

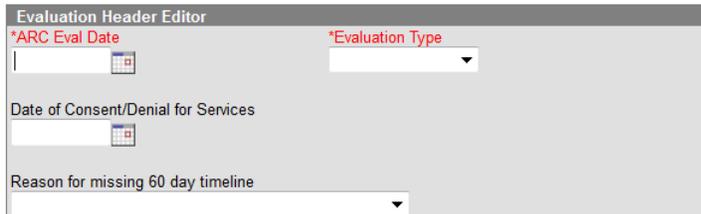
# KY Document Workflow/Validations-KY Evaluation/Eligibility Determination

## KY Evaluation/Eligibility Determination

(Student Information>Special Ed>Student>Documents>New Document>Create New Conference Summary/Evaluation>KY Evaluation/Eligibility Determination

### Evaluation Header

UI:



Print:

<b>Knox County</b> 200 Daniel Boone Dr Barbourville, KY 40906 (555)510-6932	<b>INITIAL EVALUATION REPORT</b>	
Student's Full Name: Marcas Henry Lucas I	SSID: 1942814813	Grade: 11
Date of Birth: 05/21/1998	ARC Eval Date: 05/31/2016	Eligibility Determination Date:
School: Knox Central High School	Disability (If Currently Identified): Deaf-Blindness	

1. **\*ARC Eval Date** > This is a red-required calendar date field with MM/DD/YYYY format that populates null. If user attempts to save prior to entering a date, a validation message populates that reads: 'ARC Eval Date is required'.
2. **\*Evaluation Type** > This is a red-required single-select drop-list with the values 'Initial Evaluation' and 'Reevaluation' that populates as null. If user attempts to save prior to selecting an evaluation type, a validation message populates that reads: 'Evaluation Type is required'.
3. Date of Consent/Denial for Services > This is a calendar date field with MM/DD/YYYY format that populates null.
4. Reason for missing 60 day timeline > This is a single-select drop-list with the following values:
  - Timeline met, but consent not signed at meeting
  - Availability of Evaluation Personnel
  - Personnel Training Issue
  - Excessive Student Absenteeism
  - Transfer Student
  - Parental Factors
  - Issues with District Tracking System
  - Difficulty Obtaining External Evaluation Components

## Student Demographics

UI:

**Student Demographics**

Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy, click the button below.

Last Name <i>Lucas</i>	First Name <i>Marcas</i>	Middle Name <i>Henry</i>	Suffix <i>I</i>
Race, Ethnicity <i>6 : White</i>	Gender <i>M</i>	Birthdate <i>05/21/1998</i>	
Student Address <i>123 Minnesota St #10 Kentucky, KY 12345</i>		Primary Mode of Communication of the Student <input type="text" value="English"/>	
School Name <i>Knox Central High School</i>	School Phone <i>(555)230-5933</i>	Student Number <i>1942814813</i>	Grade <i>11</i>
Primary Disability, if currently identified <i>None</i>			

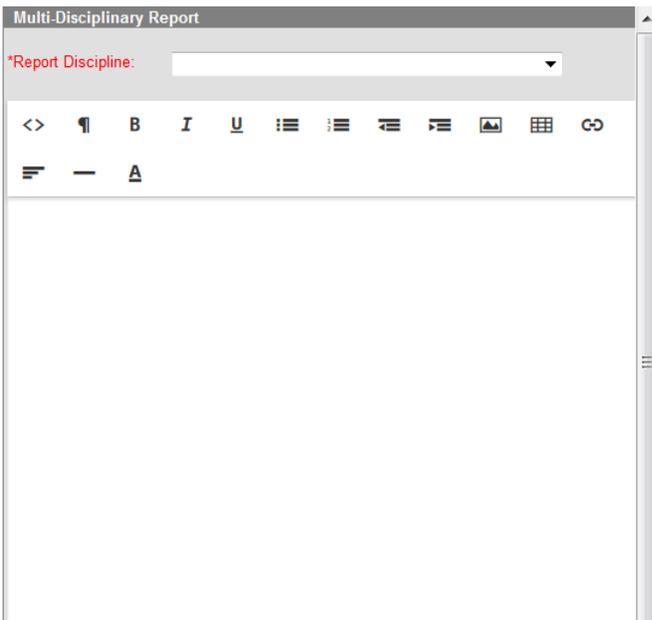
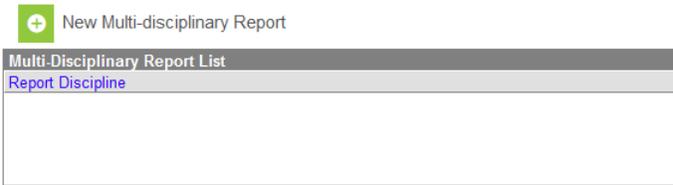
Print:

<b>Student's Full Name:</b> <i>Marcas Henry Lucas I</i>	<b>SSID:</b> <i>1942814813</i>	<b>Grade:</b> <i>11</i>
<b>Date of Birth:</b> <i>05/21/1998</i>	<b>ARC Decision Date:</b> <i>05/18/2016</i>	
	<b>Referred Date:</b> <i>05/18/2016</i>	
<b>School:</b> <i>Knox Central High School</i>	<b>Suspected Disability:</b> <i>Autism</i>	
<b>Primary Mode of Communication of the Student:</b> <i>English</i>		

1. **Refresh Student Information** >All fields should populate read-only with the exception of the 'Primary Mode of Communication of the Student'. If this is an Initial Referral (No current Evaluation exists), the field 'Primary Disability, if currently identified' will be blank. All other information is pulled from Census.
  
2. **Primary Mode of Communication of the Student:** >The 'Primary Mode of Communication of the Student' field defaults to 'English' but all drop-list values are populated from the Core Language dictionary.

## Multi-Disciplinary Report

UI:



Print:

### **Multi-Disciplinary Report**

Evaluation Report:

1. **\*Report Discipline:** > This is a red-required single-select drop-list that populates null with a corresponding WYSIWYG editor for documenting details of the chosen report. If user attempts to save the editor without selecting a discipline, a validation message will populate that reads: 'Report Discipline is required.' If user selects a discipline but then re-selects a different discipline, a validation message will populate that reads: 'Are you sure you want to change the Discipline? If change is made, all text will be lost'. Once a Discipline has been saved, it no longer will appear in the drop-list. If user would like to add another section to the report of the same title, they will need to select it from the Report List and add accordingly to the pre-existing document.
2. **Multi-Disciplinary Report List** > This displays all Report disciplines that have been saved.
3. **New Multi-disciplinary Report** > This tool bar button allows the user to add additional reports.

