

**ADOPTED REGULATION OF THE  
STATE BOARD OF EDUCATION**

**LCB File No. R064-08**

Effective September 18, 2008

EXPLANATION – Matter in *italics* is new; matter in brackets [~~emitted material~~] is material to be omitted.

AUTHORITY: §§1, 2, 4 and 6-17, NRS 385.080 and 388.520; §3, NRS 385.080 and 388.493; §5, 385.080 and 388.492.

A REGULATION relating to education; requiring a public agency that serves pupils with disabilities to submit a report regarding the caseloads of physical therapists and occupational therapists; revising provisions governing the transfer of rights from a parent of a pupil with a disability to the pupil when the pupil attains the age of 18 years; prescribing the procedure by which the parent of a pupil with a disability may request to represent the educational interests of the pupil when the pupil attains the age of 18 years; revising provisions governing the determination of eligibility of certain pupils for special educational services; and providing other matters properly relating thereto.

**Section 1.** Chapter 388 of NAC is hereby amended by adding thereto the provisions set forth as sections 2 and 3 of this regulation.

**Sec. 2. 1.** *On or before October 1 of each odd-numbered year, each public agency shall submit a report to the Department, in a manner prescribed by the Department, regarding the caseloads of physical therapists and occupational therapists employed by or contracted with the public agency to provide services to pupils with disabilities during the immediately preceding 2 school years. Such a report must include, without limitation:*

*(a) A description of the factors used by the public agency in determining the caseloads of the physical therapists and occupational therapists, including, without limitation:*

*(1) The range of the number of pupils with disabilities at different school sites who require services from the public agency;*

- (2) *The range of the levels of intensity of the services required;*
- (3) *The availability of assistants who are appropriately certified to assist with the provision of the services;*
- (4) *The geographic factors that affect the ability of the therapists to travel to provide the services; and*
- (5) *The degree to which the public agency expects the therapists to participate in meetings pertaining to the pupils;*
- (b) *The number of vacancies in the positions of physical therapist and occupational therapist experienced by the public agency in the immediately preceding 2 school years;*
- (c) *A description of the efforts made by the public agency for the recruitment and retention of physical therapists and occupational therapists; and*
- (d) *A list of each position of physical therapist and occupational therapist employed by or contracted with the public agency during the immediately preceding 2 school years, designated by full-time equivalency, including, without limitation, the maximum caseload assigned to each position.*

2. *Each public agency shall post a copy of the report described in subsection 1 on the Internet website maintained by the public agency, if applicable, on or before October 1 of each odd-numbered year.*

Sec. 3. 1. *Not less than 1 year before the date on which a pupil with a disability who has a significant cognitive impairment and who participates in the alternate assessment developed by the State attains the age of 18 years, the school district or charter school in which the pupil is enrolled shall provide notice to the parent and the pupil of the procedure by which*

### REPORT OF CASELOADS FOR OCCUPATIONAL THERAPISTS

(Must be submitted to the Nevada Department of Education and posted to the district's website by October 1 in each odd-numbered year)

1. Describe the factors used in determining caseloads (check all that apply):

- Geographic considerations such as distance OTs must travel to get to sites
- Number of students who need services at a given site
- Number of students who need services in the district
- Level of intensity of students' needs
- Number of OTs employed by the district
- Number of existing vacancies
- Other – Describe: Location of student

2. Describe the range of number of pupils with disabilities at different school sites who require services:

Minimum number of students who receive OT at any given <sup>city</sup> site: 0 *only one school*  
Maximum number of students who receive OT at any given <sub>city</sub> site: 4

3. Describe the range of levels of intensity of the services required:

Number of pupils who receive direct services approximately 1-2 times per week: 7  
Number of pupils who receive direct services approximately 1-2 times per month: 0  
Number of pupils who receive consultation services approximately 1 time per week: 0  
Number of pupils who receive consultation services approximately 1 time per month: 1

4. Describe the availability of appropriately certified assistants to assist with provision of services:

We have one OT in Las Vegas and three in Reno.  
We have students in Washoe, Clark, Lyon + Nye Counties

5. Describe the geographic factors that affect the ability of therapists to travel to provide the services (check all that apply and provide a brief description):

- Travel time / distance. Describe: Student lives outside the city the OT is in.
- Weather conditions. Describe: as above - student travels to OT
- Other – Describe: Families travel to the OT office

6. Describe the degree to which the district expects occupational therapists to participate in meetings pertaining to the pupils:

OT is invited to meetings which are held via  
tele conference. OT contract specifies fee for  
participation.

