

# Data Standard KY Evaluation/Eligibility Determination

## Rev. 7/3/2023

### Overview

**Standard prepared by:**

Amy Patterson

**Data steward(s)**

[Amy Patterson](#), (502) 564-4970 ext. 4513

**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 screenshots with the new look in IC

**March 7, 2023**

Updated Visuals

**April 7, 2023**

Updated Visuals

**November 03, 2022**

Updated Visuals

Added Document Upload Procedure

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### 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 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.

### 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: Documents**

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### Section A – KY Evaluation/Eligibility Determination

The new KY Evaluation/Eligibility Determination document is one of the lockable editor-based documents. Only the most recently locked KY Evaluation/Eligibility Determination and the most recently locked IEP will transfer as locked, editor-based documents. All other locked documents will transfer as PDF documents.

To create a KY Evaluation/Eligibility Determination:

1. Navigate to Student Information | Special Ed | General | Documents
2. Click the New Document Button
3. Select Create New Conference Summary/Evaluation
4. Select KY Evaluation/Eligibility Determination
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*
- Create KY Summary Report:**  
*Overview of Special Education services including service-related dates.*

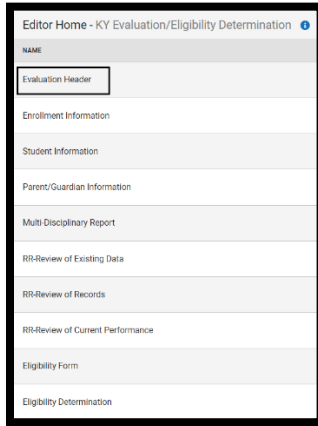
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**DOCUMENT SELECTED FOR CREATION: KY Evaluation/Eligibility Determination**

# Data Standard KY Evaluation/Eligibility Determination

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## Editor: Evaluation/Eligibility Outline



**ARC Eval Date:** This is the date the ARC met to discuss the evaluation or reevaluation. **This field is required.**

**Select Evaluation Type:** “Initial Evaluation”, “Reevaluation”, or “Transferred”. If the student is not currently receiving special education services in Kentucky, choose “Initial Evaluation”. If the student is receiving special education services, choose “Reevaluation”, even if the student is being evaluated for a separate or different disability. If the student has transferred from another district within the state of Kentucky, choose “Transferred.” **This field is required.**

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

**\*NOTE:** When an additional disability category is being considered for students receiving services for Speech/Language Impairment (SLI), a reevaluation 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”. The only exception to this is if the student was previously evaluated in the same district within the same school year and no changes were made to the student’s determination in the previous state.

### **Date of Consent/Denial for Services:**

- Date the parent signs the Consent for Special Education and Related Services Form, OR
- Date the student was found eligible but parent refused services, OR

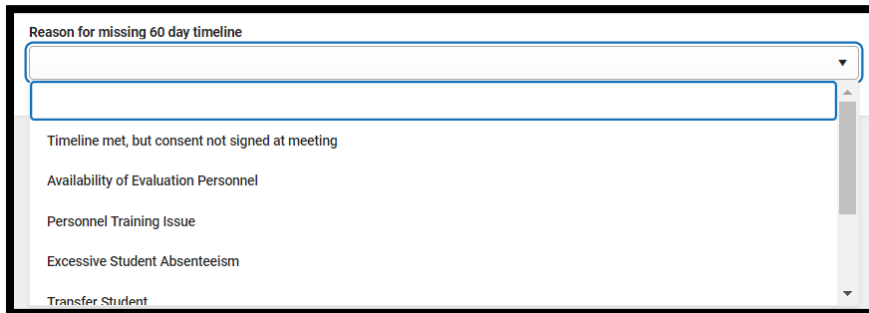
## Data Standard KY Evaluation/Eligibility Determination

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- Date the ARC met to determine the student was not eligible.

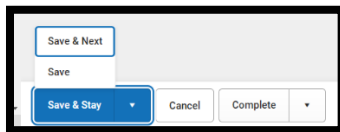
**\*NOTE:** If a student is determined not eligible for special education services, put the date the ARC met to determine the student is not eligible. **This will pull to the SpEd\_Evaluation\_Detail report for Indicator 11.**

**Reason for missing 60 day timeline:** If the Date of Consent for Initial Evaluation is greater than 60 school days from the date of the Consent for Services then a reason for missing the 60 day timeline must be selected.



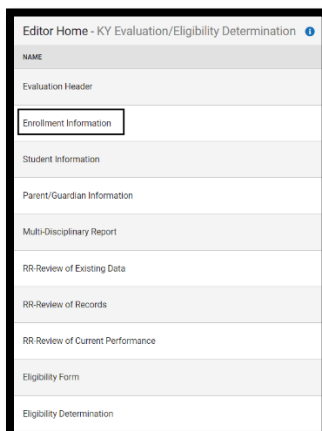
A screenshot of a web application interface showing a dropdown menu titled "Reason for missing 60 day timeline". The menu is open, displaying a list of options: "Timeline met, but consent not signed at meeting", "Availability of Evaluation Personnel", "Personnel Training Issue", "Excessive Student Absenteeism", and "Transfer Student". The dropdown arrow is visible at the top right of the menu.

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



A screenshot of a web application interface showing a "Save" button. The button is labeled "Save & Next" and is highlighted with a blue border. Below it, there are three buttons: "Save & Stay" (with a dropdown arrow), "Cancel", and "Complete" (with a dropdown arrow).

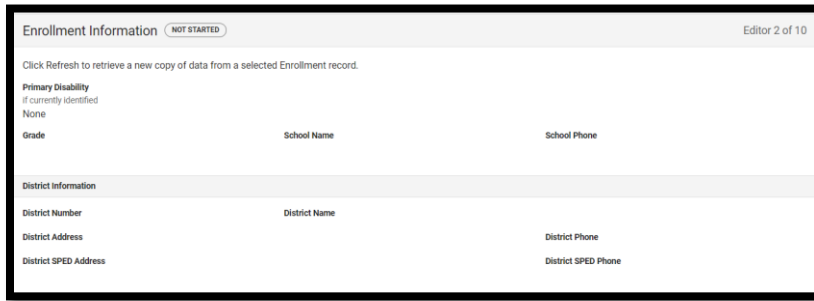
## Editor: Enrollment Information



A screenshot of the "Editor Home" page for "KY Evaluation/Eligibility Determination". The page has a header "NAME" and a list of sections: "Evaluation Header", "Enrollment Information" (highlighted with a blue border), "Student Information", "Parent/Guardian Information", "Multi-Disciplinary Report", "RR-Review of Existing Data", "RR-Review of Records", "RR-Review of Current Performance", "Eligibility Form", and "Eligibility Determination".