### **RR-Review of Existing Data**

UI:

**RR-Review of Existing Data**

**Current Disability:**      **If 'Multiple Disabilities' is selected, list categories:**

Specific Learning Disability     

**List Current Disability Area(s):**

Select Values

**Current Related Services:**     N/A       OT       PT

Speech     O & M     Special Transportation

Other, Specify

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**Previous Eligibility Determinations**

Previous Eligibility Determinations: ARC Dates for Eligibility Determination:      Evaluation/Reevaluation Report in File:

X              Yes     No

Print:

**RR-Review of Existing Data**

Current Primary Disability:	Specific Learning Disability Oral Expression
If 'Multiple Disabilities' is selected, list categories:	
Current Related Services:	<input type="checkbox"/> N/A <input type="checkbox"/> OT <input type="checkbox"/> PT <input type="checkbox"/> Speech <input type="checkbox"/> O&M <input type="checkbox"/> Special Transportation <input type="checkbox"/> Other, Specify

Previous Eligibility Determinations	ARC Date(s) for Eligibility Determination	Evaluation/Reevaluation Report in File
		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No

- Current Disability:** > This is a single-select drop-list with all disabilities listed. If user selects 'Speech or Language Impairment', 'Developmental Delay', or 'Specific Learning Disability', a 'List Current Disability Area(s)' multi-select list populates corresponding values. If 'Multiple Disabilities' is selected, all eligible disabilities that are available under that category display as a multi-select list. In addition, if any of these disabilities are selected an 'Area' or multiple categories are not selected accordingly, a validation message populates that reads: 'Please select Area(s)' or 'When Primary Disability is set to 'Multiple Disabilities', additional disability(ies) are required.' The 'Area(s)' values are as follows:

  - Speech or Language Impairment: > Speech Sound Production and Use, Language, Fluency, Voice
  - Developmental Delay> Cognition, Motor development, Self-help/adaptive behavior, Communication, Social-emotional development
  - Specific Learning Disability> Oral Expression, Written Expression, Reading Fluency Skills, Mathematics Calculation, Listening Comprehension, Basic Reading Skills, Reading Comprehension, Mathematics Reasoning

2. **Current Related Services:** > The following check boxes all or none can be checked: 'N/A', 'OT', 'PT', 'Speech', 'O &M', 'Special Transportation', 'Other, Specify'. If 'Other, Specify' is checked, validation that text is required to save the editor. Validation message reads: 'Other, Specify is required.'
3. **Previous Eligibility Determinations:** > This section has '**Previous Eligibility Determination**'> text field with a 25 character limit. '**ARC Dates for Eligibility Determination**' > calendar date field with MM/DD/YYYY format and '**Evaluation/Reevaluation Report**'> single-select 'Yes' or 'No' check boxes to indicate if the respective report is on file.
4. **Add New Determination** > This button allows users to add multiple 'Previous of Eligibility Determination' information when applicable.

### **RR-Review of Records**

UI:

Documents

Contact Log



Delete



Print



New Reevaluation Summary

RR-Review of Records List

[Assessment Area](#)

Communication Status

RR-Review of Records Editor

*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:

Test:	Date:	Test:	Date:	Test:	Date:
<input type="text"/>					
Scale:	Standard Score:	Scale:	Standard Score:	Scale:	Standard Score:

Interpretation of Results

Print:

## 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.*

<b>Communication Status</b>						<input type="checkbox"/> N/A
Test:		Test:		Test:		
Date:		Date:		Date:		
Scale:	Standard Score:	Scale:	Standard Score:	Scale:	Standard Score:	
Interpretation of Results:						
<b>Academic Performance</b>						<input checked="" type="checkbox"/> N/A
<b>Health, Vision, Hearing, Motor Abilities</b>						<input checked="" type="checkbox"/> N/A
<b>Social and Emotional Status</b>						<input checked="" type="checkbox"/> N/A
<b>General Intelligence</b>						<input checked="" type="checkbox"/> N/A
<b>Transition Needs</b>						<input checked="" type="checkbox"/> N/A
<b>Functional Vision/Learning Media Assessment</b>						<input checked="" type="checkbox"/> N/A
<b>Functional Hearing, Listening, &amp; Communication Assessment</b>						<input checked="" type="checkbox"/> N/A

1. **Assessment Area:** > This is a red-required, single-select drop-list that defaults to null and has the following values: Academic Performance, Health/Vision/Hearing/Motor Abilities, Social and Emotional Status, General Intelligence, Transition Needs, Functional Vision/Learning Media Assessment, Functional Hearing, Listening & Communication Assessment. Each of these values may only be selected once. If a value is not selected, the print will auto check N/A. If user attempts to save this editor without indicating an 'Assessment Area', a validation message will populate that reads: 'Please select an assessment area.'. If a user has selected an Area and entered information but attempts to choose a different area without saving, a validation message populates that reads: 'Are you sure you want to change the Assessment Area?'.
2. **Test:** > This is a text field with a 50 character limit.
3. **Date:** > This is a date field with MM/DD/YYYY format
4. **Scale:** > This is a text field with a 50 character limit.
5. **Interpretation of Results:** > This is an unlimited character text area.
6. **RR-Review of Records List** > This displays all the 'Assessment Area(s)' that have been saved.
7. **New Reevaluation Summary**> This tool bar button allows users to add multiple Assessment Areas

## RR-Review of Current Performance

UI:

 Delete  Print  New Evaluator Assessment

RR-Review of Current Performance List

[Attached Documentation](#)

RR-Review of Current Performance Editor

**Directions:**

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

**Documentation:**

**Communication Status:**

**Summary:**

**ARC Determined Additional Assessments:**

Print:

**RR-Review of Current Performance**

**Directions:**

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

<b>Communication Status</b>			<input type="checkbox"/> N/A
<input checked="" type="checkbox"/> IEP Progress Data for each Goal	<input type="checkbox"/> Assistive Technology	<input type="checkbox"/> Augmentative Communication Devices	
<input type="checkbox"/> Primary Mode of Communication	<input type="checkbox"/> Observations	<input type="checkbox"/> Other Specify:	
<b>Summary:</b>			
ARC Determined Additional Assessments <input checked="" type="checkbox"/> are needed <input type="checkbox"/> are not needed			
<b>Academic Performance</b>			<input checked="" type="checkbox"/> N/A
<b>Health, Vision, Hearing, Motor Abilities</b>			<input checked="" type="checkbox"/> N/A
<b>Social and Emotional Status</b>			<input checked="" type="checkbox"/> N/A
<b>General Intelligence</b>			<input checked="" type="checkbox"/> N/A
<b>Transition Needs (student is in 8th grade or age 14 years or older)</b>			<input checked="" type="checkbox"/> N/A
<b>Functional Vision/Learning Media Assessment</b>			<input checked="" type="checkbox"/> N/A
<b>Functional Hearing, Listening, &amp; Communication Assessment</b>			<input checked="" type="checkbox"/> N/A

