

Data Standard KY Consent for Evaluation

Rev. 7/3/2023

Overview

Standard prepared by:

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Data steward(s)

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Office(s)

Office of Special Education and Early Learning

Revision history:**July 3, 2023**

Updated Campus Path to Classic View

Added Search Terms

Updated The Kentucky Administrative Regulations Link

Updated Special Education Resources for Using Infinite Campus (IC) Link

Updated all screenshots.

March 7, 2023

Updated Visuals.

September 16, 2022

Updated Visuals.

Data Standard KY Consent for Evaluation

Rev. 7/3/2023

Contents

Overview	1
Standard prepared by:.....	1
Data steward(s)	1
Office(s)	1
Revision history:	1
Description.....	3
Regulation citation(s).....	3
Data use	3
Related ad-hoc filters and reports.....	3
Training	3
Campus path.....	4
Section A – KY Consent for Evaluation	3
Editor: Consent Header	5
Editor: Enrollment Information	7
Editor: Student Information	77
Editor: Parent/Gauardian Information	8
Editor: Consent to Evaluate/Reevaluate	8
Editor: Parental Consent.....	12

Data Standard KY Consent for Evaluation

Rev. 7/3/2023

Description

The purpose of the Special Education Data Standards document is to give Kentucky schools and districts a set of guidelines for entering data into the student information system. This document provides a series of screen shots from the Kentucky Student Information System (KSIS), also known as Infinite Campus (IC) and an explanation of the data elements required for state and federal reporting needs. Data standardization is important to ensure consistency in the data across schools in districts and across districts throughout the state.

Within this document, the use of italicized font is being used to denote titles of documents, reports and selection options within IC.

Regulation citation(s)

- [The Kentucky Administrative Regulations](#)

Data use

Data are used to meet Federal Reporting Requirements under Sec. 618 of the IDEA:

- December 1 Child Count
- Special Education Exit Report
- Special Education Behavior/Safe Schools Report
- Consolidated Coordinated Early Intervening Services (CCEIS)
- Annual Determinations
- State Performance Plan/Annual Performance Report (SPP/APR)

Related ad-hoc filters and reports

- KY State Reporting
 - *IDEA Dec 1 Count Extract*
 - *Special Ed Exit Report*
 - *SpEd_Evaluation_Detail*
- KY State Reporting > KDE Reports
 - *Alternate Assessment Tracking Report*
 - *QA SPED*
- Student Information | Reports
 - *Caseload Summary Report*
 - *Testing Accommodations (KY)*

Training

Additional resources can be found on the [Special Education Resources for Using Infinite Campus \(IC\)](#) webpage.

Classic View: Student Information | Special Ed | General | Documents

Search Terms:

Section A – KY Consent for Evaluation

The *KY Consent for Evaluation* document is one of the lockable editor-based documents.

To create a *KY Consent for Evaluation*:

1. Go to **Student Information | Special Ed | General | Documents**
2. Click the *New Document* button
3. Select *Create New Conference Summary/Evaluation*
4. Select *KY Consent for Evaluation*
5. Click the *Create Document* button

Create New Document Wizard

Please select one of the following documents:

- Create New Conference Summary/Evaluation:**
Conference Summary, Referral, Consent for Evaluation, Evaluation/Eligibility Determination
 - KY Conference Summary
 - KY Referral
 - KY Consent for Evaluation
 - KY Evaluation/Eligibility Determination
- Create New Plan:**
Goals and Objectives, Services, Accommodations, Transition, and Other Information
- Create New Progress Report:**
Report measurable progress against ongoing Plan Goals
- Create Custom Form:**
Notices, checklists, and supplemental forms
- Preview Custom Form in Draft Status:**
Text entered into the form is only for testing purposes and cannot be saved
- Create KY Summary Report:**
Overview of Special Education services including service-related dates.

DOCUMENT SELECTED FOR CREATION: *KY Consent for Evaluation*

Data Standard KY Consent for Evaluation

Rev. 7/3/2023

Editor: Consent Header

Editor Home - KY Consent for Evaluation ⓘ

NAME

Consent Header

Enrollment Information

Student Information

Parent/Guardian Information

Consent to Evaluate/Reevaluate

Parental Consent

Consent Header NOT STARTED Editor 1 of 6

ARC Date *

Evaluation Type *

Date of Consent for Initial Evaluation

Date of Consent for Reevaluation

Date of Revocation of Consent for Evaluation

Reason for Revocation of Consent for Evaluation

ARC Date: This is the initial date the ARC met to plan the evaluation or reevaluation.