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Enrollment Information NOT STARTED Editor 2 of 10

Click Refresh to retrieve a new copy of data from a selected Enrollment record.

**Primary Disability**  
If currently identified  
None

Grade	School Name	School Phone
-------	-------------	--------------

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**District Information**

District Number	District Name	District Phone

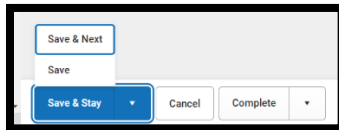
District Address	District SPED Address	District SPED Phone

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



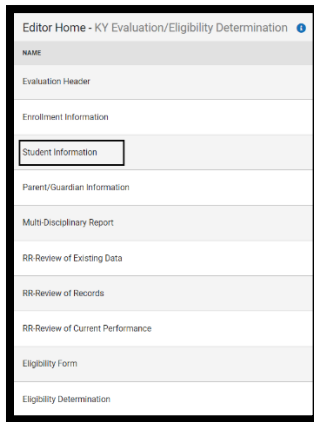
Save & Stay ▼ Refresh Cancel Complete

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



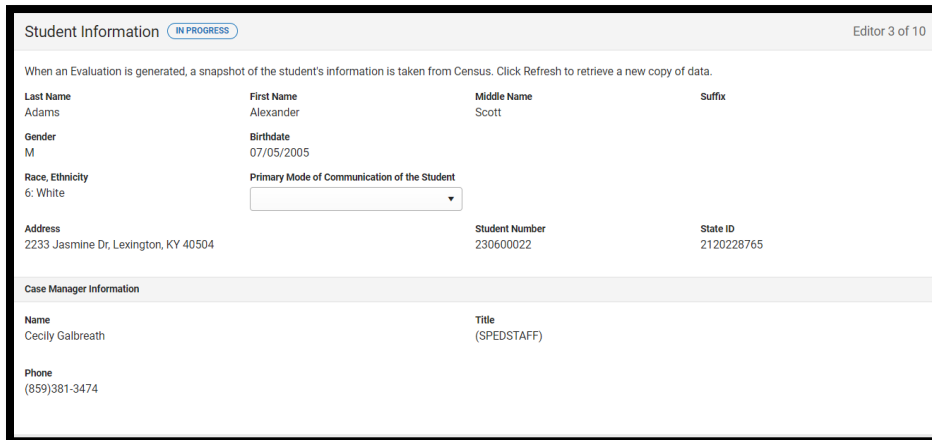
Save & Next  
Save  
Save & Stay ▼ Cancel Complete ▼

## Editor: Student Information



Editor Home - KY Evaluation/Eligibility Determination

- NAME
- Evaluation Header
- Enrollment Information
- Student Information**
- Parent/Guardian Information
- Multi-Disciplinary Report
- RR-Review of Existing Data
- RR-Review of Records
- RR-Review of Current Performance
- Eligibility Form
- Eligibility Determination



Student Information IN PROGRESS Editor 3 of 10

When an Evaluation is generated, a snapshot of the student's information is taken from Census. Click Refresh to retrieve a new copy of data.

Last Name Adams	First Name Alexander	Middle Name Scott	Suffix
Gender M	Birthdate 07/05/2005		
Race, Ethnicity 6: White	Primary Mode of Communication of the Student <input type="text"/>		
Address 2233 Jasmine Dr, Lexington, KY 40504	Student Number 230600022	State ID 2120228765	

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**Case Manager Information**

Name Cecily Galbreath	Title (SPEDSTAFF)
Phone (859)381-3474	

## Data Standard KY Evaluation/Eligibility Determination

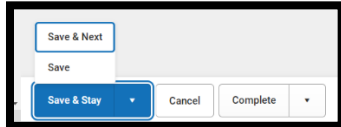
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**Refresh Student Information:** Click **Refresh Student Information** to populate the fields with current information. **This is required.**

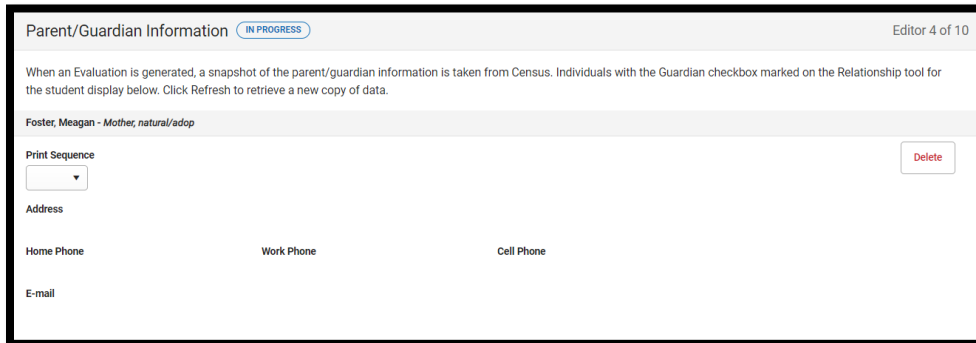
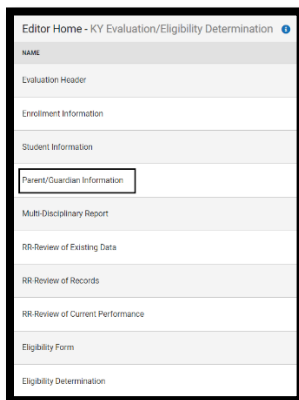


**Primary Mode of Communication of the Student:** This is the only editable field in this editor. Select the student's preferred language.

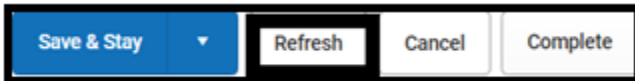
**Note:** The **Save** button **MUST** be clicked before proceeding.