1. **Documentation:** > This is a red-required single-select drop-list that defaults to null and has the following values: Academic Performance, Health/Vision/Hearing/Motor Abilities, Social and Emotional Status, General Intelligence, Transition Needs, Functional Vision/Learning Media Assessment, Functional Hearing, Listening, & Communication Assessment. Each of these values may only be selected once. If a value is not selected, the print will auto check N/A. If user attempts to save this editor without indicating 'Documentation', a validation message will populate that reads: 'Please select an attached documentation option.' If a user has selected Documentation and entered information but attempts to choose a different 'Documentation' without saving, a validation message populates that reads: 'Are you sure you want to change the Documentation? If change is made, all information will be lost.'
2. ... : > This field populates the title of the 'Documentation' selected and populates a multi-select field for selecting corresponding values of the 'Documentation' selected. The values of each Documentation are:
  - Communication Status> IEP Progress Data for each Goal, Assistive Technology, Augmentative Communication Devices, Primary Mode of Communication, Observations, Other Specify:.
  - Academic Performance> IEP Progress Data for each Goal, Grades (current and previous year), Attendance, State Assessment Results, District Assessment Results, Work Sample Results, Effective Accommodations, Basic Skills, On-Task Behavior, Rate of Learning, Work Completion, Math Computation, Math Reasoning, Written Language, Reading Decoding, Reading Comprehension, Universal Screening Data, Observations, Intervention Data, School-Based Assessment, Learning Styles, Other, Specify:
  - Health, Vision, Hearing, Motor Abilities> IEP Progress Data for each Goal, Current Health Status, Medications and Impact, Diagnosis, Vision Screening, Hearing Screening,

Vision/Hearing Difficulties, Gross/Fine Motor Skills, Motor Planning, Sensory Issues, Injuries, Mobility, Observations, Other, Specify:

- Social and Emotional Status> IEP Progress Data for each Goal, Adaptive Skills, Attention/ Hyperactivity/Impulsivity Issues, Disciplinary Referrals, Suspensions Bus/School, Peer Interaction, Adult Interaction, Aggression, Self-Control, Functional Behavior Assessments, Observations, Social/Developmental History Update, Other, Specify
- General Intelligence > Aptitude, Retention of Information (memory), Application of Knowledge, Reasoning Skills, Generalizes Knowledge, Problem Solving Skills, Observations, Other, Specify:
- Transition Needs> IEP Progress Data for each Goal *required*, Individual Learning Plan (ILP), Transition Assessments, Learning Styles, Community Based Instruction, Careers of Interest, Work Experience, Collaboration with Others, Independent Living, Home Responsibilities, Multi-Year Course of Study *required*, Observations, Other, Specify:
- Functional Vision/Learning Media Assessment> this does not have a multi-select field. This has an unlimited text area to '**Provide information if blind or visually impaired:**'.
- Functional Hearing, Listening, & Communication Assessment > this does not have a multi-select field. This has an unlimited text area to '**Provide information if deaf or hard of hearing:**'

3. **Summary:** >This is an unlimited character text field.
4. **ARC Determined Additional Assessments:** > This is a red-required single-select drop-list that defaults to null with the values 'Are needed' and 'Are not needed'. If user attempts to save without indicating a selection, a validation message populates that reads: 'Please specify ARC Determined Additional Assessments.'
5. **RR-Review of Current Performance List** > This displays all the 'Documentation' that have been saved.
6. **New Evaluator Assessment**> This tool bar button allows users to add multiple Documentation(s) of assessments.

## Eligibility Form

Autism UI:

**Autism Eligibility**

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

- Y  N  Insufficient 1a. The student has a developmental disability, generally evident before age 3, significantly effecting verbal and nonverbal communication (must be present for eligibility), and
- Y  N  Insufficient 1b. The student has a developmental disability effecting social interaction (must be present for eligibility), and
- Y  N  Insufficient 2. The student's deficits are not primarily the result of an emotional-behavioral disability.
- Y  N  Insufficient 3. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
- Y  N  Insufficient 4. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
- Y  N  Insufficient 5. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

**Autism Print:**

**Eligibility/Continued Eligibility**

**Autism (AU) Eligibility Determination**

Initial Determination of Eligibility for this Category of Disability  Re-Determination of Eligibility for this Category of Disability

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

Complete During ARC	The ARC compared and analyzed evaluation data and documents the following interpretation:	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1a.	The student has a developmental disability, generally evident before age 3, significantly effecting verbal and nonverbal communication (must be present for eligibility), and
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1b.	The student has a developmental disability effecting social interaction (must be present for eligibility), and
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	2.	The student's deficits are not primarily the result of an emotional-behavioral disability.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	3.	Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	4.	Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	5.	Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Provide supporting evidence that demonstrates the ARC:

- Used multiple data sources that substantiate the existence of the disability (triangulation of data);
- Confirmed the progress of the child is impeded by the disability to the extent that the child's educational performance is significantly and consistently below the level of similar age peers.

Supporting Evidence:

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

- The student has autism which adversely impacts his/her education and is eligible for specially designed instruction and related services.
- The student does not have 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 was insufficient to determine eligibility. Additional assessments and/or data will be obtained/collected in the area(s) of

The ARC will reconvene by to review and determine eligibility.

