

Data Standard KY Evaluation/Eligibility Determination

Rev. 4/16/2025

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:**April 16, 2025**

Updated formatting, links, and clarification of steps.

August 19, 2024

Updated related ad hoc filters and reports
Updated KY Evaluation/Eligibility Determination instructions

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 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 screenshots 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
 - IDEA Dec 1 Federal Submission Validation report
 - SpEd_Evaluation_Detail
- KY State Reporting | KDE Reports
 - Alternate Assessment Tracking Report
 - QA SPED
 - SPED Exit Detail Report
- 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

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Section A – KY Evaluation/Eligibility Determination

The 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 | 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 Evaluation/Eligibility Determination
5. Click the Create Document button

Create New Document Wizard

Please select one of the following documents:

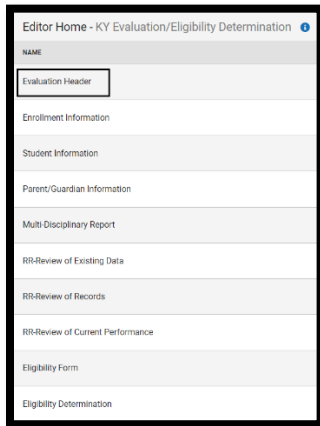
- Create New Conference Summary/Evaluation:**
Conference Summary, Referral, Consent for Evaluation, Evaluation/Eligibility Determination
 - KY Conference Summary
 - KY Referral
 - KY Consent for Evaluation
 - KY Evaluation/Eligibility Determination
- Create New Plan:**
Goals and Objectives, Services, 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.

DOCUMENT SELECTED FOR CREATION: KY Evaluation/Eligibility Determination

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Editor: Evaluation/Eligibility Outline

A screenshot of the 'Evaluation Header' form. The form has a title bar with 'Evaluation Header' and a 'NOT STARTED' status indicator. The top right corner says 'Editor 1 of 10'. The form contains the following fields:

- ARC Meeting Date ***: A date input field with a calendar icon, showing 'month/day/year'.
- Evaluation Type ***: A dropdown menu.
- Date of Consent/Denial for Services**: A date input field with a calendar icon, showing 'month/day/year'.
- Reason for missing 60 day timeline**: A dropdown menu.

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

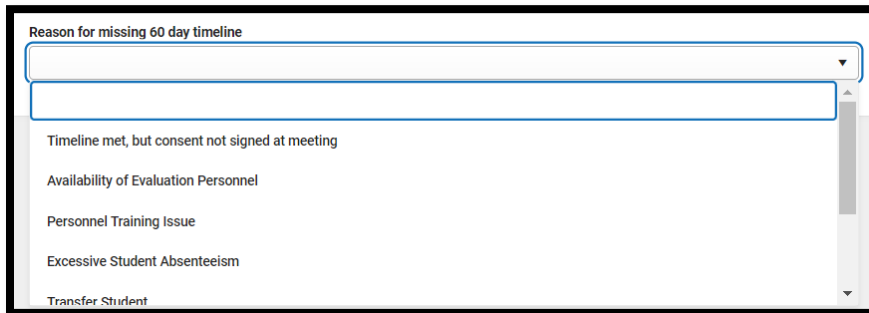
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- Date the ARC met to determine the student was not eligible.

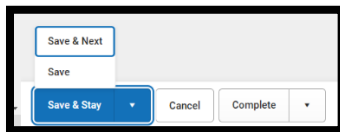
***NOTE:** If a student is determined not eligible for special education services, put the date the ARC met to determine the student is not eligible. **This will pull to the SpEd_Evaluation_Detail report for Indicator 11.**

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.



The screenshot shows 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".

Note: The Save button MUST be clicked before proceeding.



The screenshot shows a set of buttons for saving data. There are four buttons: "Save & Next" (highlighted with a blue border), "Save", "Save & Stay" (highlighted with a blue background), and "Cancel". To the right of "Cancel" is a "Complete" button with a dropdown arrow.

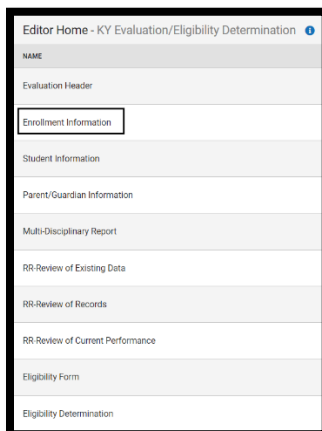
Save & Next: Saves the data in the editor and moves to the next editor.

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



The screenshot shows the "Editor Home" page for "KY Evaluation/Eligibility Determination". The page has a sidebar with a list of editors: "NAME", "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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The screenshot shows the 'Enrollment Information' editor, labeled 'Editor 2 of 10'. It features a 'NOT STARTED' status indicator and a 'Refresh' button. Below the header, there is a text instruction: 'Click Refresh to retrieve a new copy of data from a selected Enrollment record.' The main content area is divided into two sections: 'Primary Disability' and 'District Information'. The 'Primary Disability' section includes a dropdown menu currently set to 'None' and labels for 'Grade', 'School Name', and 'School Phone'. The 'District Information' section includes labels for 'District Number', 'District Address', 'District SPED Address', 'District Name', 'District Phone', and 'District SPED Phone'.

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



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.