## Editor: Parent/Guardian Information



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





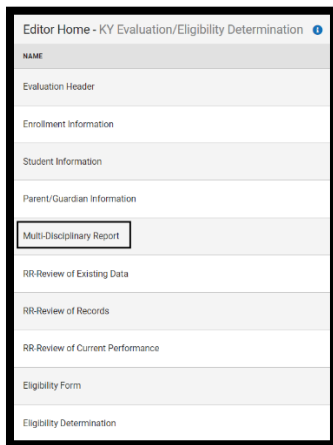
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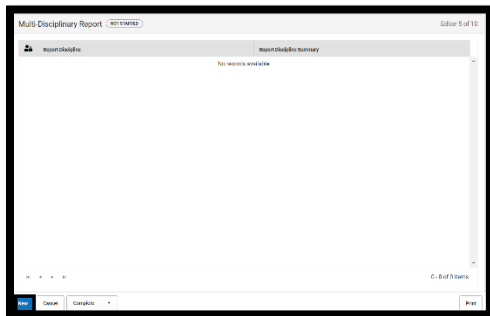
Note: The Save button MUST be clicked before proceeding.



## Editor: Multi-Disciplinary Report



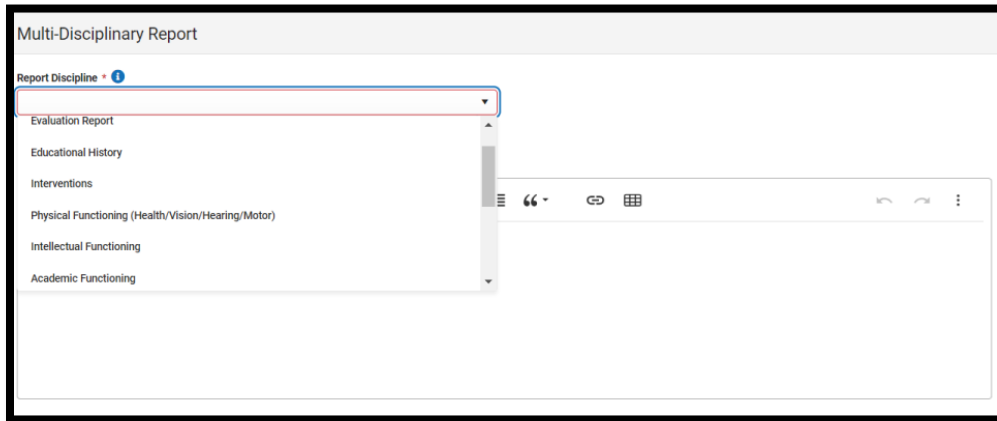
Click on **New**



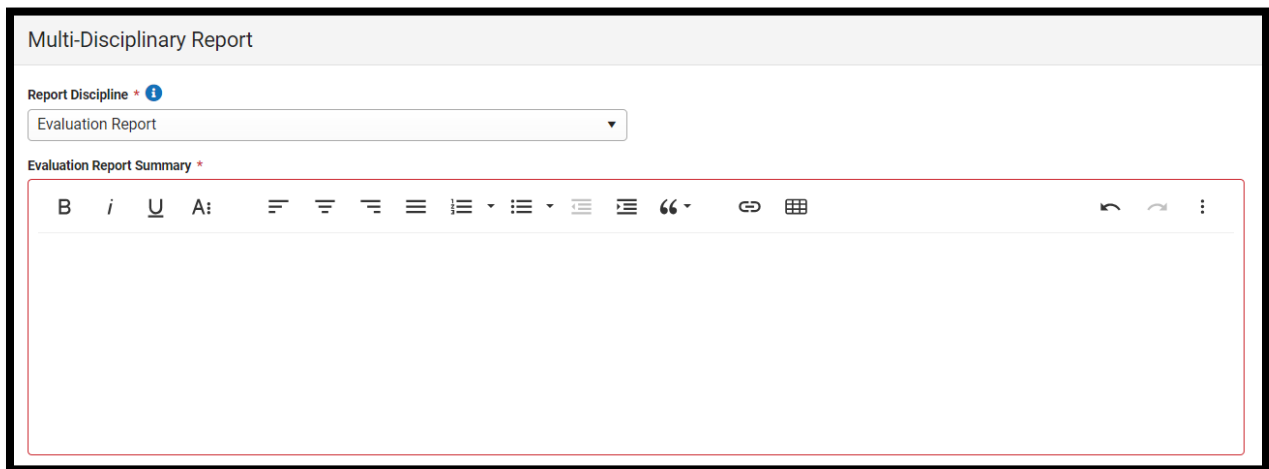
A Note field will appear with a Report Discipline drop box. Choose the appropriate multi-disciplinary report.

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**\*NOTE:** After selecting the Report Discipline, type or copy and paste the report into the field, or type “*See Uploaded Report titled ‘Report Name’*” where ‘*Report Name*’ is the name of the report. Include the date of the report. Then upload and “Associate” the report.



As each section of the report is saved, it will move to the top and no longer appear in the drop-down list.

**Note:** The *Save* (not *Save & New* or *Save & Next*) button **MUST** be clicked before proceeding.

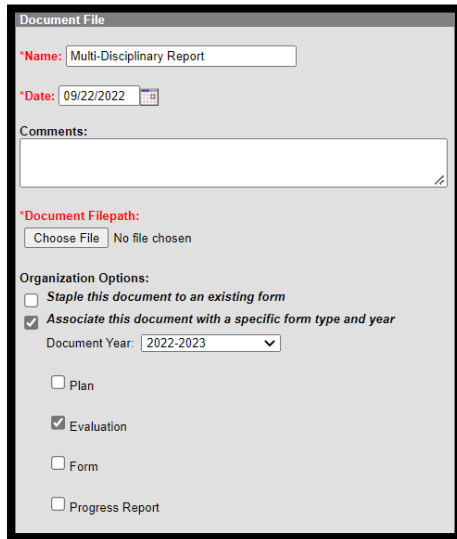


**NOTE:** To upload a Multi-Disciplinary Report:

1. Navigate to **Student Information | Special Ed | General | Documents**
2. Click the Upload Document Button

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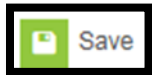


**Type the Name of the Report. This is required.**

**Enter the date of the Report. This is required.**

Select the “Choose File” button to attach the report document.

Select “Associate this document with a specific form type and year” and enter the school year from the drop-down list. Check Evaluation and click Save.



**\*Note:** The editor will not save unless the Document Filepath is attached

### Editor: RR-Review of Existing Data

*RR refers to Record Review*

This is required only if this is a reevaluation and the ARC does not request additional data, not an initial evaluation.

