

**Eligibility Record Review Document  
Specific Learning Disability (SLD)**

**707 KAR 1:002 Section 1(59) and 707 KAR 1:310**

<b>Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary, Referral for Multi-Disciplinary Evaluation</b>		<b>Yes</b>	<b>No</b>								
<b>SLD 1</b>	The ARC documented evidence showing the student was provided with learning experiences and instruction appropriate for the student's age or state-approved grade-level standards.										
<b>SLD 2</b>	<p>The ARC documented evidence using either the Severe Discrepancy or Response to Intervention (RtI) method for determining the student meets criteria for SLD eligibility.</p> <p>Interventions <b>must</b> be provided <u>in the academic area of concern</u> prior to or as part of the referral process for both <b>Method A and B</b>.</p> <p><input type="checkbox"/> <u>Method A: Severe Discrepancy</u> The student exhibits a pattern of strengths and weaknesses in performance, achievement or both, relative to ability level or intellectual development. <b>Note: The ARC must use the <u>SLD Reference Tables</u> provided by the KDE.</b></p> <p><b>OR</b></p> <p><input type="checkbox"/> <u>Method B: Response to Intervention</u> 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 in SLD 3 when assessed based on the student's response to scientific, research-based intervention.</p> <p><b>NOTE:</b> The <u>SLD Guidance Document</u> provides more information on either method.</p>										
<b>SLD 3</b>	<p>The ARC documented a review and analysis of intervention and evaluation information showing the student does not achieve adequately, <b>as indicated on multiple data sources</b>, for the student's age or grade-level standards aligned to the KAS in one or more of the following areas.</p> <table border="0"> <tr> <td><input type="checkbox"/> oral expression</td> <td><input type="checkbox"/> reading fluency skills</td> </tr> <tr> <td><input type="checkbox"/> listening comprehension</td> <td><input type="checkbox"/> reading comprehension</td> </tr> <tr> <td><input type="checkbox"/> written expression</td> <td><input type="checkbox"/> mathematics calculation</td> </tr> <tr> <td><input type="checkbox"/> basic reading skills</td> <td><input type="checkbox"/> mathematics reasoning</td> </tr> </table> <p><i>Summary of Intervention Data</i> in the Referral for Multi-Disciplinary Evaluation may contain the necessary information.</p>	<input type="checkbox"/> oral expression	<input type="checkbox"/> reading fluency skills	<input type="checkbox"/> listening comprehension	<input type="checkbox"/> reading comprehension	<input type="checkbox"/> written expression	<input type="checkbox"/> mathematics calculation	<input type="checkbox"/> basic reading skills	<input type="checkbox"/> mathematics reasoning		
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<b>SLD 4</b>	<p>The ARC documented review and analysis of evaluation information showing the deficits in achievement are <i>not</i> primarily the result of any of the following.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">vision</td> <td style="border-bottom: 1px solid black; padding: 2px;">screen date _____</td> <td style="border-bottom: 1px solid black; padding: 2px;"><input type="checkbox"/> Pass</td> <td style="border-bottom: 1px solid black; padding: 2px;"><input type="checkbox"/> Fail</td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">hearing</td> <td style="border-bottom: 1px solid black; padding: 2px;">screen date _____</td> <td style="border-bottom: 1px solid black; padding: 2px;"><input type="checkbox"/> Pass</td> <td style="border-bottom: 1px solid black; padding: 2px;"><input type="checkbox"/> Fail</td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">motor impairments</td> <td style="border-bottom: 1px solid black; padding: 2px;">screen date _____</td> <td style="border-bottom: 1px solid black; padding: 2px;"><input type="checkbox"/> Pass</td> <td style="border-bottom: 1px solid black; padding: 2px;"><input type="checkbox"/> Fail</td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">mental disability</td> <td style="border-bottom: 1px solid black; padding: 2px;"></td> <td style="border-bottom: 1px solid black; padding: 2px;"><input type="checkbox"/> Yes</td> <td style="border-bottom: 1px solid black; padding: 2px;"><input type="checkbox"/> No</td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">emotional-behavioral disability</td> <td style="border-bottom: 1px solid black; padding: 2px;"></td> <td style="border-bottom: 1px solid black; padding: 2px;"><input type="checkbox"/> Yes</td> <td style="border-bottom: 1px solid black; padding: 2px;"><input type="checkbox"/> No</td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">cultural factors</td> <td style="border-bottom: 1px solid black; padding: 2px;"></td> <td style="border-bottom: 1px solid black; padding: 2px;"><input type="checkbox"/> Yes</td> <td style="border-bottom: 1px solid black; padding: 2px;"><input type="checkbox"/> No</td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">environmental or economic disadvantage</td> <td style="border-bottom: 1px solid black; padding: 2px;"></td> <td style="border-bottom: 1px solid black; padding: 2px;"><input type="checkbox"/> Yes</td> <td style="border-bottom: 1px solid black; padding: 2px;"><input type="checkbox"/> No</td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">limited English proficiency</td> <td style="border-bottom: 1px solid black; padding: 2px;"></td> <td style="border-bottom: 1px solid black; padding: 2px;"><input type="checkbox"/> Yes</td> <td style="border-bottom: 1px solid black; padding: 2px;"><input type="checkbox"/> No</td> </tr> </table>	vision	screen date _____	<input type="checkbox"/> Pass	<input type="checkbox"/> Fail	hearing	screen date _____	<input type="checkbox"/> Pass	<input type="checkbox"/> Fail	motor impairments	screen date _____	<input type="checkbox"/> Pass	<input type="checkbox"/> Fail	mental disability		<input type="checkbox"/> Yes	<input type="checkbox"/> No	emotional-behavioral disability		<input type="checkbox"/> Yes	<input type="checkbox"/> No	cultural factors		<input type="checkbox"/> Yes	<input type="checkbox"/> No	environmental or economic disadvantage		<input type="checkbox"/> Yes	<input type="checkbox"/> No	limited English proficiency		<input type="checkbox"/> Yes	<input type="checkbox"/> No		
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<b>SLD 5</b>	<p>The ARC documented the review and analysis of evaluation information confirming the deficits have an adverse effect on educational performance to the extent specially-designed instruction (SDI) is needed. The ARC:</p> <ul style="list-style-type: none"> <li>• showed <i>how</i> the student’s performance is <u>significantly and consistently</u> below similar age peers due to the disability</li> <li>• described the unique differences of the student that warrant SDI</li> <li>• drew upon information from a variety of sources and ensured the information obtained from these sources was carefully considered and documented</li> </ul> <p><b>NOTE:</b> <i>Educational Performance</i> includes academic, social and functional performance</p>																																		
<b>SLD 6</b>	<p>The ARC documented the review and analysis of evidence confirming lack of instruction in reading and math was not a determinant factor in the eligibility decision.</p> <p>Discussion may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• instruction provided by qualified personnel</li> <li>• intervention data based on the student’s response to instruction</li> <li>• setting of instruction</li> <li>• attendance records</li> <li>• work samples</li> <li>• disciplinary removals</li> </ul> <p><b>NOTE:</b> Complete this item <i>only for initial</i> eligibility determination.</p>																																		

