

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

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

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary, Referral for Multi-Disciplinary Evaluation		Yes	No								
SLD 1	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.										
SLD 2	<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 must be provided <u>in the academic area of concern</u> prior to or as part of the referral process for both Method A and 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. Note: The ARC must use the SLD Reference Tables provided by the KDE.</p> <p>OR</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>NOTE: The SLD Guidance Document provides more information on either method.</p>										
SLD 3	<p>The ARC documented a review and analysis of intervention and evaluation information showing the student does not achieve adequately, as indicated on multiple data sources, for the student's age or grade-level standards aligned to the KAS in one or more of the following areas.</p> <table style="width: 100%; border: none;"> <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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SLD 4	<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;">vision</td> <td style="border-bottom: 1px solid black;">screen date _____</td> <td style="border-bottom: 1px solid black;"><input type="checkbox"/> Pass</td> <td style="border-bottom: 1px solid black;"><input type="checkbox"/> Fail</td> </tr> <tr> <td style="border-bottom: 1px solid black;">hearing</td> <td style="border-bottom: 1px solid black;">screen date _____</td> <td style="border-bottom: 1px solid black;"><input type="checkbox"/> Pass</td> <td style="border-bottom: 1px solid black;"><input type="checkbox"/> Fail</td> </tr> <tr> <td style="border-bottom: 1px solid black;">motor impairments</td> <td style="border-bottom: 1px solid black;">screen date _____</td> <td style="border-bottom: 1px solid black;"><input type="checkbox"/> Pass</td> <td style="border-bottom: 1px solid black;"><input type="checkbox"/> Fail</td> </tr> <tr> <td style="border-bottom: 1px solid black;">mental disability</td> <td></td> <td style="border-bottom: 1px solid black;"><input type="checkbox"/> Yes</td> <td style="border-bottom: 1px solid black;"><input type="checkbox"/> No</td> </tr> <tr> <td style="border-bottom: 1px solid black;">emotional-behavioral disability</td> <td></td> <td style="border-bottom: 1px solid black;"><input type="checkbox"/> Yes</td> <td style="border-bottom: 1px solid black;"><input type="checkbox"/> No</td> </tr> <tr> <td style="border-bottom: 1px solid black;">cultural factors</td> <td></td> <td style="border-bottom: 1px solid black;"><input type="checkbox"/> Yes</td> <td style="border-bottom: 1px solid black;"><input type="checkbox"/> No</td> </tr> <tr> <td style="border-bottom: 1px solid black;">environmental or economic disadvantage</td> <td></td> <td style="border-bottom: 1px solid black;"><input type="checkbox"/> Yes</td> <td style="border-bottom: 1px solid black;"><input type="checkbox"/> No</td> </tr> <tr> <td style="border-bottom: 1px solid black;">limited English proficiency</td> <td></td> <td style="border-bottom: 1px solid black;"><input type="checkbox"/> Yes</td> <td style="border-bottom: 1px solid black;"><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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SLD 5	<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"> • showed <i>how</i> the student’s performance is <u>significantly and consistently</u> below similar age peers due to the disability • described the unique differences of the student that warrant SDI • drew upon information from a variety of sources and ensured the information obtained from these sources was carefully considered and documented <p>NOTE: <i>Educational Performance</i> includes academic, social and functional performance</p>																																		
SLD 6	<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"> • instruction provided by qualified personnel • intervention data based on the student’s response to instruction • setting of instruction • attendance records • work samples • disciplinary removals <p>NOTE: Complete this item <i>only for initial</i> eligibility determination.</p>																																		

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NOTE: For items 7a-7c the observation must be specifically targeted to the student's areas of academic concern.			
SLD 7a	The ARC documented the relevant behavior(s) noted during the observation.		
SLD 7b	The ARC documented the relationship of the observed behavior to the student's academic functioning.		
SLD 7c	A member of the ARC (other than the student's regular education teacher) conducted a behavior observation in the learning environment.		
SLD 8	The ARC documented any relevant medical findings, if any. (Mark yes if ARC documented there were no relevant medical findings.)		
SLD 9	<p>The ARC documented the review and analysis of instructional strategies 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"> • discussion of targeted skills • discussion of progress from <i>each strategy</i> provided • any programs listed <i>must</i> be accompanied by discussion of targeted skills and data to show progress <p>NOTE: May be documented in the <i>Summary of Interventions and Data</i> section of the Referral for Multi-Disciplinary Evaluation.</p>		
SLD 10a	<p>The ARC documented the student's parents were notified of the policies regarding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> amount and nature of the student performance data that is collected and the general education services that are provided <input type="checkbox"/> strategies for increasing the student's rate of learning <input type="checkbox"/> parent's right to request an evaluation 		
SLD 10b	The ARC documented how the above information was provided to the parent.		
SLD 11	<p>Each ARC member certified in writing whether the report reflected his or her conclusion.</p> <p>AND</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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SLD 12	<p>The parent was provided a copy of the evaluation report <u>and</u> documentation of eligibility determination. 34 CFR 300.306</p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>OR</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>		
SLD 13	<p>ARC membership includes all of the following as defined in 707 KAR 1:320 Section 3 (1):</p> <p><u>Required at all ARC meetings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> parent(s) <input type="checkbox"/> regular education teacher of the student <input type="checkbox"/> special education teacher <input type="checkbox"/> district representative <input type="checkbox"/> individual qualified to interpret evaluation results <p><u>Additional members as appropriate</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> individual with knowledge or special expertise of the student <input type="checkbox"/> related services personnel <input type="checkbox"/> the student <p>NOTE: Complete this section OR items 15 through 21 of the IDEA Record Review document. It is NOT necessary to complete both.</p>		