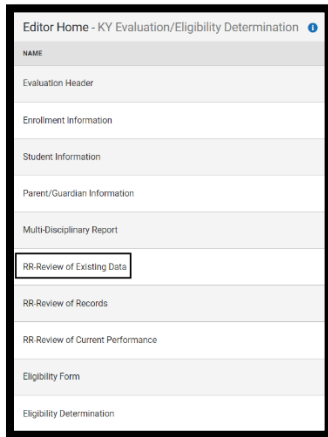
If the ARC determines additional data is not needed for a reevaluation, the ARC must document the review of existing data (include all 4):

1. Evaluations and information provided by the parents (if available)
2. Minimum of two classroom-based observations (or minimum of one for SLD only) by teachers and related services providers
3. One or more of the following:
  - Current classroom-based assessment data
  - Local assessment data

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- State assessment data
- 4. Current progress monitoring of IEP goals to determine whether the child’s educational performance continues to be significantly and consistently below the level of similar age peers. ([707 KAR 1:300, Section 4](#))

A screenshot of the "RR-Review of Existing Data" form. The form includes a "Current Disability" dropdown menu, a "List Current Disability Area(s)" field, and "Current Related Services" checkboxes for N/A, Speech, Other, OT, O & M, PT, and Special Transportation. There is also a "Specify Other:" text area. At the bottom, there is a table for "Previous Eligibility Determinations" with columns for "PREVIOUS ELIGIBILITY DETERMINATIONS", "ARC DATES FOR ELIGIBILITY DETERMINATION", and "EVALUATION/REEVALUATION REPORT IN FILE". The table currently shows "No records available." and an "Add New Determination" button is at the bottom left.

**Current Disability:**  
Select the student’s current disability.

# Data Standard KY Evaluation/Eligibility Determination

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A screenshot of a dropdown menu titled "Current Disability". The menu is open, showing a list of disability categories: Autism, Deaf-Blindness, Developmental Delay, Emotional-Behavioral Disability, Functional Mental Disability, and Hearing Impairment. The "Autism" option is currently selected and highlighted.

If "Multiple Disabilities" is selected, also select all underlying disabilities.

A screenshot of the "RR-Review of Existing Data" form. The "Current Disability" dropdown is set to "Multiple Disabilities". A secondary dropdown, "If 'Multiple Disabilities' is selected, list categories:", is open and shows a list of underlying disabilities: Autism, Deaf-Blindness, Emotional-Behavioral Disability, Functional Mental Disability, Hearing Impairment, and Mild Mental Disability. The "Visual Impairment" option is selected in this secondary dropdown.

If "Developmental Delay" is selected, choose the areas of current disability.

A screenshot of the "RR-Review of Existing Data" form. The "Current Disability" dropdown is set to "Developmental Delay". The "List Current Disability Area(s)" section is open, showing a list of areas: Motor development, Self-help/adaptive behavior, Communication, and Social-emotional development. The "Cognition" area is selected.

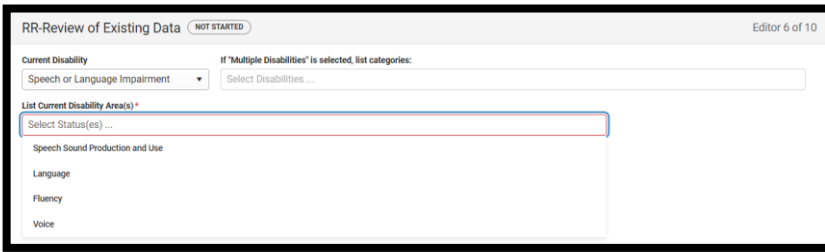
If "Specific Learning Disability" is selected, choose the areas of current disability.

A screenshot of the "RR-Review of Existing Data" form. The "Current Disability" dropdown is set to "Specific Learning Disability". The "List Current Disability Area(s)" section is open, showing a list of areas: Oral Expression, Written Expression, Reading Fluency Skills, Mathematics Calculation, Listening Comprehension, and Basic Reading Skills. The "Oral Expression" area is selected.

If "Speech or Language Impairment" is selected, choose the areas of current disability.

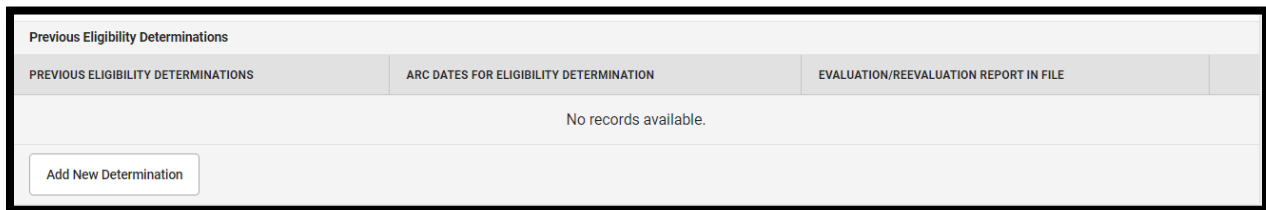
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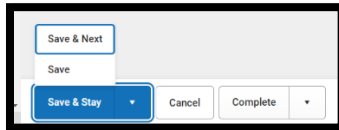
**Current Related Services:** Select all that apply.

**Previous Eligibility Determinations:** List any previous eligibility information, along with the ARC dates for eligibility determination, and whether the evaluation/reevaluation report is in the file.



**\*NOTE:** Be specific about which existing records were reviewed.

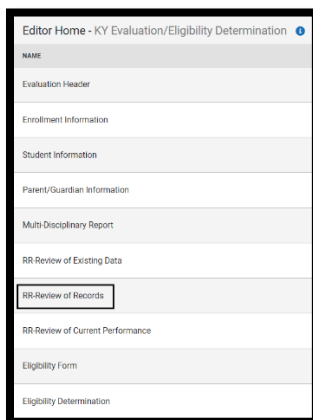
**Note:** The **Save** button **MUST** be clicked before proceeding.



## Editor: RR-Review of Records

*RR refers to Record Review*

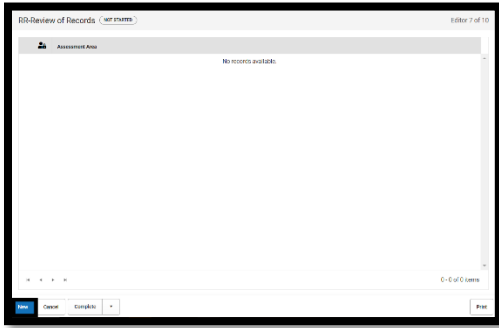
This is required only if this is a reevaluation and the ARC does not request additional data, not an initial evaluation.



If doing a reevaluation, click the **New**

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Select an **Assessment Area** and complete the information.