**Deaf-Blindness UI:**

**Deaf-Blindness Eligibility**

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

- Y  N  Insufficient 1a. Student has a Hearing Impairment; and (See Hearing Impairment Eligibility Determination)
- Y  N  Insufficient 1b. Student has a Visual Impairment (See Visual Impairment Eligibility Determination)
- Y  N  Insufficient 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 the children with visual impairments or hearing impairments, unless supplementary assistance is provided to address educational needs resulting from the two disabilities.
- Y  N  Insufficient 3. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
- Y  N  Insufficient 4. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
- Y  N  Insufficient 5. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

**Deaf-Blindness Print:**

**Deaf-Blindness (DB) Eligibility Determination**

- Initial Determination of Eligibility for this Category of Disability  Re-Determination of Eligibility for this Category of Disability

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

Complete During ARC	The ARC compared and analyzed evaluation data and documents the following interpretation:	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1a.	Student has a Hearing Impairment; and (See Hearing Impairment Eligibility Determination)
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1b.	Student has a Visual Impairment (See Visual Impairment Eligibility Determination)
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	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 the children with visual impairments or hearing impairments, unless supplementary assistance is provided to address educational needs resulting from the two disabilities.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	3.	Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	4.	Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	5.	Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Provide supporting evidence that demonstrates the ARC:

- Used multiple data sources that substantiate the existence of the disability (triangulation of data);
- Confirmed the progress of the child is impeded by the disability to the extent that the child's educational performance is significantly and consistently below the level of similar age peers.

Supporting Evidence:

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

- The student has a disability of deaf-blindness that adversely impacts his/her education and is eligible for specially designed instruction and related services.
- The student does not have a disability of deaf-blindness and is not eligible for specially designed instruction and related services.
- The student has a disability of deaf-blindness, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.
- Evaluation data was insufficient to determine eligibility. Additional assessments and/or data will be obtained collected in the area(s) of

The ARC will reconvene by to review and determine eligibility.

**Developmental Delay UI:**

**Developmental Delay Eligibility**

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

- Y  N  Insufficient 1. Student is three (3) through eight (8) years of age.  
*(Note: Eligibility for DD ends on the child's 9th birthday.)*
  
- Y  N  Insufficient 2. Student has not acquired skills or achieved commensurate with recognized performance expectations for his/her age in one or more of the developmental areas. (Check all that apply.)
  - Cognition
  - Communication
  - Motor Development
  - Social-emotional development
  - Self-help/adaptive behavior
  
- Y  N  Insufficient 3a. And, student demonstrates a measurable, verifiable difference between expected performance and current level of performance documented by:
  - Y  N  Insufficient i. Scores of two (2) standard deviations or more below the mean in one (1) or more of the five (5) [listed above] developmental areas using norm-referenced instruments and procedures; or
  - Y  N  Insufficient ii. Scores of 1 ½ standard deviations below the mean in two (2) or more of the five (5) developmental areas [listed above] using norm-referenced instruments and procedures;
  
- Y  N  Insufficient 3b. Or, normed scores are inconclusive and the professional judgment of the ARC verifies the existence of significant atypical quality or pattern of development.
  
- Y  N  Insufficient 4. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
  
- Y  N  Insufficient 5. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
  
- Y  N  Insufficient 6. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Developmental Delay Print:

**Developmental Delay (DD) Eligibility Determination**

Initial Determination of Eligibility for this Category of Disability  Re-Determination of Eligibility for this Category of Disability

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

Complete During ARC	The ARC compared and analyzed evaluation data and documents the following interpretation:	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1. Student is three (3) through eight (8) years of age. (Note: Eligibility for DD ends on the child's 9th birthday.)
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	2.	Student has not acquired skills or achieved commensurate with recognized performance expectations for his/her age in one or more of the developmental areas. (Check all that apply):
	<input type="checkbox"/> Cognition	<input type="checkbox"/> Communication
	<input type="checkbox"/> Motor Development	<input type="checkbox"/> Social-emotional development
	<input type="checkbox"/> Self-help/adaptive behavior	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	3a.	And, student demonstrates a measurable, verifiable difference between expected performance and current level of performance documented by:
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	i.	Scores of two (2) standard deviations or more below the mean in one (1) or more of the five (5) [listed above] developmental areas using norm-referenced instruments and procedures; or
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	ii.	Scores of 1 1/2 standard deviations below the mean in two (2) or more of the five (5) developmental areas [listed above] using norm-referenced instruments and procedures;
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	3b.	Or, normed scores are inconclusive and the professional judgment of the ARC verifies the existence of significant atypical quality or pattern of development.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	4.	Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	5.	Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	6.	Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Provide supporting evidence that demonstrates the ARC:

- Used multiple data sources that substantiate the existence of the disability (triangulation of data);
- Confirmed the progress of the child is impeded by the disability to the extent that the child's educational performance is significantly and consistently below the level of similar age peers.

Supporting Evidence:

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

The student has a developmental delay that adversely impacts his/her education and is eligible for specially designed instruction and related services.

The student does not have a developmental delay and is not eligible for specially designed instruction and related services.

The student has a developmental delay, but it does not adversely impact his/her education, therefore, the student is not eligible for specially designed instruction and related services.

Evaluation data was insufficient to determine eligibility. Additional assessments and/or data will be obtained/collected in the area(s) of

The ARC will reconvene by to review and determine eligibility.

**Emotional-Behavioral Disability UI:**

**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:

- Y  N  Insufficient
1. 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 child'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 child's social-emotional problems.
  - A general pervasive mood of unhappiness or depression;
  - A tendency to develop physical symptoms or fears associated with personal or school problems;
- Y  N  Insufficient
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.
- Y  N  Insufficient
3. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
- Y  N  Insufficient
4. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
- Y  N  Insufficient
5. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Emotional-Behavioral Disability Print:

**Emotional-Behavioral Disability (EBD) Eligibility Determination**

Initial Determination of Eligibility for this Category of Disability
  Re-Determination of Eligibility for this Category of Disability

The ARC determines a student to have an *Emotional-Behavioral Disability* and is eligible for specially designed instruction and related services when:

Complete During ARC	The ARC compared and analyzed evaluation data and documents the following interpretation:
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1. 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 child's peer and cultural reference groups, across settings, over a long period of time and to a marked degree: <ul style="list-style-type: none"> <li><input type="checkbox"/> Severe deficits exist in social competence or appropriate behavior which causes an inability to build or maintain satisfactory interpersonal relationships with adults or peers.</li> <li><input type="checkbox"/> 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 child's social-emotional problems.</li> <li><input type="checkbox"/> A general pervasive mood of unhappiness or depression;</li> <li><input type="checkbox"/> A tendency to develop physical symptoms or fears associated with personal or school problems;</li> </ul>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	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.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	3. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	4. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	5. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Provide supporting evidence that demonstrates the ARC:

- Used multiple data sources that substantiate the existence of the disability (triangulation of data);
- Confirmed the progress of the child is impeded by the disability to the extent that the child's educational performance is significantly and consistently below the level of similar age peers.

