

Date _____

Clark County School District – Las Vegas, Nevada
Student Services Division

CCF-544
06/17

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**STATEMENT OF ELIGIBILITY
ELIGIBILITY TEAM REPORT- INTELLECTUAL DISABILITIES**

Pupil's Name _____ Birthdate _____ Grade _____ ID # _____

According to state regulations (NAC 388.410):

- 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.

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.

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**STATEMENT OF ELIGIBILITY
ELIGIBILITY TEAM REPORT- INTELLECTUAL DISABILITIES**

Pupil's Name _____ Birthdate _____ Grade _____ ID # _____

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.

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).

- | | |
|--|---|
| <input type="checkbox"/> Autism Spectrum Disorder | <input type="checkbox"/> Deaf-Blindness |
| <input type="checkbox"/> Serious Emotional Disturbance | <input type="checkbox"/> Health Impairment |
| <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Orthopedic Impairment |
| <input type="checkbox"/> Vision Impairment | <input type="checkbox"/> Traumatic Brain Injury |

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

Eligibility Team Members:

Signature/School Psychologist Agree/Disagree

Signature/Parent Agree/Disagree

Signature/Special Education Teacher or Specialist in the field of Intellectual Disabilities Agree/Disagree

Signature/Other Agree/Disagree

Signature/Speech & Language Specialist Agree/Disagree

Signature/Other Agree/Disagree

- 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)