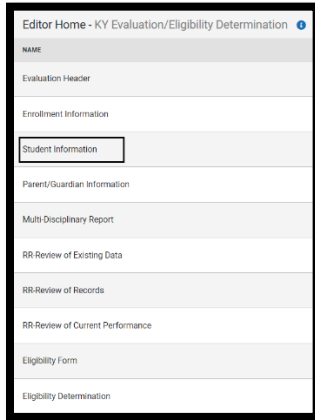
Save & Stay: Saves the data in the editor and stays on the same editor.

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

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Editor: Student Information



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

Case Manager Information

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

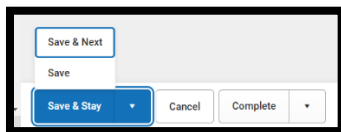
Refresh Student Information: Click **Refresh Student Information** to populate the fields with current information. **This is required.**



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

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.

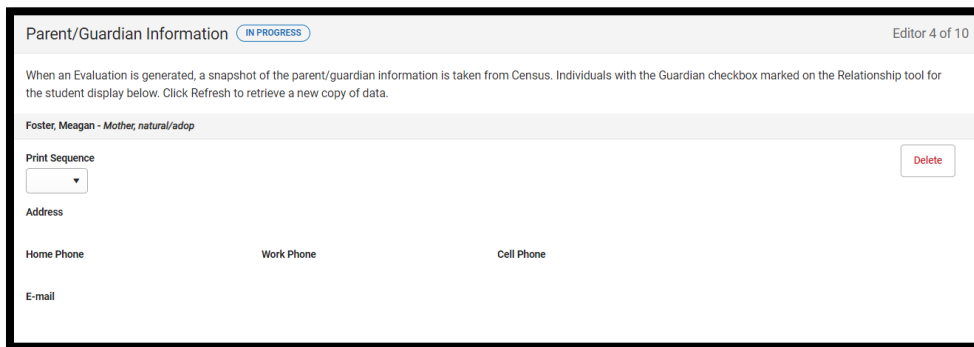
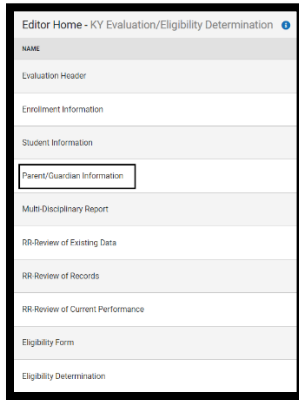
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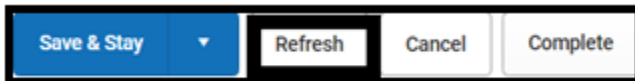
Save & Stay: Saves the data in the editor and stays on the same editor.

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

Editor: Parent/Guardian Information

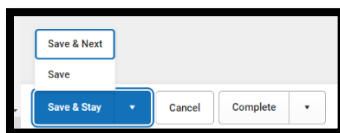


Always click the *Refresh* button to update Parent/Guardian Information.



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.

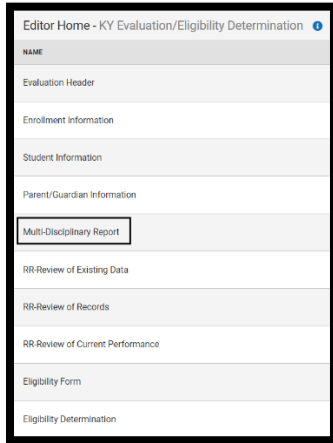
Save & Stay: Saves the data in the editor and stays on the same editor.

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

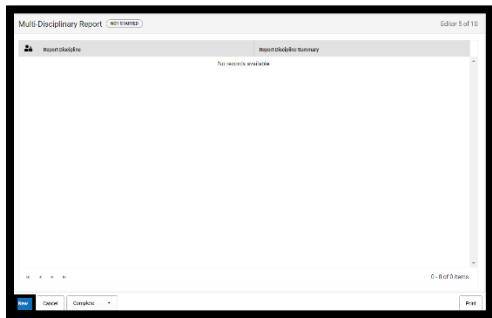
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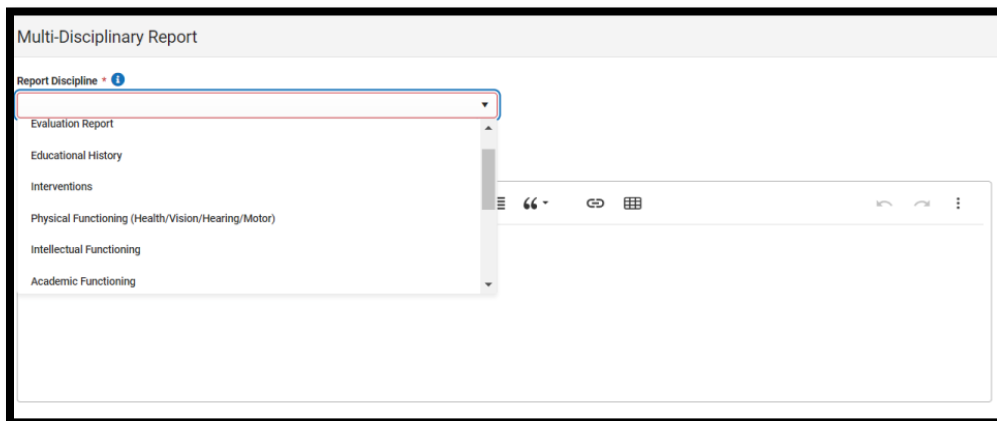
Editor: Multi-Disciplinary Report