Supporting Evidence:

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

- The student has an emotional-behavioral disability that adversely impacts his/her education and is eligible for specially designed instruction and related services.
- The student does not have an emotional-behavioral disability and is not eligible for specially designed instruction and related services.
- The student has an emotional-behavioral disability, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.
- Evaluation data was insufficient to determine eligibility. Additional assessments and/or data will be obtained/collected in the area(s) of

The ARC will reconvene by to review and determine eligibility.

Functional Mental Disability UI:

**Functional Mental Disability Eligibility**

The ARC determines a student to have the disability of *Functional Mental Disability* and is eligible for specially designed instruction and related services when:

- Y  N  Insufficient 1a. Cognitive functioning is at least three (3) standard deviations below the mean;
- Y  N  Insufficient 1b. Adaptive behavior is at least three (3) standard deviations below the mean;
- Y  N  Insufficient 1c. Severe deficit in overall academic performance including acquisition, retention, and application of knowledge; and
- Y  N  Insufficient 1d. Is typically manifested during the developmental period.
- Y  N  Insufficient 2. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
- Y  N  Insufficient 3. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
- Y  N  Insufficient 4. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Functional Metal Disability Print:

**Functional Mental Disability (FMD) Eligibility Determination**

Initial Determination of Eligibility for this Category of Disability       Re-Determination of Eligibility for this Category of Disability

The ARC determines a student to have the disability of *Functional Mental Disability* and is eligible for specially designed instruction and related services when:

Complete During ARC	The ARC compared and analyzed evaluation data and documents the following interpretation:	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1a.	Cognitive functioning is at least three (3) standard deviations below the mean;
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1b.	Adaptive behavior is at least three (3) standard deviations below the mean;
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1c.	Severe deficit in overall academic performance including acquisition, retention, and application of knowledge; and
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1d.	Is typically manifested during the developmental period.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	2.	Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	3.	Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	4.	Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Provide supporting evidence that demonstrates the ARC:

- Used multiple data sources that substantiate the existence of the disability (triangulation of data);
- Confirmed the progress of the child is impeded by the disability to the extent that the child's educational performance is significantly and consistently below the level of similar age peers.

Supporting Evidence:

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

- The student has a functional mental disability that adversely impacts his/her education and is eligible for specially designed instruction and related services.
- The student does not have a functional mental disability and is not eligible for specially designed instruction and related services.
- The student has a functional mental disability, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.
- Evaluation data was insufficient to determine eligibility. Additional assessments and/or data will be obtained/collected in the area(s) of

The ARC will reconvene by to review and determine eligibility.

Hearing Impairment UI:

**Hearing Impairment Eligibility**

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

- Y  N  Insufficient
1. Whether permanent or fluctuating, the student has a hearing loss that meets one or more of the criteria below (*check all that apply*):
- 1a. a pure tone hearing loss in the speech range (500Hz, 1000Hz, and 2000Hz) of at least 25dB in the better ear;
  - 1b. a pure tone hearing loss in the high-frequency range (2000Hz, 4000Hz, and 6000Hz) of at least 45dB in the better ear; or
  - 1c. a unilateral hearing loss in the speech range (500Hz, 1000Hz, and 2000Hz) of at least 60dB in the impaired ear.
- Y  N  Insufficient
2. The hearing loss results in difficulty in identifying linguistic information through hearing.
- Y  N  Insufficient
3. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
- Y  N  Insufficient
4. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
- Y  N  Insufficient
5. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Hearing Impairment Print:

**Hearing Impairment (HI) Eligibility Determination**

Initial Determination of Eligibility for this Category of Disability
  Re-Determination of Eligibility for this Category of Disability

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

Complete During ARC	The ARC compared and analyzed evaluation data and documents the following interpretation:	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1.	Whether permanent or fluctuating, the student has a hearing loss that meets one or more of the criteria below ( <i>check all that apply</i> ):
	1a.	<input type="checkbox"/> a pure tone hearing loss in the speech range (500Hz, 1000Hz, and 2000Hz) of at least 25dB in the better ear;
	1b.	<input type="checkbox"/> a pure tone hearing loss in the high-frequency range (2000Hz, 4000Hz, and 6000Hz) of at least 45dB in the better ear; or
	1c.	<input type="checkbox"/> a unilateral hearing loss in the speech range (500Hz, 1000Hz, and 2000Hz) of at least 60dB in the impaired ear.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	2.	The hearing loss results in difficulty in identifying linguistic information through hearing.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	3.	Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	4.	Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	5.	Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Provide supporting evidence that demonstrates the ARC:

- Used multiple data sources that substantiate the existence of the disability (triangulation of data);
- Confirmed the progress of the child is impeded by the disability to the extent that the child's educational performance is significantly and consistently below the level of similar age peers.

Supporting Evidence:

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

- The student has a hearing impairment that adversely impacts his/her education and is eligible for specially designed instruction and related services.
- The student does not have a hearing impairment and is not eligible for specially designed instruction and related services.
- The student has a hearing impairment, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.
- Evaluation data was insufficient to determine eligibility. Additional assessments and/or data will be obtained/collected in the area(s) of

The ARC will reconvene by to review and determine eligibility.

Mild Mental Disability UI:

**Mild Mental Disability Eligibility**

The ARC determines a student to have a **Mild Mental Disability** and is eligible for specially designed instruction and related services when:

- |   |  |
|---|--|
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient | 1a. Cognitive functioning is at least two (2) standard deviations, but not more than three (3) standard deviations below the mean;           |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient | 1b. Adaptive behavior is at least two (2) standard deviations below the mean;  |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient | 1c. Severe deficit in overall academic performance including acquisition, retention, and application of knowledge; and                       |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient | 1d. Is typically manifested during the developmental period.   |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient | 2. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).                  |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient | 3. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision. |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient | 4. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.                |

Mild Mental Disability Print:

**Mild Mental Disability (MMD) Eligibility Determination**

Initial Determination of Eligibility for this Category of Disability
  Re-Determination of Eligibility for this Category of Disability

The ARC determines a student to have a *Mild Mental Disability* and is eligible for specially designed instruction and related services when:

Complete During ARC	The ARC compared and analyzed evaluation data and documents the following interpretation:	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1a.	Cognitive functioning is at least two (2) standard deviations, but not more than three (3) standard deviations below the mean;
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1b.	Adaptive behavior is at least two (2) standard deviations below the mean;
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1c.	Severe deficit in overall academic performance including acquisition, retention, and application of knowledge; and
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1d.	Is typically manifested during the developmental period.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	2.	Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	3.	Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	4.	Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Provide supporting evidence that demonstrates the ARC:

- Used multiple data sources that substantiate the existence of the disability (triangulation of data);
- Confirmed the progress of the child is impeded by the disability to the extent that the child's educational performance is significantly and consistently below the level of similar age peers.

