

# Data Standard KY Consent for Evaluation

## Rev. 4/16/2025

### Overview

**Standard prepared by:**

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**Office(s)**

Office of Special Education and Early Learning

**Revision history:****April 16, 2025**

Updated formatting, links, and clarification of steps.

**July 1, 2024**

Updated for the 2024-25 school year

**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. 4/16/2025

## Contents

<b>Overview .....</b>	<b>1</b>
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
<b>Section A – KY Consent for Evaluation .....</b>	<b>4</b>
Editor: Consent Header .....	5
Editor: Enrollment Information .....	6
Editor: Student Information .....	7
Editor: Parent/Guardian Information .....	9
Editor: Consent to Evaluate/Reevaluate.....	9
Editor: Parental Consent.....	13

## Data Standard KY Consent for Evaluation

Rev. 4/16/2025

### 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 screenshots 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*
  - *IDEA Dec 1 Federal Submission Validation Report*
  - *SPED Exit Detail 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.

**Search Terms: Special Ed Documents**

## 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 | Special Ed Documents* or Tool Search 'Special Ed 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.*

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**DOCUMENT SELECTED FOR CREATION:** *KY Consent for Evaluation*

# Data Standard KY Consent for Evaluation

Rev. 4/16/2025

## 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. 4/16/2025

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

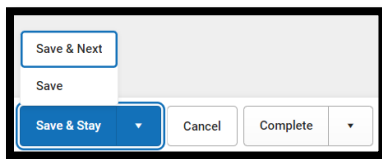
**Note:** This must be populated for the record to be identified in the *SpEd\_Evaluation\_Detail* report for Indicator 11.

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



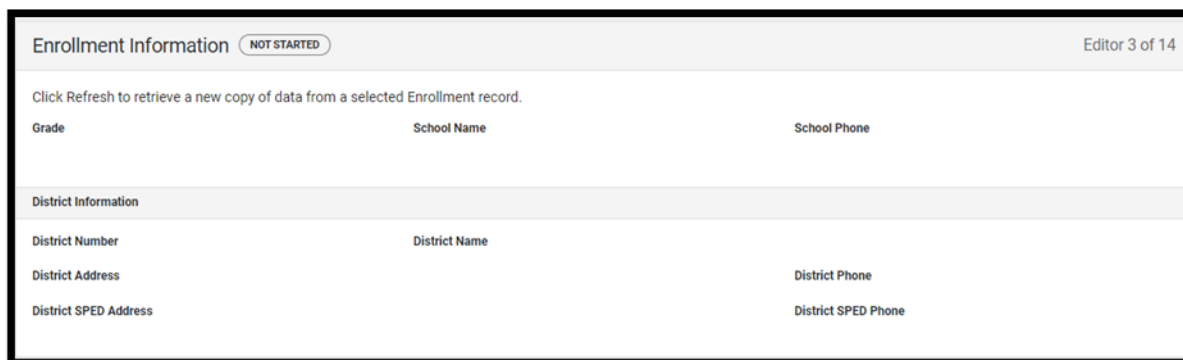
*Save & Next:* Saves the data in the editor and moves to the next editor.

*Save:* Saves the data in the editor and navigates to the *Editor Home* showing all editors.

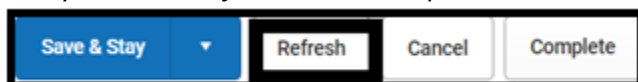
*Save & Stay:* Saves the data in the editor and stays on the same editor.

*Complete:* If all the information is finalized, click the Complete button.

## Editor: Enrollment Information

A screenshot of the 'Enrollment Information' editor interface. The title bar shows 'Enrollment Information' and 'NOT STARTED' in a pill-shaped button. The top right corner says 'Editor 3 of 14'. Below the title bar, there is a instruction: 'Click Refresh to retrieve a new copy of data from a selected Enrollment record.' The main content area is divided into two sections: 'Enrollment Information' and 'District Information'. The 'Enrollment Information' section has three fields: 'Grade', 'School Name', and 'School Phone'. The 'District Information' section has four fields: 'District Number', 'District Name', 'District Address', and 'District Phone'. Below these, there are two more fields: 'District SPED Address' and 'District SPED Phone'.

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



## Data Standard KY Consent for Evaluation

Rev. 4/16/2025

Clicking the *Refresh* button may bring up an Enrollments panel on the right-hand side of the screen. Select the current enrollment.

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



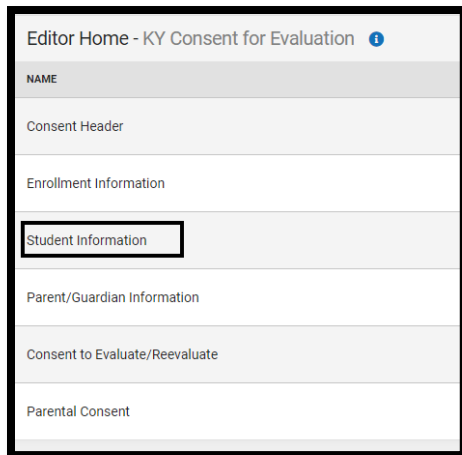
*Save & Next:* Saves the data in the editor and moves to the next editor.

