pupil's vision, the probable result of which will be the condition described above. 	Multiple options can be selected.
By reason of the pupil's Visual Impairment, the pupil needs special education and related services.	Indicates the student needs special education and/or related services.	N/A
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)	Indicates the parent/guardians have been provided a copy of all documentation related to the student's eligibility.	N/A

[^ Back to Top](#)

[^ Back to Top](#)

