

## STATEMENT OF ELIGIBILITY ELIGIBILITY TEAM REPORT – SPECIFIC LEARNING DISABILITIES

Pupil's Name \_\_\_\_\_ Birthdate \_\_\_\_\_ Grade \_\_\_\_\_ ID # \_\_\_\_\_

### ELIGIBILITY DETERMINATION:

According to state regulations (NAC 388.420):

- 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.

### 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):
- |   |   |
|---|---|
| <input type="checkbox"/> Oral expression              | <input type="checkbox"/> Written expression     |
| <input type="checkbox"/> Listening comprehension      | <input type="checkbox"/> Basic reading skill    |
| <input type="checkbox"/> Mathematical calculation     | <input type="checkbox"/> Reading fluency skills |
| <input type="checkbox"/> Mathematical problem solving | <input type="checkbox"/> 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.
- 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.

Date \_\_\_\_\_

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- 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 instructional strategies data were collected: \_\_\_\_\_
- Any identified underachievement is not correctable without special education services.
- On (date) \_\_\_\_\_ 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**

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**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.

**Eligibility Team Members:**

Any member who disagrees with the eligibility determination must prepare a statement of the conclusions of that member.

Signature/Regular Classroom Teacher	Agree/Disagree	Signature/Parent	Agree/Disagree
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Signature/Special Education Teacher	Agree/Disagree	Signature/Other	Agree/Disagree
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Signature/School Psychologist	Agree/Disagree	Signature/Other	Agree/Disagree
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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)