Click on **New**



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

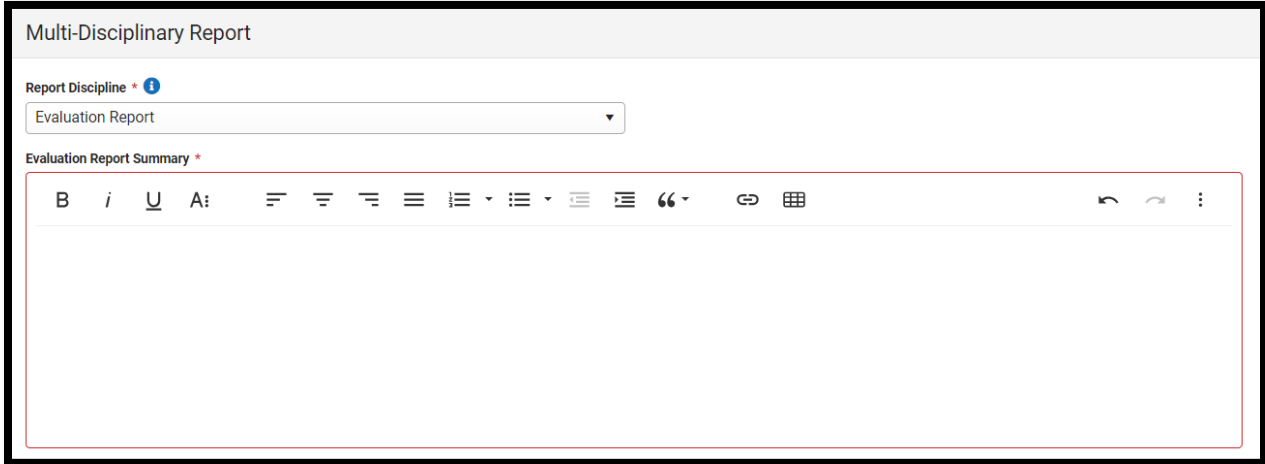


***NOTE:** After selecting the Report Discipline, type or copy and paste the report into the field, or type *“See Uploaded Report titled ‘Report Name’”* where *‘Report Name’* is the name of the report. Include the

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date of the report. Then upload and “Staple” the report to the Evaluation/Eligibility Determination document.

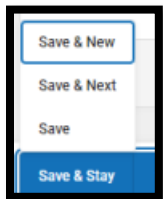


The screenshot shows a web form titled "Multi-Disciplinary Report". At the top, there is a "Report Discipline" dropdown menu with "Evaluation Report" selected. Below this is a section titled "Evaluation Report Summary" which contains a rich text editor. The editor's toolbar includes icons for bold (B), italic (i), underline (U), text color (A:), background color, bulleted list, numbered list, link, and table. The main text area of the editor is currently empty.

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.

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

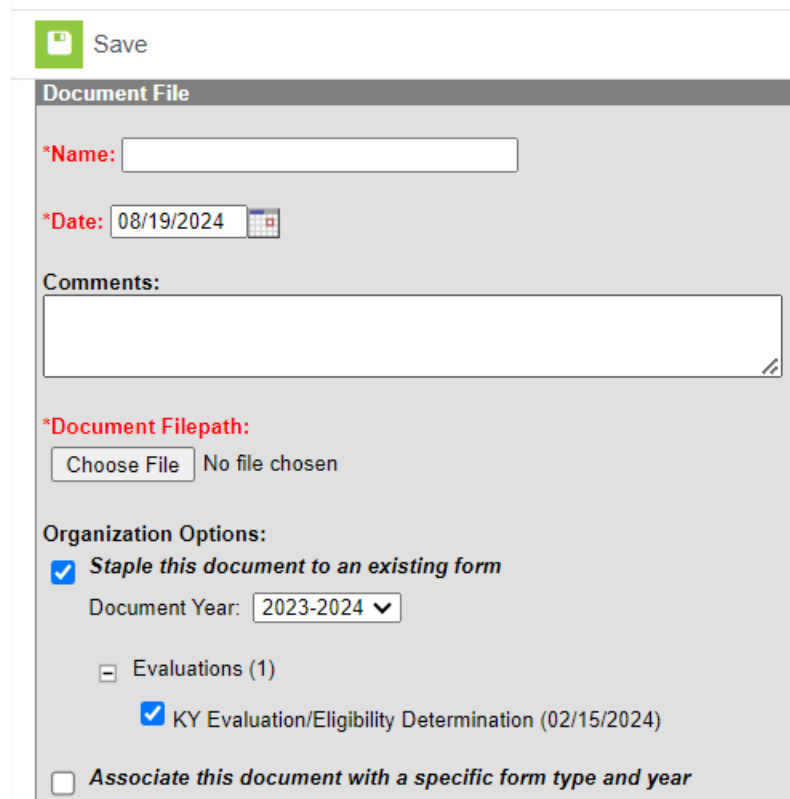


NOTE: To upload a Multi-Disciplinary Report:

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

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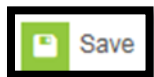


Type the Name of the Report. This is required.