Evaluation Type: The choices are *Initial Evaluation* or *Reevaluation*. If the student is not currently receiving special education services in Kentucky, choose *Initial Evaluation*. If the student is in special education, choose *Reevaluation*, even if the student is being evaluated for a separate or different disability.

Note: When an additional disability category is being considered for students receiving services for Speech/Language Impairment (SLI), a reevaluation for speech must be conducted. If the student is determined eligible in the new category, speech/language will become a related service.

Note: If a student transfers from out of state, the evaluation type must be *“Initial Evaluation”*. These students will be subject to the 60-day timeline for Indicator 11.

Data Standard KY Consent for Evaluation

Rev. 7/3/2023

Date of Consent for Initial Evaluation: This is the date the Consent to Evaluate/Reevaluate form was signed by the parents to conduct an Initial Evaluation. This is the start of the 60-school day period for evaluation.

Note: This must be populated for the record to be identified in the *SpEd_Evaluation_Detail* report for Indicator 11.

Date of Consent for Reevaluation: This is the date the Consent to Evaluate/Reevaluate form was signed by the parents to conduct the Reevaluation.

Date of Revocation of Consent for Evaluation: This is the date the parent revokes consent for evaluation. When a date is entered, this will auto-populate to the bottom of the Consent Form.

Reason for Revocation of Consent for Evaluation: Enter the parent/guardian reason for revoking consent to evaluate. This text field will print to the bottom of the Consent Form.

Note: The Save button MUST be clicked before proceeding.



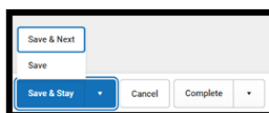
Editor: Enrollment Information

A screenshot of the 'Enrollment Information' editor form. The form has a title bar with 'Enrollment Information' and a status indicator 'NOT STARTED'. The main content area contains a message: 'Click Refresh to retrieve a new copy of data from a selected Enrollment record.' Below this, there are two sections: 'School Information' and 'District Information'. The 'School Information' section has fields for 'Grade', 'School Name', and 'School Phone'. The 'District Information' section has fields for 'District Number', 'District Name', 'District Address', 'District Phone', 'District SPED Address', and 'District SPED Phone'. The form is labeled 'Editor 3 of 14' in the top right corner.

Always click the *Refresh* button to update the student's Enrollment Information.



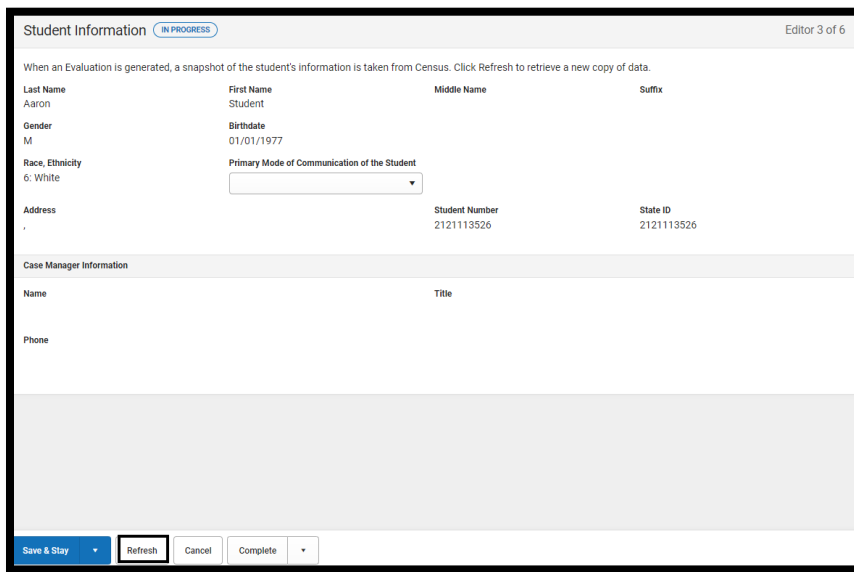
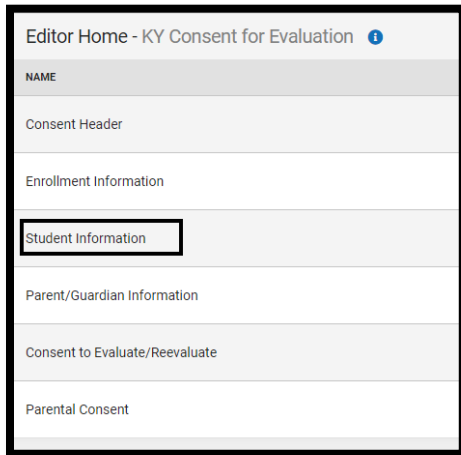
Note: The Save button MUST be clicked before proceeding.