RR-Review of Records

Directions: RR-Review of Records and RR-Review of Current Performance must be completed by the appropriate individuals prior to the ARC meeting.

Assessment Area\*

Assessment Area is required

Date  
month/day/year

Test

Scale	Standard Score
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Delete

Add

Interpretation of Results

RR-Review of Records

Directions: RR-Review of Records and RR-Review of Current Performance must be completed by the appropriate individuals prior to the ARC meeting.

Assessment Area\*

- Communication Status
- Academic Performance
- Health, Vision, Hearing, Motor Abilities
- Social and Emotional Status
- General Intelligence
- Transition Needs

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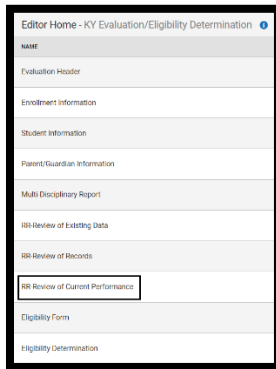
Once an Assessment Area is chosen, it will populate in the box at the top and be removed from the drop list. Then another Assessment Area may be chosen by clicking **New Reevaluation Summary**.

**Note: The *Save* (not *Save & Next*) button MUST be clicked before proceeding.**

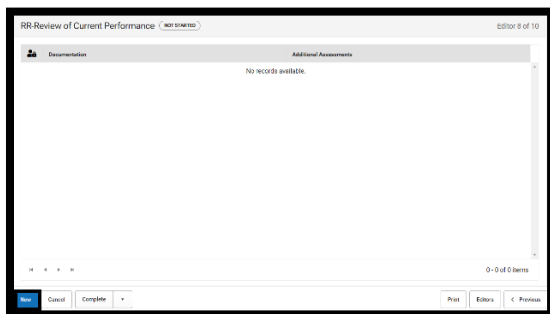


## Editor: RR-Review of Current Performance

*RR refers to Record Review*



Click the **New**





# Data Standard KY Evaluation/Eligibility Determination

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RR-Review of Current Performance

Directions:

- Summarize current information about the student's academic and functional performance levels.
- At least two observations are required for all evaluations.
- Include information for applicable items listed and any other relevant information.

Documentation \*  Documentation Method

Other, Specify:

Assessment  
Provide information if

Summary

ARC Determined Additional Assessments \*

Select the appropriate category from the **Documentation** drop-down box.

RR-Review of Current Performance

Directions:

- Summarize current information about the student's academic and functional performance levels.
- At least two observations are required for all evaluations.
- Include information for applicable items listed and any other relevant information.

Documentation \*  Documentation Method

Communication Status

Academic Performance

Health, Vision, Hearing, Motor Abilities

Social and Emotional Status

General Intelligence

Transition Needs

Enter appropriate data and summaries for each item. Enter ARC determination for additional assessment. **Be sure to click the Save (not Save & Stay or Save & Next) button after each type of documentation.**

Save & Next

Save

Save & Stay Cancel Complete

**NOTE:** Each Documentation category has its own drop-down box. Select as many items as apply from these drop-downs. (See the next page for listings for each Documentation category.)

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**RR-Review of Current Performance**

Directions:

- Summarize current information about the student's academic and functional performance levels.
- At least two observations are required for all evaluations.
- Include information for applicable items listed and any other relevant information.

Documentation \*  
Communication Status

Other, Specify:

Assessment  
Provide information if

Communication Status Documentation Method \*  
Select Documentation Method(s) ...

- IEP Progress Data for each Goal
- Assistive Technology
- Augmentative Communication Devices
- Primary Mode of Communication
- Observations

Please specify in the textbox provided if "Other Specify:" is selected.

Documentation \*  
Communication Status

Communication Status Documentation Method \*  
Other Specify: ✖

Other, Specify: \*

## Documentation Categories:

### Academic Performance

Academic Performance Documentation Method \*

Select Documentation Method(s) ...

- IEP Progress Data for each Goal
- Grades (current and previous year)
- Attendance
- State Assessment Results
- District Assessment Results
- Work Sample Results

### Health, Vision, Hearing, Motor Abilities

Health, Vision, Hearing, Motor Abilities Documentation Method \*

Select Documentation Method(s) ...

- IEP Progress Data for each Goal
- Current Health Status
- Medications and Impact
- Diagnosis
- Vision Screening
- Hearing Screening

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## Social and Emotional Status

Social and Emotional Status Documentation Method \*

Select Documentation Method(s) ...

- IEP Progress Data for each Goal
- Adaptive Skills
- Attention, Hyperactivity, Impulsivity Issues
- Disciplinary Referrals
- Suspensions Bus/School

## General Intelligence

General Intelligence Documentation Method \*

Select Documentation Method(s) ...

- Aptitude
- Retention of Information (memory)
- Application of Knowledge
- Reasoning Skills
- Generalizes Knowledge

## Transition Needs

Transition Needs Documentation Method \*

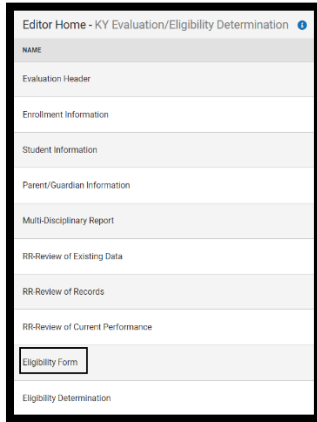
Select Documentation Method(s) ...

- IEP Progress Data for each Goal (required)
- Individual Learning Plan (ILP)
- Transition Assessments
- Learning Styles
- Community Based Instruction

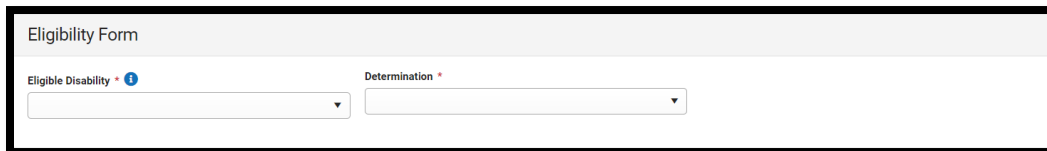
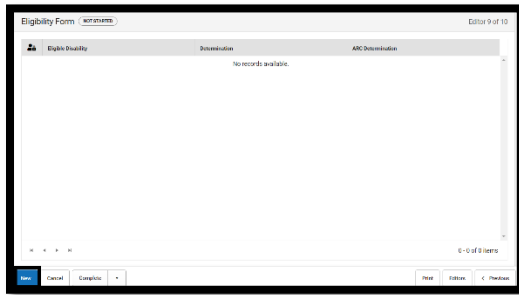
# Data Standard KY Evaluation/Eligibility Determination