Enter the date of the Report. This is required.

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

Select “Staple this document to the existing form” and select the KY Evaluation/Eligibility Determination form. Check Evaluation and click Save.



***Note:** The editor will not save unless the Document file path is attached.

Editor: RR-Review of Existing Data

RR refers to Record Review

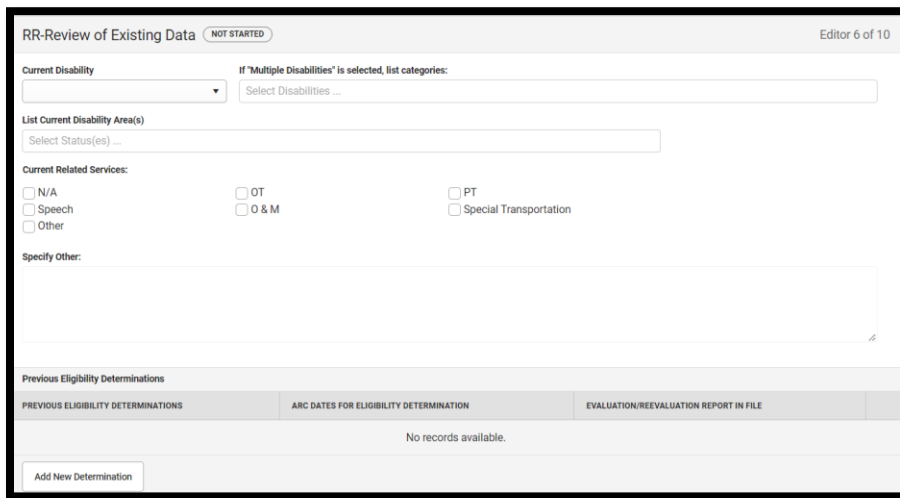
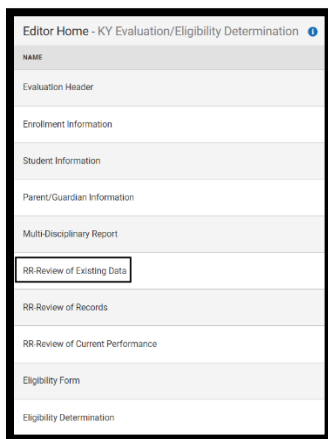
This is required only if this is a reevaluation and the ARC does not request additional data, not an initial evaluation.

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

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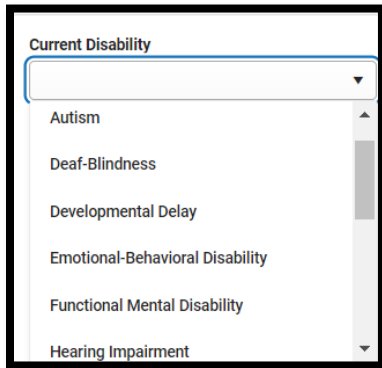
1. Evaluations and information provided by the parents (if available)
2. Minimum of two classroom-based observations (or minimum of one for SLD only) by teachers and related services providers
3. One or more of the following:
 - Current classroom-based assessment data
 - Local assessment data
 - State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



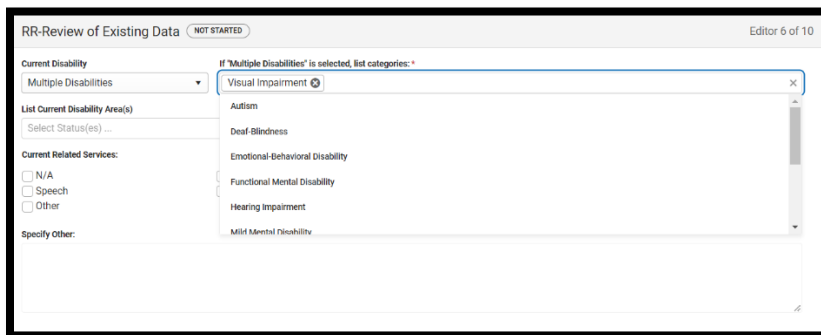
Current Disability:
Select the student's current disability.

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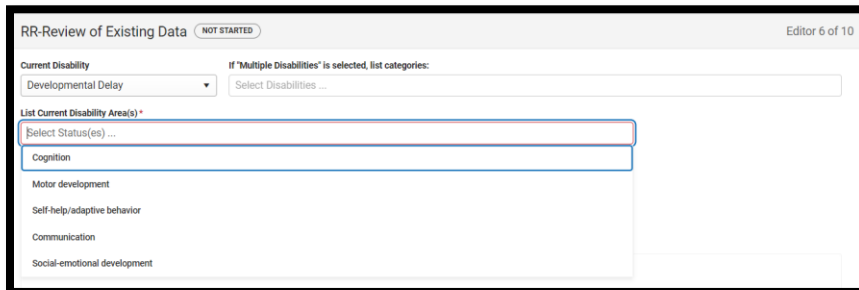
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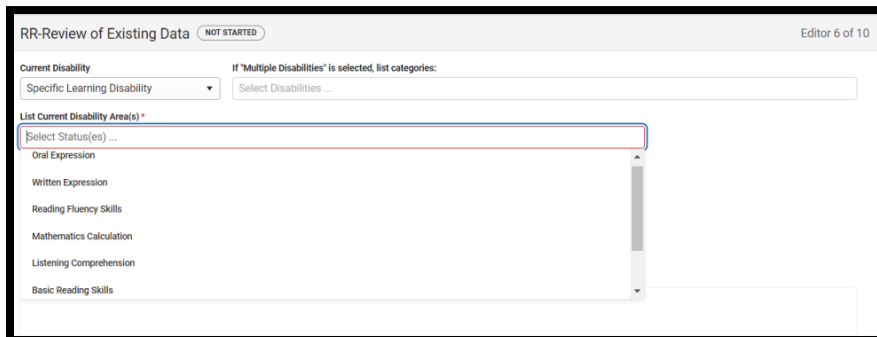
If "Multiple Disabilities" is selected, also select all underlying disabilities.