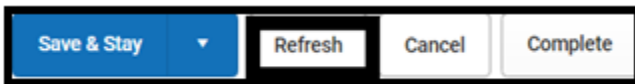
Data Standard KY Consent for Evaluation

Rev. 7/3/2023

Editor: Student Information

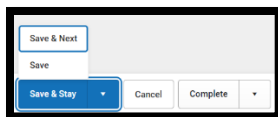


Always click the *Refresh* button to update Student Information.



Primary Mode of Communication of the Student: This is the only editable field in this editor. Select the student's preferred language.

Note: The Save button **MUST** be clicked before proceeding.



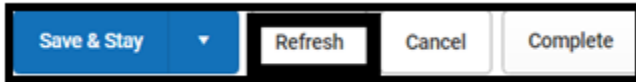
Data Standard KY Consent for Evaluation

Rev. 7/3/2023

Editor: Parent/Guardian Information

The screenshot shows the 'Parent/Guardian Information' editor interface. At the top, it says 'Parent/Guardian Information' with a status indicator 'IN PROGRESS' and 'Editor 4 of 6'. Below this is a paragraph of text: '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.' The main content area shows the name 'Foster, Meagan - Mother, natural/adop'. Below the name are several fields: 'Print Sequence' with a dropdown menu and a 'Delete' button; 'Address'; 'Home Phone', 'Work Phone', and 'Cell Phone'; and 'E-mail'.

Always click the *Refresh* button to update Parent/Guardian Information.



Note: The Save button MUST be clicked before proceeding.



Editor: Consent to Evaluate/Reevaluate

The screenshot shows the 'Consent to Evaluate/Reevaluate' editor interface. At the top, it says 'Consent to Evaluate/Reevaluate' with a status indicator 'NOT STARTED' and 'Editor 5 of 6'. Below this is a section titled 'Suspected Disability:' with the instruction: 'Select all suspected disabilities. For Multiple Disabilities, you may choose additional specific disabilities by clicking again in the white area.' There are four text input fields for selecting disability areas: 'Developmental Delay', 'Specific Learning Disability', and 'Speech or Language Impairment'. At the bottom, there is a paragraph of text: 'For each evaluation (Initial or Reevaluation), mark 'X' for the assessment components determined to be addressed within the multidisciplinary assessment. Mark 'E' if the assessment exists within the educational records of the student and will be considered.'

Suspected Disability: Select all suspected disabilities. If *Speech or Language Impairment* will be considered as either a primary disability or a related service, choose it as a *Suspected Disability*.

Data Standard KY Consent for Evaluation

Rev. 7/3/2023

Suspected Disability:
Select all suspected disabilities. For Multiple Disabilities, you may choose additional specific disabilities by clicking again in the white area.

Autism

Deaf-Blindness

Developmental Delay

Emotional-Behavioral Disability

Functional Mental Disability

If Multiple Disabilities (MD) are suspected, select *Multiple Disabilities* as well as the specific underlying disability categories.

Suspected Disability:
Select all suspected disabilities. For Multiple Disabilities, you may choose additional specific disabilities by clicking again in the white area.

Multiple Disabilities Visual Impairment Orthopedic Impairment

Select disability area(s) for 'Developmental Delay':

Select disability area(s) for 'Specific Learning Disability':

Select disability area(s) for 'Speech or Language Impairment':

For each evaluation (Initial or Reevaluation), mark 'X' for the assessment components determined to be addressed within the multidisciplinary assessment. Mark 'E' if the assessment exists within the educational records of the student and will be considered.