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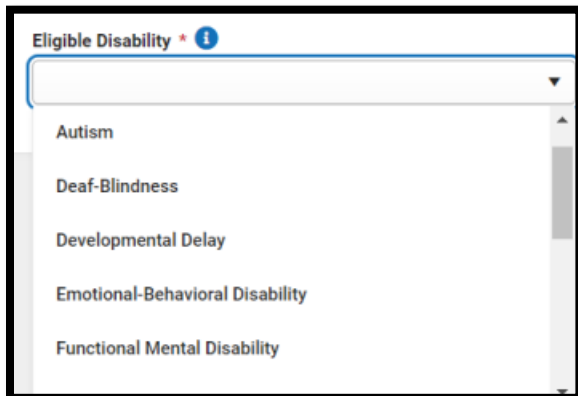
## Editor: Eligibility Form



Click the **New**



**Eligible Disability:** Select the appropriate disability.



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**Determination:** Determine whether this is an initial determination or a re-determination. When a disability is selected, the corresponding eligibility form will appear for data entry. Each disability form criteria is shown on pages 19 - 34.

**\*NOTE:** If the student is being evaluated for a new or different category, this will be an initial determination, even if it was a re-evaluation for special education in general.

**\*NOTE:** For Multiple Disabilities, complete a form for Multiple Disabilities as well as a form for each of the underlying disabilities.

In addition to the eligibility criteria for the specific disability, be sure to include the following information at the bottom of each form:

- **Supporting Documentation:** Enter all supporting documentation. Use multiple data sources.
- **The ARC used the interpretation of the evaluation data documented above to determine the eligibility criteria:** Select the appropriate checkbox. If any previous items were determined Insufficient, select "Evaluation Data was insufficient to determine eligibility..." and list remaining data to be collected.
- **The ARC will reconvene by:** Enter the date the ARC will reconvene, if applicable.

Provide supporting documentation that demonstrates the ARC:

- Used multiple sources to triangulate the data and substantiate the existence of the disability; and
- Confirmed progress of the student is impeded by the disability to extend the student's educational performance is significantly and consistently below the level of similar age peers.

Supporting Documentation:

The ARC used the interpretation of the evaluation data documented above to determine:

- The student meets the eligibility criteria for autism, which adversely impacts her/her education, and is eligible for specially designed instruction and related services.
- The student does not meet the eligibility criteria for autism and is not eligible for specially designed instruction and related services.
- The student has autism, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.
- Evaluation data are insufficient to determine eligibility. Additional assessments and data will be obtained in the area(s) of:

Specify Additional Assessments and Data:

Date ARC will reconvene to review and determine eligibility:

month/day/year

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

Save & Next

Save

Save & Stay Cancel Complete

# Data Standard KY Evaluation/Eligibility Determination

Rev. 7/3/2023

## Autism

**Autism Eligibility**

The ARC determines a student to meet the eligibility criteria for **autism** and is eligible for specially designed instruction and related services when:

1a. The student has a developmental disability, generally evident before age 3, significantly affecting verbal and nonverbal communication.

1b. The student has a developmental disability affecting social interaction.

2. The student's deficits are not primarily the result of an emotional-behavioral disability.

3. Evaluation information confirms there is an adverse effect on educational performance.

4. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.

5. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

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

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Save & Stay Cancel Complete

## Deaf-Blindness

**Deaf-Blindness Eligibility**

The ARC determines a student to have a disability of **deaf-blindness** and is eligible for specially designed instruction and related services when:

1a. Student has a Hearing Impairment.  
Attached Hearing Impairment Eligibility Form

1b. Student has a Visual Impairment.  
Attached Visual Impairment Eligibility Form

2. The combination of the two impairments causes such severe communication, developmental and educational needs that the student cannot be accommodated in special education programs designed solely for students with visual impairments or hearing impairments, unless supplementary assistance is provided to address educational needs resulting from the two disabilities.

3. Evaluation information confirms there is an adverse effect on educational performance.

4. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.

5. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

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

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# Data Standard KY Evaluation/Eligibility Determination

Rev. 7/3/2023

## Developmental Delay

**Developmental Delay Eligibility**

The ARC determines a student to have a **developmental delay** and is eligible for specially designed instruction and related services when:

1. Student is three through eight years of age.  
Note: Eligibility for DD ends on the student's ninth birthday.

2. Student has not acquired skills or achieved commensurately with recognized performance expectations for his/her age in one or more of the developmental areas.

Developmental Areas

- cognition
- communication
- motor development
- social-emotional development
- self-help/adaptive behavior

3a. Performance compared/analyzed by ARC:

Student demonstrates a measurable, verifiable difference between expected performance and current level of performance by:

- scores of two standard deviations or more below the mean in one or more of the five (listed above) developmental areas using norm-referenced instruments and procedures; OR
- scores of 1.5 standard deviations below the mean in two or more of the five developmental areas (listed above) using norm-referenced instruments and procedures

3b. If 3a is marked inconclusive, the professional judgement of the ARC verifies the existence of significant atypical quality or pattern of development.

4. Evaluation information confirms there is an adverse effect on educational performance.

5. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.

6. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

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

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Save & Stay Cancel Complete

## Emotional Behavioral Disability

**Emotional-Behavioral Disability Eligibility**

The ARC determines a student to have an **emotional-behavioral disability** and is eligible for specially designed instruction and related services when:

1. Social-emotional needs have been compared/analyzed by ARC:

When provided with interventions to meet instructional and social-emotional needs, the student continues to exhibit one or more of the following, when compared to the student's peer and cultural reference groups, across settings, over a long period of time and to a marked degree:

- Severe deficits exist in social competence or appropriate behavior which causes an inability to build or maintain satisfactory interpersonal relationships with adults or peers.
- Severe deficits exist in academic performance which are not commensurate with the student's ability level and are not solely a result of intellectual, sensory, or other health factors but are related to the student's social-emotional problems.
- The student exhibits a general pervasive mood of unhappiness or depression.
- The student exhibits a tendency to develop physical symptoms or fears associated with personal or school problems.

2. The severe deficit in social competence, appropriate behavior and academic performance is not the result of isolated inappropriate behaviors that are the result of willful, intentional or wanton actions.

3. Evaluation information confirms there is an adverse effect on educational performance.

4. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.

5. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

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

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Save & Stay Cancel Complete

# Data Standard KY Evaluation/Eligibility Determination

Rev. 7/3/2023

## Functional Mental Disability

**Functional Mental Disability Eligibility**

The ARC determines a student to have a **functional mental disability** and is eligible for specially designed instruction and related services when:

1a. Cognitive functioning is at least three standard deviations below the mean.

1b. Adaptive behavior is at least three standard deviations below the mean.

1c. A severe deficit exists in overall academic performance including acquisition, retention and application of knowledge.

1d. Manifestation is typically during the developmental period.

2. Evaluation information confirms there is an adverse effect on educational performance.

3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.

4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

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

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## Hearing Impairment

**Hearing Impairment Eligibility**

The ARC determines a student to have a **hearing impairment** and is eligible for specially designed instruction and related services when:

1. Hearing loss compared/analyzed by ARC:

Whether permanent or fluctuating, the student has a hearing loss that meets one or more of the criteria below:

1a. average pure-tone hearing loss in the speech range (500Hz, 1000Hz and 2000Hz) of at least 25dB in the better ear.  
 1b. average pure-tone hearing loss in the high-frequency range (2000Hz, 4000Hz and 6000Hz) of at least 45dB in the better ear.  
 1c. average pure-tone unilateral hearing loss in the speech range (500Hz, 1000Hz and 2000Hz) of at least 60dB in the impaired ear.

2. The hearing loss results in difficulty in identifying linguistic information through hearing.

3. Evaluation information confirms there is an adverse effect on educational performance.

4. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.

5. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

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

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# Data Standard KY Evaluation/Eligibility Determination

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## Mild Mental Disability

Mild Mental Disability Eligibility

The ARC determines a student to have a *mild mental disability* and is eligible for specially designed instruction and related services when:

1a. Cognitive functioning is at least two standard deviations, but not more than three standard deviations below the mean.

1b. Adaptive behavior is at least two standard deviations below the mean.

1c. Severe deficit exists in overall academic performance including acquisition, retention and application of knowledge.

1d. Manifestation is typically during the developmental period.

2. Evaluation information confirms there is an adverse effect on educational performance.

3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.

4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

**Note: The Save or Save & Newbutton MUST be clicked before proceeding.**

Save & Next  
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Save & Stay  Cancel Complete

## Multiple Disabilities

**\*NOTE:** For Multiple Disabilities, complete a form for Multiple Disabilities as well as a form for each of the underlying disabilities.

Multiple Disabilities Eligibility

The ARC determines a student to have *multiple disabilities* and is eligible for specially designed instruction and related services when:

1a. Disabilities compared/analyzed by ARC:

The student has a combination of two or more of the following disabilities:

1b. The student's disability is not solely a combination of deafness and blindness.

1c. The student's disability is not a combination of speech or language impairment and one other disabling condition.

1d. The combination of these disabilities causes such severe educational needs that they cannot be accommodated through special education programs solely for one impairment.

2. Evaluation information confirms there is an adverse effect on educational performance.

3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.

4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

**Note: The Save or Save & Newbutton MUST be clicked before proceeding.**

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Save & Stay  Cancel Complete

# Data Standard KY Evaluation/Eligibility Determination

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## Orthopedic Impairment

**Orthopedic Impairment Eligibility**

The ARC determines a student to have an **orthopedic impairment** and is eligible for specially designed instruction and related services when:

1. Orthopedic impairment existence and causes compared/analyzed by ARC:

A severe orthopedic impairment exists and is caused by one or more of the following:

1a. congenital anomaly such as clubfoot or absence of some member  
 1b. disease such as poliomyelitis or bone tuberculosis  
 1c. other causes such as cerebral palsy, amputations, fractures or burns that cause contractures

2. Evaluation information confirms there is an adverse effect on educational performance.

3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.

4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

**Note: The Save or Save & Newbutton MUST be clicked before proceeding.**

Save

## Other Health Impairment

**Other Health Impairment Eligibility**

The ARC determines a student to have an **other health impairment** and is eligible for specially designed instruction and related services when:

1a. The existence of a health impairment caused by chronic or acute health problems such as acquired immune deficiency syndrome, asthma, attention deficit disorder, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette's syndrome or tuberculosis.

The other health impairment is:

1b. Health problem limitations compared/analyzed by ARC:

Due to the chronic or acute health problem, the student has limited:

strength  
 vitality  
 alertness (including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment)

2. Evaluation information confirms there is an adverse effect on educational performance.

3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.

4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

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

Save

# Data Standard KY Evaluation/Eligibility Determination

Rev. 7/3/2023

## Specific Learning Disability

**Specific Learning Disability Eligibility**

The ARC determines a student to have a *specific learning disability* and is eligible for specially designed instruction and related services when:

1. The student is provided with learning experiences and instruction appropriate for the student's age or state-approved grade level standards.

2. Method A or B compared/analyzed by ARC:

Methods

Method A: Severe Discrepancy. The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to ability level or intellectual development. Note: The ARC must use the SLD Reference Tables when choosing this method. **OR**

Method B: Response to Intervention. The student fails to achieve a rate of learning to make sufficient progress to meet grade level standards aligned with the Kentucky Academic Standards (KAS) in one or more of the areas identified below when assessed using a response to scientific, research-based intervention process.

3. Student Achievement compared/analyzed by ARC:

The student does not achieve adequately, as indicated on multiple data sources, for the student's age or grade level standards aligned with the KAS in one or more of the following areas:

Select Area(s)...

4. The deficits in achievement are not primarily the result of any of the following: visual, hearing, or motor impairment, mental disability, emotional-behavioral disability, cultural factors, environmental or economic disadvantage or limited English proficiency.

5. Evaluation information confirms there is an adverse effect on educational performance.

6. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.

7a. The following relevant behavior was noted during the observations of the student:

## Specific Learning Disability (continued)

7b. What is the ARC's interpretation of the relationship of the observed behavior (7a) to the student's educational functioning?

8. Educationally relevant medical findings, if any:

9. Document the instructional strategies implemented and the student-centered data collected based on the student's response to scientific, research-based intervention.

10a. The student's parents have been notified of the policies regarding:

amount and nature of the student performance data that is collected and the general education services that are provided

strategies for increasing the student's rate of learning

parent's right to request an evaluation

10b. Describe how the information above was provided to the parent.

Following the Supporting Documentation, Data, and Reconvene Date is a section for each of the ARC members to agree or disagree for the student to have this eligibility.