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



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



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

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RR-Review of Existing Data NOT STARTED Editor 6 of 10

Current Disability: Speech or Language Impairment

If "Multiple Disabilities" is selected, list categories: Select Disabilities ...

List Current Disability Area(s)*

Select Status(es) ...

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

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.

PREVIOUS ELIGIBILITY DETERMINATIONS	ARC DATES FOR ELIGIBILITY DETERMINATION	EVALUATION/REEVALUATION REPORT IN FILE
No records available.		

Add New Determination

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

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

Save & Next

Save

Save & Stay | Cancel | Complete

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.

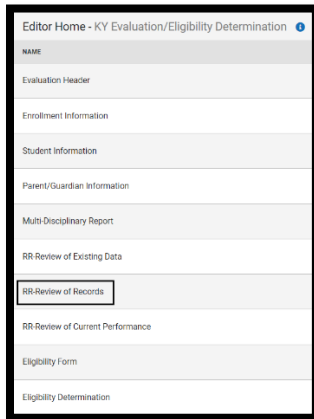
Editor: RR-Review of Records

RR refers to Record Review

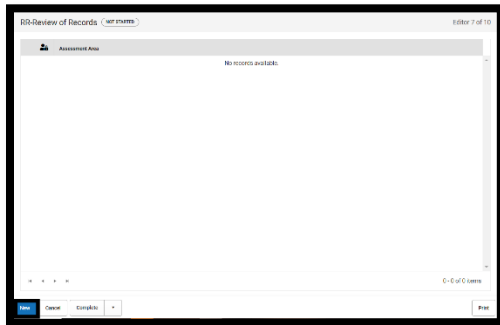
This is required only if this is a reevaluation and the ARC does not request additional data, not an initial evaluation.

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



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

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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

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

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.

Save & Next

Save

Save & Stay

Cancel

Complete

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

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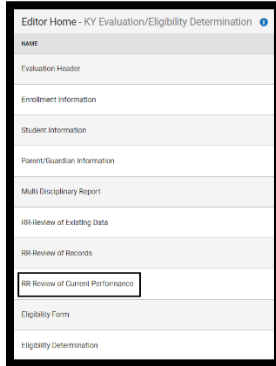
Save: Saves the data in the editor and navigates to the *Editor Home* showing all editors.

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

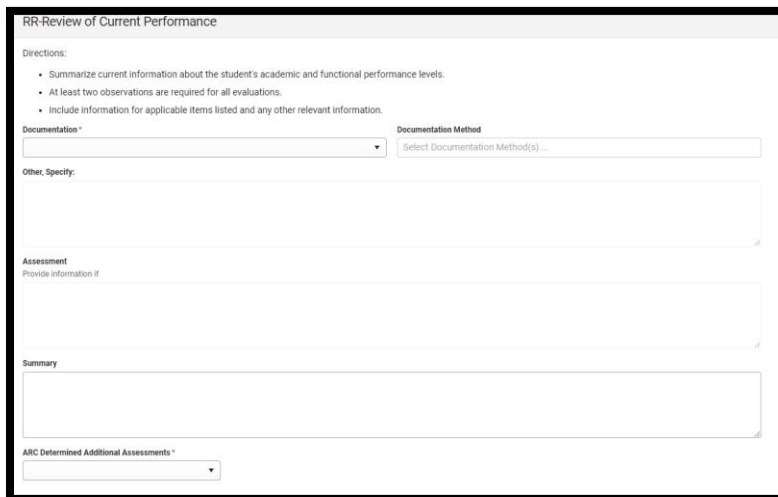
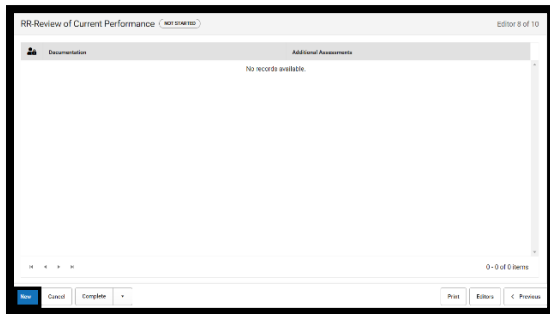
Complete: If all the information is finalized, click the Complete button.

Editor: RR-Review of Current Performance

RR refers to *Record Review*



Click the **New**

A screenshot of the 'RR-Review of Current Performance' form. It includes the following sections:

- 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 *:** A dropdown menu.
- Documentation Method:** A dropdown menu with the text 'Select Documentation Method(s) ...'
- Other, Specify:** A large text area.
- Assessment:** A section with the instruction 'Provide information if' followed by a large text area.
- Summary:** A large text area.
- ARC Determined Additional Assessments *:** A dropdown menu.

