

Date _____

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

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Rev. 6/17
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**STATEMENT OF ELIGIBILITY
ELIGIBILITY TEAM REPORT- SPEECH AND LANGUAGE IMPAIRMENT**

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

According to state regulations (NAC 388.405):

- ☐ 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.

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.

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.

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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.

Eligibility Team Members:

Signature/Speech and Language Specialist Agree/Disagree

Signature/Parent Agree/Disagree

Signature/Regular Classroom Teacher Agree/Disagree

Signature/Other Agree/Disagree

Signature/Special Education Teacher Agree/Disagree
if the pupil has another disability in addition
to speech and language impairment

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)