7. Provide the number of occupational therapist vacancies experienced by the district in this reporting period: n/a

8. Describe the efforts made by the district for the recruitment and retention of occupational therapists:

Letters are sent using yellow pages inquiring  
if OT wishes to contract with NCA.

Thus far, all OTs who have contracted with us  
are still active.

9. List the number and caseload of each OT employed in this reporting period:

Full Time Occupational Therapists (OTs)			Part-Time Occupational Therapists (OTs)			
Full-Time OTs (FT OT)	Maximum Caseload	Employee (E) or Contracted (C)	Part-Time OTs (PT OT)	% FTE Worked	Maximum Caseload	Employee (E) or Contracted (C)
FT OT #1			1 <sup>part</sup> PT OT #1	4 Students	not specified	C
FT OT #2			1 <sup>part</sup> PT OT #2	1 Student	"	C
FT OT #3			1 <sup>part</sup> PT OT #3	2 Students	"	C
FT OT #4			1 <sup>part</sup> PT OT #4	2 Students	"	C
FT OT #5			PT OT #5			
FT OT #6			PT OT #6			
FT OT #7			PT OT #7			
FT OT #8			PT OT #8			
FT OT #9			PT OT #9			
FT OT #10			PT OT #10			
FT OT #11			PT OT #11			
FT OT #12			PT OT #12			
FT OT #13			PT OT #13			
FT OT #14			PT OT #14			
FT OT #15			PT OT #15			
FT OT #16			PT OT #16			
FT OT #17			PT OT #17			

**REPORT OF CASELOADS FOR PHYSICAL THERAPISTS**  
(Must be submitted to the Nevada Department of Education and posted to the district's website by October 1 in each odd-numbered year)

1. Describe the factors used in determining caseloads (check all that apply):

- Geographic considerations such as distance PTs must travel to get to sites
- Number of students who need services at a given site
- Number of students who need services in the district
- Level of intensity of students' needs
- Number of PTs employed by the district
- Number of existing vacancies
- Other – Describe:

\_\_\_\_\_  
\_\_\_\_\_

2. Describe the range of number of pupils with disabilities at different school sites who require services:

Minimum number of students who receive PT at any given site: 0  
Maximum number of students who receive PT at any given site: 1

3. Describe the range of levels of intensity of the services required:

Number of pupils who receive direct services approximately 1-2 times per week: 1  
Number of pupils who receive direct services approximately 1-2 times per month: 0  
Number of pupils who receive consultation services approximately 1 time per week: 0  
Number of pupils who receive consultation services approximately 1 time per month: 0

4. Describe the availability of appropriately certified assistants to assist with provision of services: \_\_\_\_\_

We have 2 PT in Reno. and one in Elko.

5. Describe the geographic factors that affect the ability of therapists to travel to provide the services (check all that apply and provide a brief description):

- Travel time / distance. Describe: Distance from child's home To PT
- Weather conditions. Describe: as above
- Other – Describe: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

6. Describe the degree to which the district expects physical therapists to participate in meetings pertaining to the pupils:

PTs are invited to participate in IEPs which are held via teleconference. The contract specifies the fee for attending

7. Provide the number of physical therapist vacancies experienced by the district in this reporting period: n/a

8. Describe the efforts made by the district for the recruitment and retention of physical therapists:

Letters are sent using the yellow pages asking if PT is interested in contracting with us.

All PTs who have contracted thus far are still active.

District / State-Sponsored Charter School: W. Connections Aca  
 2-Year Report for Period of 10/11 through 11/12

9. List the number and caseload of each PT employed in this reporting period:

Full Time Physical Therapists (PTs)			Part-Time Physical Therapists (PTs)			
Full-Time PTs (FT PT)	Maximum Caseload	Employee (E) or Contracted (C)	Part-Time PTs (PT PT)	% FTE Worked	Maximum Caseload	Employee (E) or Contracted (C)
FT PT #1			316 PT PT #1	1 Student	N/A	C
FT PT #2			PT PT #2			
FT PT #3			PT PT #3			
FT PT #4			PT PT #4			
FT PT #5			PT PT #5			
FT PT #6			PT PT #6			
FT PT #7			PT PT #7			
FT PT #8			PT PT #8			
FT PT #9			PT PT #9			
FT PT #10			PT PT #10			
FT PT #11			PT PT #11			
FT PT #12			PT PT #12			
FT PT #13			PT PT #13			
FT PT #14			PT PT #14			
FT PT #15			PT PT #15			
FT PT #16			PT PT #16			
FT PT #17			PT PT #17			