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

The screenshot shows the 'RR-Review of Current Performance' form. At the top, there are 'Directions' with three bullet points: 'Summarize current information about the student's academic and functional performance levels.', 'At least two observations are required for all evaluations.', and 'Include information for applicable items listed and any other relevant information.' Below the directions, there are two main sections: 'Documentation *' and 'Documentation Method'. The 'Documentation *' section has a drop-down menu with a list of categories: 'Communication Status', 'Academic Performance', 'Health, Vision, Hearing, Motor Abilities', 'Social and Emotional Status', 'General Intelligence', and 'Transition Needs'. The 'Documentation Method' section has a text box labeled 'Select Documentation Method(s) ...' and a large empty text area for input.

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.**

This is a close-up screenshot of the bottom right corner of the form. It shows five buttons: 'Save & Next' (a small blue button), 'Save' (a small grey button), 'Save & Stay' (a larger blue button with a dropdown arrow), 'Cancel' (a grey button), and 'Complete' (a grey button with a dropdown arrow).

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.

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.)

This screenshot shows the 'RR-Review of Current Performance' form with the 'Communication Status' category selected in the 'Documentation *' drop-down menu. The 'Documentation Method' section now has a specific drop-down menu titled 'Communication Status Documentation Method *' with a list of options: 'IEP Progress Data for each Goal', 'Assistive Technology', 'Augmentative Communication Devices', 'Primary Mode of Communication', and 'Observations'. Below the 'Documentation *' section, there is a text box labeled 'Other, Specify:'. At the bottom left, there is a section labeled 'Assessment' with the text 'Provide information if'.

Please specify in the textbox provided if *“Other Specify:”* is selected.

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The screenshot shows a form with two main sections. The first section is titled "Documentation *" and contains a dropdown menu currently set to "Communication Status". The second section is titled "Communication Status Documentation Method *" and contains a text input field with the placeholder "Other Specify: [icon]". Below these sections is a large, empty text area with the label "Other, Specify: *".

Documentation Categories:

Academic Performance

The screenshot shows a dropdown menu titled "Academic Performance Documentation Method *". The menu is open, displaying a search bar "Select Documentation Method(s) ..." and a list of options: "IEP Progress Data for each Goal", "Grades (current and previous year)", "Attendance", "State Assessment Results", "District Assessment Results", and "Work Sample Results".

Health, Vision, Hearing, Motor Abilities

The screenshot shows a dropdown menu titled "Health, Vision, Hearing, Motor Abilities Documentation Method *". The menu is open, displaying a search bar "Select Documentation Method(s) ..." and a list of options: "IEP Progress Data for each Goal", "Current Health Status", "Medications and Impact", "Diagnosis", "Vision Screening", and "Hearing Screening".

Social and Emotional Status

The screenshot shows a dropdown menu titled "Social and Emotional Status Documentation Method *". The menu is open, displaying a search bar "Select Documentation Method(s) ..." and a list of options: "IEP Progress Data for each Goal", "Adaptive Skills", "Attention, Hyperactivity, Impulsivity Issues", "Disciplinary Referrals", and "Suspensions Bus/School".

General Intelligence

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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

Editor: Eligibility Form

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

Click the New

Eligibility Form - screenshots Editor 9 of 10

Eligible Disability: Determination: AEC Determination

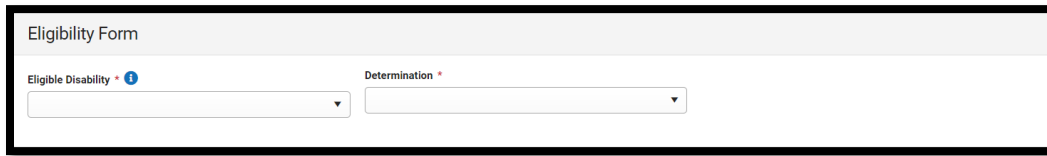
No records available.

0 - 0 of 0 items

NEW Edit Cancel

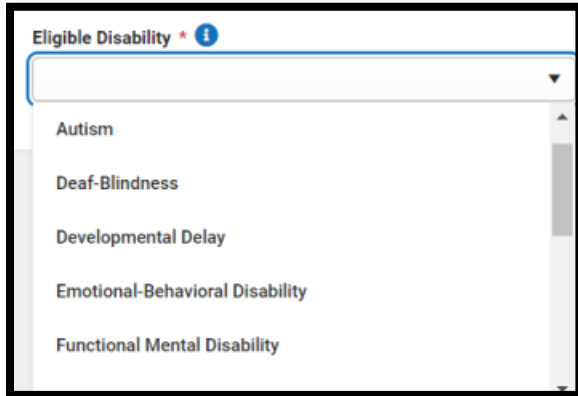
Data Standard KY Evaluation/Eligibility Determination

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The screenshot shows the top portion of a web form titled "Eligibility Form". It contains two dropdown menus: "Eligible Disability" on the left and "Determination" on the right. Both dropdowns are currently empty. There are small blue information icons next to the labels.

Eligible Disability: Select the appropriate disability.