Reminder: Please be aware that some combinations are not appropriate for MD. Please see 707 KAR 1:002, Section 1 (39) and the Multiple Disabilities Eligibility Determination (ky.gov) for more information.

Select disability area(s) for 'Developmental Delay': If Suspected Disability is "Developmental Delay", select all areas that are suspected.

Suspected Disability:
Select all suspected disabilities. For Multiple Disabilities, you may choose additional specific disabilities by clicking again in the white area.

Developmental Delay

Select disability area(s) for 'Developmental Delay':

Cognition

Motor development

Self-help/adaptive behavior

Communication

Social-emotional development

Select disability area(s) for 'Specific Learning Disability': If Suspected Disability is "Specific Learning Disability", select all areas that are suspected.

Data Standard KY Consent for Evaluation

Rev. 7/3/2023

Suspected Disability:
Select all suspected disabilities. For Multiple Disabilities, you may choose additional specific disabilities by clicking again in the white area.

Specific Learning Disability

Select disability area(s) for 'Developmental Delay':

Select disability area(s) for 'Specific Learning Disability':

- Oral Expression
- Written Expression
- Reading Fluency Skills
- Mathematics Calculation
- Listening Comprehension

Select disability area(s) for 'Speech or Language Impairment': If Suspected Disability is "Speech or Language Impairment", select all areas that are suspected.

Suspected Disability:
Select all suspected disabilities. For Multiple Disabilities, you may choose additional specific disabilities by clicking again in the white area.

Speech or Language Impairment

Select disability area(s) for 'Developmental Delay':

Select disability area(s) for 'Specific Learning Disability':

Select disability area(s) for 'Speech or Language Impairment':

- Speech Sound Production and Use
- Language
- Fluency
- Voice

FOR EACH EVALUATION (INITIAL OR REEVALUATION), mark 'X' for the assessment components determined to be addressed within the multidisciplinary assessment. Mark 'E' if the assessment exists within the educational records of the student and will be considered.

Data Standard KY Consent for Evaluation

Rev. 7/3/2023

Health, Vision, Hearing, and Motor Abilities	
X <input type="checkbox"/> E <input type="checkbox"/>	X <input type="checkbox"/> E <input type="checkbox"/>
<input type="checkbox"/> Medical / Health Evaluation	<input type="checkbox"/> Vision Exam
<input type="checkbox"/> Functional Vision / Learning Media Assessment	<input type="checkbox"/> Orientation and Mobility
<input type="checkbox"/> Braille Skills Inventory	<input type="checkbox"/> Hearing
<input type="checkbox"/> Fine Motor	<input type="checkbox"/> Gross Motor
<input type="checkbox"/> Occupational Therapy	<input type="checkbox"/> Physical Therapy
<input type="checkbox"/> Behavior Observation	<input type="checkbox"/> Assistive Technology
	<input type="checkbox"/> Other
Academic Performance	
X <input type="checkbox"/> E <input type="checkbox"/>	X <input type="checkbox"/> E <input type="checkbox"/>
<input type="checkbox"/> Basic Reading	<input type="checkbox"/> Reading Comprehension
<input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Math Calculation
<input type="checkbox"/> Math Reasoning	<input type="checkbox"/> Oral Expression
<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Written Expression
<input type="checkbox"/> Performance Based Tests	<input type="checkbox"/> Criterion Referenced Tests
<input type="checkbox"/> Curriculum Based Tests	<input type="checkbox"/> Norm-Referenced Tests
<input type="checkbox"/> Behavior Observation	<input type="checkbox"/> Other
General Intelligence	
X <input type="checkbox"/> E <input type="checkbox"/>	
<input type="checkbox"/> Cognitive / Intellectual Assessment (aptitude and mental processing)	
<input type="checkbox"/> Behavior Observation	
<input type="checkbox"/> Other	