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<b>NOTE:</b> For items 7a-7c the observation must be specifically targeted to the student's areas of academic concern.			
<b>SLD 7a</b>	The ARC documented the relevant behavior(s) noted during the observation.		
<b>SLD 7b</b>	The ARC documented the relationship of the observed behavior to the student's academic functioning.		
<b>SLD 7c</b>	A member of the ARC ( <b>other than the student's regular education teacher</b> ) conducted a behavior observation in the learning environment.		
<b>SLD 8</b>	The ARC documented any relevant medical findings, if any. (Mark yes if ARC documented there were no relevant medical findings.)		
<b>SLD 9</b>	<p>The ARC documented the review and analysis of instructional <b>strategies</b> implemented and the student-centered data collected based on the student's response to scientific, research-based intervention.</p> <p>Discussion may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• discussion of targeted skills</li> <li>• discussion of progress from <i>each strategy</i> provided</li> <li>• any programs listed <i>must</i> be accompanied by discussion of targeted skills and data to show progress</li> </ul> <p><b>NOTE:</b> May be documented in the <i>Summary of Interventions and Data</i> section of the Referral for Multi-Disciplinary Evaluation.</p>		
<b>SLD 10a</b>	<p>The ARC documented the student's parents were notified of the policies regarding:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> amount and nature of the student performance data that is collected and the general education services that are provided</li> <li><input type="checkbox"/> strategies for increasing the student's rate of learning</li> <li><input type="checkbox"/> parent's right to request an evaluation</li> </ul>		
<b>SLD 10b</b>	The ARC documented how the above information was provided to the parent.		
<b>SLD 11</b>	<p>Each ARC member certified in writing whether the report reflected his or her conclusion.</p> <p><b>AND</b></p> <p>If any ARC member disagreed, the differing conclusions are attached (associated in Infinite Campus) to the Eligibility Determination Form and Written Report.</p>		

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<b>SLD 12</b>	<p>The parent was provided a copy of the evaluation report <u>and</u> documentation of eligibility determination. <a href="#">34 CFR 300.306</a></p> <p style="text-align: center;"><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p><b>OR</b></p> <p>If the parent did not attend the ARC meeting, the ARC documented that a copy of the evaluation report and documentation of eligibility determination were sent home to the parent.</p> <p style="text-align: center;"><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>		
<b>SLD 13</b>	<p>ARC membership includes all of the following as defined in <a href="#">707 KAR 1:320 Section 3 (1)</a>:</p> <p><u>Required at all ARC meetings</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> parent(s)</li> <li><input type="checkbox"/> regular education teacher of the student</li> <li><input type="checkbox"/> special education teacher</li> <li><input type="checkbox"/> district representative</li> <li><input type="checkbox"/> individual qualified to interpret evaluation results</li> </ul> <p><u>Additional members as appropriate</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> individual with knowledge or special expertise of the student</li> <li><input type="checkbox"/> related services personnel</li> <li><input type="checkbox"/> the student</li> </ul> <p><b>NOTE:</b> Complete this section <b>OR</b> items 15 through 21 of the IDEA Record Review document. It is <b>NOT</b> necessary to complete both.</p>		