The screenshot shows the "Eligible Disability" dropdown menu open. The menu lists five options: "Autism", "Deaf-Blindness", "Developmental Delay", "Emotional-Behavioral Disability", and "Functional Mental Disability". The dropdown is currently set to an empty selection.

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 criterion is shown in the appropriate sections above.

***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.

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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.

A screenshot of a save menu. At the top is a 'Save & Next' button. Below it is a 'Save' button. At the bottom are three buttons: 'Save & Stay' (with a dropdown arrow), 'Cancel', and 'Complete' (with a dropdown arrow).

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.

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.

A screenshot of a save menu. At the top is a 'Save & Next' button. Below it is a 'Save' button. At the bottom are three buttons: 'Save & Stay' (with a dropdown arrow), 'Cancel', and 'Complete' (with a dropdown arrow).

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.

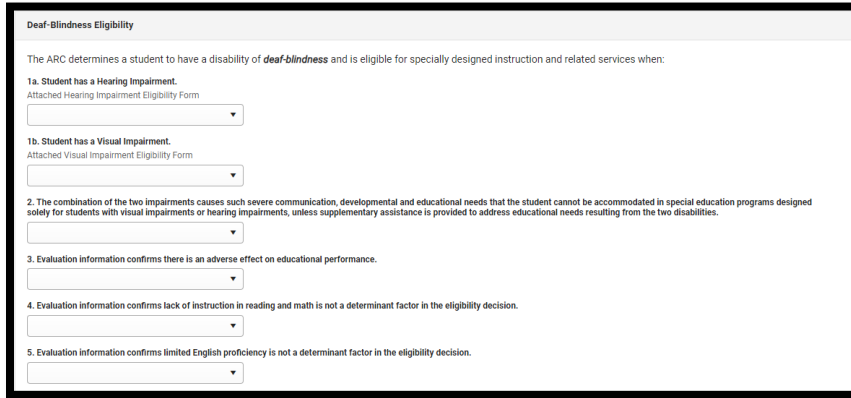
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Save & Stay: Saves the data in the editor and stays on the same editor.

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

Deaf-Blindness



The screenshot shows a form titled "Deaf-Blindness Eligibility". The text reads: "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

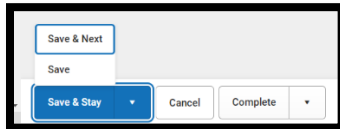
2. The combination of the two impairments causes such severe communication, developmental and educational needs that the student cannot be accommodated in special education programs designed solely for students with visual impairments or hearing impairments, unless supplementary assistance is provided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



The screenshot shows a button labeled "Save & Next" and a "Save" dropdown menu. The dropdown menu is open, showing three options: "Save & Stay", "Cancel", and "Complete".

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.

Developmental Delay

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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.

Save & Next
Save
Save & Stay Cancel Complete

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.

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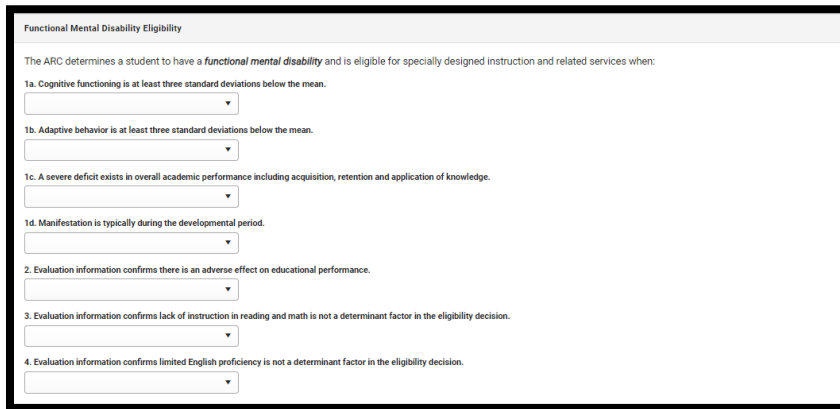
Save & Next: Saves the data in the editor and moves to the next editor.

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

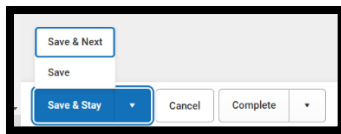
Save & Stay: Saves the data in the editor and stays on the same editor.

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

Functional Mental Disability



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



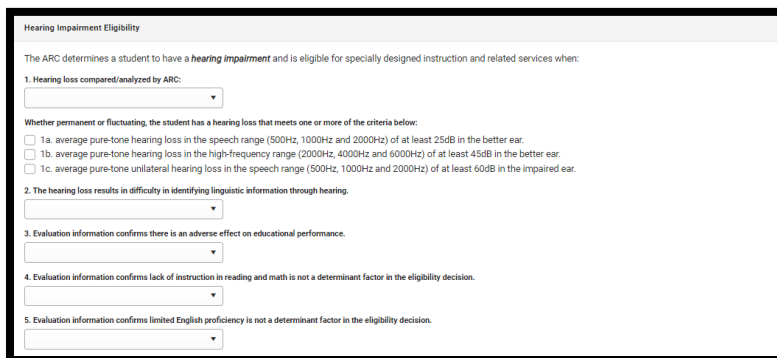
Save & Next: Saves the data in the editor and moves to the next editor.

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.

Hearing Impairment



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

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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.