Social and Emotional Status	
X <input type="checkbox"/> E <input type="checkbox"/>	
<input type="checkbox"/> Adaptive Behavior / Self-Help	
<input type="checkbox"/> Behavior Observation	
<input type="checkbox"/> Behavior Rating Scale	
<input type="checkbox"/> Functional Behavioral Assessment	
<input type="checkbox"/> Other	
Communication Status	
X <input type="checkbox"/> E <input type="checkbox"/>	X <input type="checkbox"/> E <input type="checkbox"/>
<input type="checkbox"/> Receptive Language	<input type="checkbox"/> Expressive Language
<input type="checkbox"/> Speech Sound Production	<input type="checkbox"/> Voice
<input type="checkbox"/> Fluency	<input type="checkbox"/> Oral Mechanism
<input type="checkbox"/> Hearing	<input type="checkbox"/> Behavior Observation
<input type="checkbox"/> Augmentative Communication	<input type="checkbox"/> Other
Vocational Evaluation/Transition Needs	
X <input type="checkbox"/> E <input type="checkbox"/>	
<input type="checkbox"/> Vocational Aptitude	
<input type="checkbox"/> Interest Inventory	
<input type="checkbox"/> Learning Style	
<input type="checkbox"/> Behavior Observations	
<input type="checkbox"/> Other	
Other	
X <input type="checkbox"/> E <input type="checkbox"/>	
<input type="checkbox"/> Social and Developmental History	
<input type="checkbox"/> IEP Progress Data	
<input type="checkbox"/> RTI Data	
<input type="checkbox"/> State Assessment Data	
<input type="checkbox"/> Developmental Assessment	
<input type="checkbox"/> Other	

List the recommendations for student needs (e.g., glasses, hearing aids), any modifications/adaptations of evaluation instruments, procedures, or settings to be used for the evaluation. i.e., native language, mode of communication, cultural factors

List existing reports/assessment data, which will be used as part of the multi-disciplinary assessment.

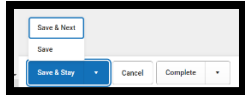
Data Standard KY Consent for Evaluation

Rev. 7/3/2023

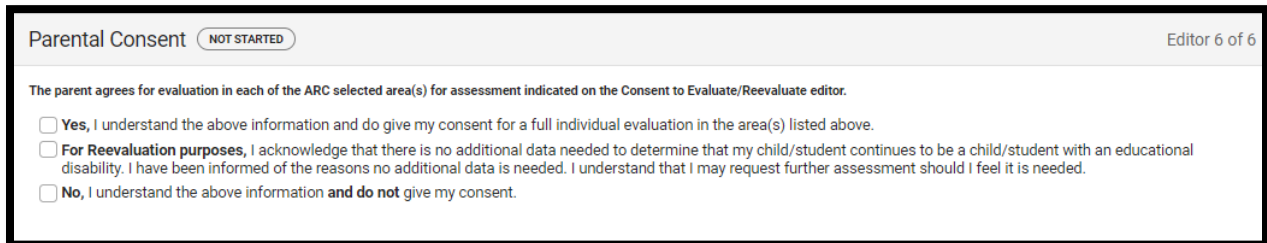
List the recommendations for student needs (e.g., glasses, hearing aids), any modifications/adaptations of evaluation instruments, procedures, or settings to be used for the evaluation (i.e., native language, mode of communication, cultural factors).

List existing reports/assessment data, which will be used as part of the multi-disciplinary assessment.

Note: The Save button MUST be clicked before proceeding.



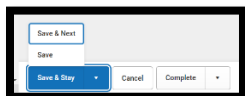
Editor: Parental Consent

A screenshot of the "Parental Consent" editor interface. The title bar shows "Parental Consent" and "NOT STARTED" in a button. The top right corner says "Editor 6 of 6". The main content area contains the text: "The parent agrees for evaluation in each of the ARC selected area(s) for assessment indicated on the Consent to Evaluate/Reevaluate editor." Below this are three radio button options:

- Yes, I understand the above information and do give my consent for a full individual evaluation in the area(s) listed above.
- For Reevaluation purposes, I acknowledge that there is no additional data needed to determine that my child/student continues to be a child/student with an educational disability. I have been informed of the reasons no additional data is needed. I understand that I may request further assessment should I feel it is needed.
- No, I understand the above information and do not give my consent.

Select the appropriate option.

Note: The Save button MUST be clicked before proceeding.



Once the *KY Consent to Evaluate* is completed, select the *Documents* tab.

Select the *KY Consent to Evaluate* document and then select the *Lock/Unlock* button to lock it