*Save:* Saves the data in the editor and navigates to the *Editor Home* showing all editors.

*Save & Stay:* Saves the data in the editor and stays on the same editor.

*Complete:* If all the information is finalized, click the Complete button.

## Editor: Student Information



# Data Standard KY Consent for Evaluation

Rev. 4/16/2025

Student Information IN PROGRESS Editor 3 of 6

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.

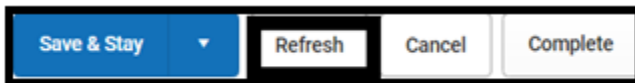
Last Name	First Name	Middle Name	Suffix
Aaron	Student		
Gender	Birthdate		
M	01/01/1977		
Race, Ethnicity	Primary Mode of Communication of the Student		
6: White	<input type="text"/>		
Address	Student Number	State ID	
.	2121113526	2121113526	

Case Manager Information

Name	Title
Phone	

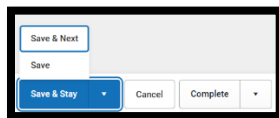
Save & Stay Refresh Cancel Complete

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.



*Save & Next*: Saves the data in the editor and moves to the next editor.

*Save*: Saves the data in the editor and navigates to the *Editor Home* showing all editors.

*Save & Stay*: Saves the data in the editor and stays on the same editor.

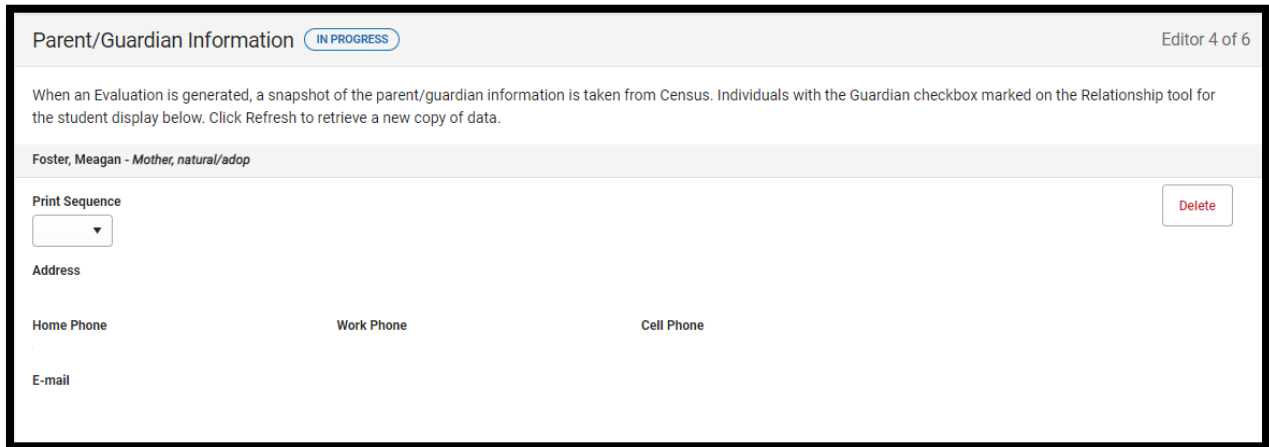
*Complete*: If all the information is finalized, click the Complete button.



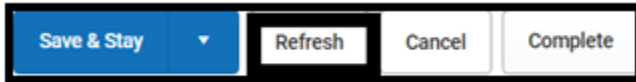
# Data Standard KY Consent for Evaluation

Rev. 4/16/2025

## Editor: Parent/Guardian Information



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



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



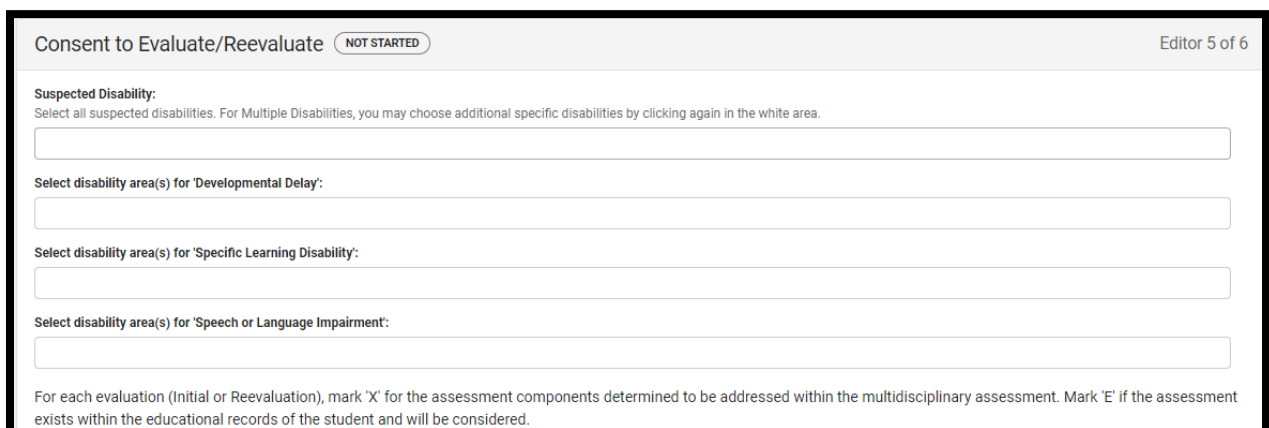
*Save & Next:* Saves the data in the editor and moves to the next editor.