# Data Standard KY Evaluation/Eligibility Determination

Rev. 7/3/2023

**Admission and Release Committee Members**

All ARC members shall certify with their signature below whether the report reflects each member's conclusion. A member who disagrees shall submit a separate statement explaining the member's conclusion. Each differing conclusion *must* be attached (associated in Infinite Campus) to the Eligibility Determination Form and Written Report.

Name	Role	Conclusion
No records saved.		

Navigation: Home, Previous, Next, Refresh. 0 - 0 of 0 Items

Buttons: Add

**\*NOTE:** This is necessary only for Specific Learning Disability determination.

**Note:** The Save or Save & Newbutton **MUST** be clicked before proceeding.

Buttons: Save & Next, Save, Save & Stay, Cancel, Complete

## Speech or Language Impairment

**Speech or Language Impairment Eligibility**

*This form documents the student's eligibility for SLI as a **disability category only**. This form is not required for speech or language as a related service.*

The ARC determines a student to have a **speech or language impairment** and is eligible for specially designed instruction and related services when:

1. Communication disorder areas compared/analyzed by ARC:
- Communication disorder in one or more of the following:  
 absence of language  
 delayed acquisition of language  
 impaired articulation  
 language impairment  
 stuttering  
 voice impairment
2. Evaluation information confirms there is an adverse effect on educational performance.
3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.
4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

**Note:** The Save or Save & Newbutton **MUST** be clicked before proceeding.

Buttons: Save & Next, Save, Save & Stay, Cancel, Complete

# Data Standard KY Evaluation/Eligibility Determination

Rev. 7/3/2023

## Traumatic Brain Injury

**Traumatic Brain Injury Eligibility**

The ARC determines a student to have a **traumatic brain injury** and is eligible for specially designed instruction and related services when:

1a. Evaluation information collected across multiple settings verifies an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairments or both. This is not a congenital, degenerative, or brain injury induced by birth trauma.

Traumatic brain injury is evidenced by information that indicates an open or closed head injury resulted in an impairment in one or more of the following areas:

Select Area(s)...

1b. The extent of the brain injury is compared/analyzed by ARC:

The extent of the brain injury is:

2. Evaluation information confirms there is an adverse effect on educational performance.

3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.

4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

**Note: The Save or Save & Newbutton MUST be clicked before proceeding.**

Save & Next  
Save  
Save & Stay Cancel Complete

## Visual Impairment

**Visual Impairment Eligibility**

The ARC determines a student to have a **visual impairment** and is eligible for specially designed instruction and related services when:

1. Visual acuity compared/analyzed by ARC:

**Visual Acuity**

The visual acuity, even with prescribed lenses, is 20/70 or worse in the better eye, OR  
 The visual acuity is better than 20/70 and the student has any of the following conditions:

Specify Condition(s):

medically-diagnosed progressive loss of vision  
 visual field of twenty (20) degrees or worse  
 medically-diagnosed condition of cortical blindness  
 functional loss of vision

2. Specialized materials and instruction compared/analyzed by ARC

The student requires specialized materials and instruction in any of the following

Select Area(s)...

3. Evaluation information confirms there is an adverse effect on educational performance.

4. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.

5. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

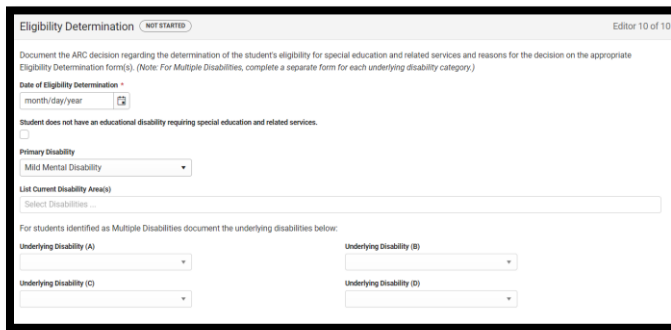
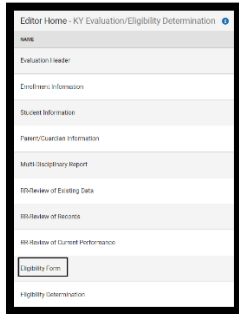
**Note: The Save or Save & Newbutton MUST be clicked before proceeding.**

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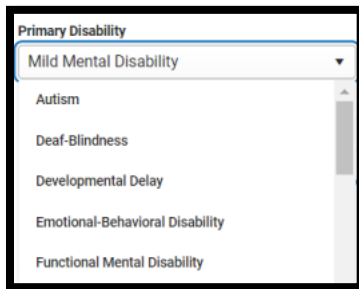
# Data Standard KY Evaluation/Eligibility Determination

Rev. 7/3/2023

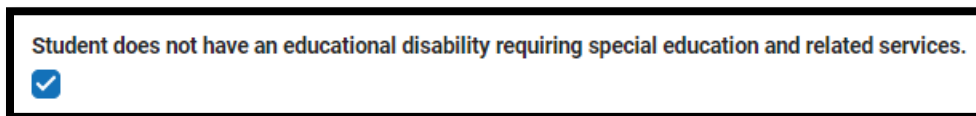
## Editor: Eligibility Determination



**Date of Eligibility Determination:** Enter month, day and year of the most recent date that eligibility for services was determined by the ARC. **This field is required.**



**Primary Disability:** The Primary Disability will auto-populate with the most recent Primary Disability. If a new eligibility determination was made, select the appropriate disability category for the student. **OR** if the student is determined not eligible for services, check this box:



*If Multiple Disabilities is selected as the Primary Disability, then at least two Underlying Disabilities must be selected. Likewise, if Multiple Disabilities is NOT selected as the Primary Disability, then do not select any Underlying Disabilities.*

## Data Standard KY Evaluation/Eligibility Determination

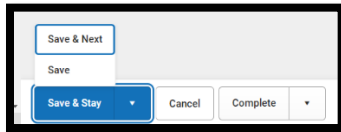
Rev. 7/3/2023

**\*NOTE:** Once this KY Evaluation is saved and **LOCKED**, the **Primary Disability** and **Eligibility Determination Date** will populate to the following documents:

- KY IEP
- Private School Service Plan

**\*NOTE:** The **Primary Disability** and **Eligibility Determination Date** will populate the **IDEA December 1 Child Count**.

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



**\*NOTE:** Once the KY Evaluation is completed, select the **Documents** tab. Select the KY Evaluation document and then select the **Lock/Unlock** to lock it.