Supporting Evidence:

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

- The student has a mild mental disability that adversely impacts his/her education and is eligible for specially designed instruction and related services.
- The student does not have a mild mental disability and is not eligible for specially designed instruction and related services.
- The student has a mild mental disability, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.
- Evaluation data was insufficient to determine eligibility. Additional assessments and/or data will be obtained/collected in the area(s) of

The ARC will reconvene by to review and determine eligibility.

Multiple Disabilities UI:

**Multiple Disabilities Eligibility**

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

- Y  N  Insufficient 1a. The student has a combination of two (2) or more of the following disabilities:
- Autism
  - Emotional-Behavioral Disability
  - Hearing Impairment
  - Mild Mental Disability
  - Functional Mental Disability
  - Orthopedic Impairment
  - Other Health Impairment
  - Specific Learning Disability
  - Traumatic Brain Injury
  - Visual Impairment
  - Deaf-Blindness

Complete the eligibility determination for all disabilities checked.

- Y  N  Insufficient 1b. The student's disability is not solely a combination of deafness and blindness;
- Y  N  Insufficient 1c. The student's disability is not a combination of speech or language impairment and one other disabling condition; and
- Y  N  Insufficient 1d. The combination of these disabilities causes such severe educational needs that they cannot be accommodated through special education programs solely for one impairment.
- Y  N  Insufficient 2. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
- Y  N  Insufficient 3. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
- Y  N  Insufficient 4. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Multiple Disabilities Print:

**Multiple Disabilities (MD) Eligibility Determination**

Initial Determination of Eligibility for this Category of Disability     Re-Determination of Eligibility for this Category of Disability

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

Complete During ARC	The ARC compared and analyzed evaluation data and documents the following interpretation:
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1a. The student has a combination of two (2) or more of the following disabilities: <input type="checkbox"/> Autism <input type="checkbox"/> Emotional-Behavioral Disability <input type="checkbox"/> Hearing Impairment <input type="checkbox"/> Mild Mental Disability <input type="checkbox"/> Functional Mental Disability <input type="checkbox"/> Orthopedic Impairment <input type="checkbox"/> Other Health Impairment <input type="checkbox"/> Specific Learning Disability <input type="checkbox"/> Traumatic Brain Injury <input type="checkbox"/> Visual Impairment <input type="checkbox"/> Deaf-Blindness  Complete the eligibility determination for all disabilities checked.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1b. The student's disability is not solely a combination of deafness and blindness;
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1c. The student's disability is not a combination of speech or language impairment and one other disabling condition, and
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1d. The combination of these disabilities causes such severe educational needs that they cannot be accommodated through special education programs solely for one impairment.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	2. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	3. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	4. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Provide supporting evidence that demonstrates the ARC:

- Used multiple data sources to substantiate the existence of the disability (triangulation of data);
- Confirmed the progress of the child is impeded by the disability to the extent that the child's educational performance is significantly and consistently below the level of similar age peers.

Student: Marissa Henry Luttrell    SSID: 1942814813    DOB: 05/21/1998    ARC Eval Date: 05/31/2016

Supporting Evidence:

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

The student has multiple disabilities that adversely impact his/her education and is eligible for specially designed instruction and related services.

The student does not have multiple disabilities and is not eligible for specially designed instruction and related services.

The student has multiple disabilities, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.

Evaluation data was insufficient to determine eligibility. Additional assessments and/or data will be obtained/collected in the area(s) of \_\_\_\_\_

The ARC will reconvene by \_\_\_\_\_ to review and determine eligibility.

Orthopedic Impairment UI:

**Orthopedic Impairment Eligibility**

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

- Y  N  Insufficient 1a. The existence of an impairment caused by a congenital anomaly (e.g. clubfoot, absence of a member, etc.); OR
  
- Y  N  Insufficient 1b. The existence of an impairment caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.); OR
  
- Y  N  Insufficient 1c. The existence of an impairment from other causes such as cerebral palsy, amputations, fractures, burns that cause contractions, etc.
  
- Y  N  Insufficient 2. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
  
- Y  N  Insufficient 3. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
  
- Y  N  Insufficient 4. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Orthopedic Impairment Print:

**Orthopedic Impairment (OI) Eligibility Determination**

Initial Determination of Eligibility for this Category of Disability       Re-Determination of Eligibility for this Category of Disability

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

<b>Complete During ARC</b>	The ARC compared and analyzed evaluation data and documents the following interpretation: <i>(To be identified as orthopedically impaired, the ARC must have a medical diagnosis that the child has one or more of the physical conditions as described in 1a, 1b or 1c.)</i>	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1a.	The existence of an impairment caused by a congenital anomaly (e.g. clubfoot, absence of a member, etc.); OR
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1b.	The existence of an impairment caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.); OR
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1c.	The existence of an impairment from other causes such as cerebral palsy, amputations, fractures, burns that cause contractions, etc.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	2.	Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	3.	Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	4.	Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Provide supporting evidence that demonstrates the ARC:

- Used multiple data sources that substantiate the existence of the disability (triangulation of data);
- Confirmed the progress of the child is impeded by the disability to the extent that the child's educational performance is significantly and consistently below the level of similar age peers.

Supporting Evidence:

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

- The student has an orthopedic impairment that adversely impacts his/her education and is eligible for specially designed instruction and related services.
- The student does not have an orthopedic impairment and is not eligible for specially designed instruction and related services.
- The student has an orthopedic impairment, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.
- Evaluation data was insufficient to determine eligibility. Additional assessments and/or data will be obtained/collected in the area(s) of

The ARC will reconvene by to review and determine eligibility.

Other Health Impairment UI:

**Other Health Impairment Eligibility**

The ARC determines a student to have a disability of **Other Health Impairment** and is eligible for specially designed instruction and related services when:

Y  N  Insufficient 1a. The existence of a health impairment caused by chronic or acute health problems such as heart condition, tuberculosis, sickle cell anemia, hemophilia, epilepsy, rheumatic fever, nephritis, asthma, lead poisoning, leukemia, diabetes, acquired immune deficiency syndrome, attention deficit disorder, or attention deficit hyperactive disorder. The diagnosis of Other Health Impairment is (specify):

Y  N  Insufficient 1b. The effect of the impairment on (check all that apply):

- Strength
- Vitality
- Alertness (including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment).