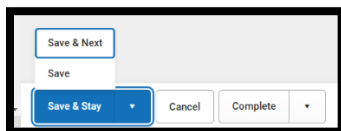
Save & Stay: Saves the data in the editor and stays on the same editor.

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

Mild Mental Disability

A screenshot of a form titled 'Mild Mental Disability Eligibility'. The form contains several sections with dropdown menus. The first section is 'The ARC determines a student to have a mild mental disability and is eligible for specially designed instruction and related services when:'. It includes four criteria: 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. The second section is '2. Evaluation information confirms there is an adverse effect on educational performance.' The third section is '3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.' The fourth section is '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 & 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.

Multiple Disabilities

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

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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 & New button MUST be clicked before proceeding.

Save & Next
Save
Save & Stay
Cancel
Complete

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.

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 & New button MUST be clicked before proceeding.

Save & Next
Save
Save & Stay
Cancel
Complete

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.

Data Standard KY Evaluation/Eligibility Determination

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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.

Other Health Impairment

The screenshot shows a form titled "Other Health Impairment Eligibility". The form contains the following sections:

- A header section with the title "Other Health Impairment Eligibility".
- A paragraph: "The ARC determines a student to have an **other health impairment** and is eligible for specially designed instruction and related services when:"
- Section 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." Below this is a dropdown menu.
- Section 1b: "Health problem limitations compared/analyzed by ARC:" Below this is a dropdown menu.
- A sub-section: "Due to the chronic or acute health problem, the student has limited:" followed by three checkboxes: "strength", "vitality", and "alertness (including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment)".
- Section 2: "Evaluation information confirms there is an adverse effect on educational performance." Below this is a dropdown menu.
- Section 3: "Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision." Below this is a dropdown menu.
- Section 4: "Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision." Below this is a dropdown menu.

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

The screenshot shows a set of buttons for saving data. The buttons are: "Save & Next", "Save", "Save & Stay", "Cancel", and "Complete". The "Save & Stay" button is highlighted with a blue border.

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 Evaluation/Eligibility Determination

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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

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Name	Role	Conclusion
No records saved.		

0 - 0 of 0 Items

Add

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

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

Save & Next

Save

Save & Stay Cancel Complete

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.

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 & New button MUST be clicked before proceeding.

Save & Next

Save

Save & Stay Cancel Complete

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 Evaluation/Eligibility Determination

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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:

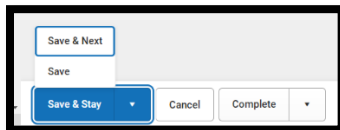
The extent of the brain injury is:

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 & New 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 Evaluation/Eligibility Determination

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Visual Impairment

The screenshot shows a web form titled "Visual Impairment Eligibility". It contains several sections with dropdown menus and checkboxes. The first section asks for "Visual acuity compared/analyzed by ARC" with a dropdown menu. Below it, there are two radio button options for visual acuity. The second section asks for "Specialized materials and instruction compared/analyzed by ARC" with a dropdown menu, followed by a text input field for "The student requires specialized materials and instruction in any of the following" with a "Select Area(s)..." dropdown. The third, fourth, and fifth sections each have a dropdown menu for evaluation information confirming specific criteria.

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

The screenshot shows a close-up of the "Save" section of the form. It includes a "Save & Next" button, a "Save" label, a "Save & Stay" button with a dropdown arrow, a "Cancel" button, and a "Complete" button with a dropdown arrow.

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: Eligibility Determination

The screenshot shows the "Editor Home" page for "KY Evaluation/Eligibility Determination". It features a sidebar menu with the following items: "name", "Evaluation leader", "Enrollment Information", "Success Information", "Parent/Guardian Information", "Multi-Disciplinary Report", "ED-Review of Existing Data", "ED-Review of Records", "AR-Review of Current Performance", "Eligibility Form" (which is highlighted with a red box), and "Eligibility Determination".

Data Standard KY Evaluation/Eligibility Determination

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The screenshot shows the 'Eligibility Determination' form. At the top, it says 'Eligibility Determination (NOT STARTED)' and 'Editor 10 of 10'. Below that is a paragraph: 'Document the ARC decision regarding the determination of the student's eligibility for special education and related services and reasons for the decision on the appropriate Eligibility Determination form(s). (Note: For Multiple Disabilities, complete a separate form for each underlying disability category.)' There is a 'Date of Eligibility Determination' field with a calendar icon. Below that is a checkbox: 'Student does not have an educational disability requiring special education and related services.' The 'Primary Disability' dropdown menu is open, showing 'Mild Mental Disability' selected. Below that is a 'List Current Disability Area(s)' field with a 'Select Disabilities...' button. At the bottom, there are four 'Underlying Disability' fields labeled (A), (B), (C), and (D).

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.**

This is a close-up of the 'Primary Disability' dropdown menu. The title is 'Primary Disability'. The selected option is 'Mild Mental Disability'. Other visible options include 'Autism', 'Deaf-Blindness', 'Developmental Delay', 'Emotional-Behavioral Disability', and 'Functional Mental Disability'.

Primary Disability: Select the appropriate disability category for the student. **OR** if the student is determined not eligible for services, check this box:

The screenshot shows a checkbox with the text 'Student does not have an educational disability requiring special education and related services.' The checkbox is checked, indicated by a blue checkmark icon.

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.

***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**.

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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.

***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.