*Save:* Saves the data in the editor and navigates to the *Editor Home* showing all editors.

*Save & Stay:* Saves the data in the editor and stays on the same editor.

*Complete:* If all the information is finalized, click the Complete button.

## Editor: Consent to Evaluate/Reevaluate



# Data Standard KY Consent for Evaluation

Rev. 4/16/2025

*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*.

The screenshot shows a form 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." Below this is a large white text area. A list of disability categories is visible on the left side of the form, including Autism, Deaf-Blindness, Developmental Delay, Emotional-Behavioral Disability, and Functional Mental Disability.

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

This screenshot shows the "Suspected Disability:" form with three items selected in the top bar: "Multiple Disabilities", "Visual Impairment", and "Orthopedic Impairment". Below the bar are three text input fields for selecting disability areas for "Developmental Delay", "Specific Learning Disability", and "Speech or Language Impairment". At the bottom, there is a note: "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 \(39\)](#) for more information.

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

The screenshot shows the "Suspected Disability:" form with "Developmental Delay" selected in the top bar. Below the bar is a text input field for selecting disability areas for "Developmental Delay". A list of disability areas is visible on the left side of the form, including Cognition, Motor development, Self-help/adaptive behavior, Communication, and 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. 4/16/2025

**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. 4/16/2025

Health, Vision, Hearing, and Motor Abilities	
<b>X</b> <input type="checkbox"/> <b>E</b> <input type="checkbox"/>	<b>X</b> <input type="checkbox"/> <b>E</b> <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	
<b>X</b> <input type="checkbox"/> <b>E</b> <input type="checkbox"/>	<b>X</b> <input type="checkbox"/> <b>E</b> <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	
<b>X</b> <input type="checkbox"/> <b>E</b> <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	
<b>X</b> <input type="checkbox"/> <b>E</b> <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	
<b>X</b> <input type="checkbox"/> <b>E</b> <input type="checkbox"/>	<b>X</b> <input type="checkbox"/> <b>E</b> <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	
<b>X</b> <input type="checkbox"/> <b>E</b> <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	
<b>X</b> <input type="checkbox"/> <b>E</b> <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

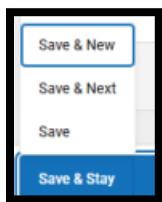
Rev. 4/16/2025

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.

Additional reports may be created. Each goal will appear in the **Multi-Disciplinary Report** list as it is created and saved.



*Save & New:* Saves the data in the editor and opens a new editor to add another goal.

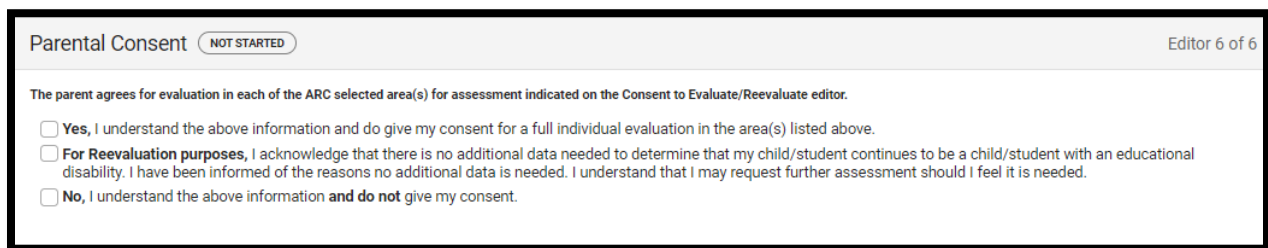
*Save & Next:* Saves the data in the editor and moves to the next editor.

*Save:* Saves the data in the editor and navigates to the *Editor Home* showing all editors.

*Save & Stay:* Saves the data in the editor and stays on the same editor.

*Complete:* If all the information is finalized, click the Complete button.

## Editor: Parental Consent

A screenshot of the 'Parental Consent' editor interface. At the top, it says 'Parental Consent' and 'NOT STARTED' in a button. On the right, it says 'Editor 6 of 6'. Below this is a text prompt: 'The parent agrees for evaluation in each of the ARC selected area(s) for assessment indicated on the Consent to Evaluate/Reevaluate editor.' There are three radio button options: 1. 'Yes, I understand the above information and do give my consent for a full individual evaluation in the area(s) listed above.' 2. '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.' 3. '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.



*Save & Next:* Saves the data in the editor and moves to the next editor.

*Save:* Saves the data in the editor and navigates to the *Editor Home* showing all editors.

*Save & Stay:* Saves the data in the editor and stays on the same editor.

*Complete:* If all the information is finalized, click the Complete button.

## Data Standard KY Consent for Evaluation

Rev. 4/16/2025

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