Y  N  Insufficient 2. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).

Y  N  Insufficient 3. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.

Y  N  Insufficient 4. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Other Health Impairment Print:

**Other Health Impairment (OHI) Eligibility Determination**

Initial Determination of Eligibility for this Category of Disability
  Re-Determination of Eligibility for this Category of Disability

The ARC determines a student to have a disability of *Other Health Impairment* and is eligible for specially designed instruction and related services when:

Complete During ARC	The ARC compared and analyzed evaluation data and documents the following interpretation:	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1a.	The existence of a health impairment caused by chronic or acute health problems such as heart condition, tuberculosis, sickle cell anemia, hemophilia, epilepsy, rheumatic fever, nephritis, asthma, lead poisoning, leukemia, diabetes, acquired immune deficiency syndrome, attention deficit disorder, or attention deficit hyperactive disorder. The diagnosis of Other Health Impairment is (specify):
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1b.	The effect of the impairment on (check all that apply): <input type="checkbox"/> Strength <input type="checkbox"/> Vitality <input type="checkbox"/> Alertness (including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment).
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	2.	Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	3.	Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	4.	Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Provide supporting evidence that demonstrates the ARC:

- Used multiple data sources that substantiate the existence of the disability (triangulation of data);
- Confirmed the progress of the child is impeded by the disability to the extent that the child's educational performance is significantly and consistently below the level of similar age peers.

Supporting Evidence:

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

- The student has a disability of other health impairment that adversely impacts his/her education and is eligible for specially designed instruction and related services.
- The student does not have a disability of other health impairment and is not eligible for specially designed instruction and related services.
- The student has a disability of other health impairment, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.
- Evaluation data was insufficient to determine eligibility. Additional assessments and/or data will be obtained/collected in the area(s) of

The ARC will reconvene by to review and determine eligibility.

Specific Learning Disability UI:

**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:

- Y  N  Insufficient 1. The student is provided with learning experiences and instruction appropriate for the student's age or state-approved grade level standards;
- Y  N  Insufficient 2.  The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to ability level or intellectual development (Method A: Severe Discrepancy)
- OR**
- The student fails to achieve a rate of learning to make sufficient progress to meet grade level standards aligned with the Kentucky Core of Academic Standards in one or more of the areas identified below when assessed using a response to scientific, research-based intervention process; (Method B: Response to Intervention)
- Y  N  Insufficient 3. The student does not achieve adequately, as indicated on multiple data sources, for the student's age or grade level standards aligned with the Kentucky Core of Academic Standards in one or more of the following areas:
- Oral Expression
  - Listening Comprehension
  - Written Expression
  - Basic Reading Skills
  - Reading Fluency Skills
  - Reading Comprehension
  - Mathematics Calculation
  - Mathematics Reasoning
- Y  N  Insufficient 4. The deficits in achievement are **not** primarily the result of vision, hearing, or motor impairments; mental disability; emotional behavioral disability; cultural factors, environmental or economic disadvantage, or limited English proficiency.
- Y  N  Insufficient 5. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility)

Y
  N
  Insufficient

6. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.

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

7b. Relationship of the observed behavior (7a.) to the child's academic functioning:

8. Educationally relevant medical findings, if any:

9. The instructional strategies used and the student-centered data collected in response to scientific, research-based intervention performance:

Admissions and Release Committee Members Attendance			
	Name	Role	Agree
✕	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input type="checkbox"/> <input type="checkbox"/>
<input type="button" value="Add New Attendee"/>			

Specific Learning Disability Print:

**Specific Learning Disability (SLD) Eligibility Determination**

Initial Determination of Eligibility for this Category of Disability       Re-Determination of Eligibility for this Category of Disability

The ARC determines a student to have a *Specific Learning Disability* and is eligible for specially designed instruction and related services when:

Complete During ARC	The ARC compared and analyzed evaluation data and documents the following interpretation:								
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1. The student is provided with learning experiences and instruction appropriate for the student's age or state-approved grade level standards;								
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	2. <ul style="list-style-type: none"> <li><input type="checkbox"/> The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to ability level or intellectual development (Method A: Severe Discrepancy)</li> <li><b>OR</b></li> <li><input type="checkbox"/> The student fails to achieve a rate of learning to make sufficient progress to meet grade level standards aligned with the Kentucky Core of Academic Standards in one or more of the areas identified below when assessed using a response to scientific, research-based intervention process; (Method B: Response to Intervention)</li> </ul>								
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	3. The student does not achieve adequately, as indicated on multiple data sources, for the student's age or grade level standards aligned with the Kentucky Core of Academic Standards in one or more of the following areas: <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Oral Expression</td> <td><input type="checkbox"/> Listening Comprehension</td> </tr> <tr> <td><input type="checkbox"/> Written Expression</td> <td><input type="checkbox"/> Basic Reading Skills</td> </tr> <tr> <td><input type="checkbox"/> Reading Fluency Skills</td> <td><input type="checkbox"/> Reading Comprehension</td> </tr> <tr> <td><input type="checkbox"/> Mathematics Calculation</td> <td><input type="checkbox"/> Mathematics Reasoning</td> </tr> </table>	<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Written Expression	<input type="checkbox"/> Basic Reading Skills	<input type="checkbox"/> Reading Fluency Skills	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Mathematics Calculation	<input type="checkbox"/> Mathematics Reasoning
<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Listening Comprehension								
<input type="checkbox"/> Written Expression	<input type="checkbox"/> Basic Reading Skills								
<input type="checkbox"/> Reading Fluency Skills	<input type="checkbox"/> Reading Comprehension								
<input type="checkbox"/> Mathematics Calculation	<input type="checkbox"/> Mathematics Reasoning								
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	4. The deficits in achievement are <b>not</b> primarily the result of vision, hearing, or motor impairments; mental disability; emotional behavioral disability; cultural factors, environmental or economic disadvantage, or limited English proficiency.								
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	5. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).								
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	6. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.								
	7a. The following relevant behavior was noted during the observations of the child:								
	7b. Relationship of the observed behavior (7a.) to the child's academic functioning:								
	8. Educationally relevant medical findings, if any:								
	9. The instructional strategies used and the student-centered data collected in response to scientific, research-based intervention performance:								

Provide supporting evidence that demonstrates the ARC:

- Used multiple data sources that substantiate the existence of the disability (triangulation of data);
- Confirmed the progress of the child is impeded by the disability to the extent that the child's educational performance is significantly and consistently below the level of similar age peers.

Supporting Evidence:

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

- The student has a specific learning disability that adversely impacts his/her education and is eligible for specially designed instruction and related services.
- The student does not have a specific learning disability and is not eligible for specially designed instruction and related services.
- The student has a specific learning disability, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.
- Evaluation data was insufficient to determine eligibility. Additional assessments and/or data will be obtained/collected in the area(s) of

The ARC will reconvene by to review and determine eligibility.

Printed Names with Titles of ARC Members	Signatures	Agree	Disagree
		<input type="checkbox"/>	<input type="checkbox"/>

### Speech or Language Impairment UI:

#### Speech or Language Impairment Eligibility

The ARC determines a student to have a **Speech or Language Impairment** and is eligible for specially designed instruction and related services when:

- Y  N  Insufficient
  1. Communication disorder in one or more of the following:
    - Speech Sound Production and Use
    - Language
    - Fluency
    - Voice
  
- Y  N  Insufficient
  2. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
  
- Y  N  Insufficient
  3. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
  
- Y  N  Insufficient
  4. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

### Speech or Language Impairment Print:

**Speech or Language Impairment (SLI) Eligibility Determination**

Initial Determination of Eligibility for this Category of Disability
  Re-Determination of Eligibility for this Category of Disability

The ARC determines a student to have a *Speech or Language Impairment* and is eligible for specially designed instruction and related services when:

<b>Complete During ARC</b>	The ARC compared and analyzed evaluation data and documents the following interpretation:	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1.	Communication disorder in one or more of the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> Speech Sound Production and Use</li> <li><input type="checkbox"/> Language</li> <li><input type="checkbox"/> Fluency</li> <li><input type="checkbox"/> Voice</li> </ul>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	2.	Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	3.	Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	4.	Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Provide supporting evidence that demonstrates the ARC:

- Used multiple data sources that substantiate the existence of the disability (triangulation of data);
- Confirmed the progress of the child is impeded by the disability to the extent that the child's educational performance is significantly and consistently below the level of similar age peers.

Supporting Evidence:

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

- The student has a speech or language impairment that adversely impacts his/her education and is eligible for specially designed instruction and related services.
- The student does not have a speech or language impairment and is not eligible for specially designed instruction and related services.
- The student has a speech or language impairment, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.
- Evaluation data was insufficient to determine eligibility. Additional assessments and/or data will be obtained/collected in the area(s) of

The ARC will reconvene by to review and determine eligibility.

Traumatic Brain Injury UI:

### 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:

- Y  N  Insufficient
1. Evaluation information collected across multiple settings that 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, and 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 resulting in an impairment in one or more of the following areas (check all that apply)
- Cognition
  - Judgment
  - Language
  - Problem Solving
  - Memory
  - Sensory, perceptual, motor abilities
  - Attention
  - Reasoning
  - Psycho-social behavior
  - Physical functions
  - Abstract thinking
  - Information processing and speech

- Y  N  Insufficient
2. A current, educationally relevant statement, completed by a qualified professional verifies the existence of a traumatic brain injury. The diagnosis and extent of the brain injury is: \_\_\_\_\_

- Y  N  Insufficient
3. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).

- Y  N  Insufficient
4. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.

- Y  N  Insufficient
5. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Traumatic Brain Injury Print:

**Traumatic Brain Injury (TBI) Eligibility Determination**

Initial Determination of Eligibility for this Category of Disability       Re-Determination of Eligibility for this Category of Disability

The ARC determines a student to have a *Traumatic Brain Injury* and is eligible for specially designed instruction and related services when:

Complete During ARC	The ARC compared and analyzed evaluation data and documents the following interpretation:													
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1.	Evaluation information collected across multiple settings that 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, and 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 resulting in an impairment in one or more of the following areas (check all that apply)												
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><input type="checkbox"/> Cognition</td> <td style="width: 50%;"><input type="checkbox"/> Judgment</td> </tr> <tr> <td><input type="checkbox"/> Language</td> <td><input type="checkbox"/> Problem Solving</td> </tr> <tr> <td><input type="checkbox"/> Memory</td> <td><input type="checkbox"/> Sensory, perceptual, motor abilities</td> </tr> <tr> <td><input type="checkbox"/> Attention</td> <td><input type="checkbox"/> Reasoning</td> </tr> <tr> <td><input type="checkbox"/> Psycho-social behavior</td> <td><input type="checkbox"/> Physical functions</td> </tr> <tr> <td><input type="checkbox"/> Abstract thinking</td> <td><input type="checkbox"/> Information processing and speech</td> </tr> </table>	<input type="checkbox"/> Cognition	<input type="checkbox"/> Judgment	<input type="checkbox"/> Language	<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Memory	<input type="checkbox"/> Sensory, perceptual, motor abilities	<input type="checkbox"/> Attention	<input type="checkbox"/> Reasoning	<input type="checkbox"/> Psycho-social behavior	<input type="checkbox"/> Physical functions	<input type="checkbox"/> Abstract thinking	<input type="checkbox"/> Information processing and speech
	<input type="checkbox"/> Cognition	<input type="checkbox"/> Judgment												
	<input type="checkbox"/> Language	<input type="checkbox"/> Problem Solving												
	<input type="checkbox"/> Memory	<input type="checkbox"/> Sensory, perceptual, motor abilities												
	<input type="checkbox"/> Attention	<input type="checkbox"/> Reasoning												
	<input type="checkbox"/> Psycho-social behavior	<input type="checkbox"/> Physical functions												
<input type="checkbox"/> Abstract thinking	<input type="checkbox"/> Information processing and speech													
	2. A current, educationally relevant statement, completed by a qualified professional verifies the existence of a traumatic brain injury. The diagnosis and extent of the brain injury is:													
	3. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).													
	4. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.													
	5. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.													

Provide supporting evidence that demonstrates the ARC:

- Used multiple data sources that substantiate the existence of the disability (triangulation of data);
- Confirmed the progress of the child is impeded by the disability to the extent that the child's educational performance is significantly and consistently below the level of similar age peers.

Supporting Evidence:

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

- The student has a traumatic brain injury that adversely impacts his/her education and is eligible for specially designed instruction and related services.
- The student does not have a traumatic brain injury and is not eligible for specially designed instruction and related services.
- The student has a traumatic brain injury, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.
- Evaluation data was insufficient to determine eligibility. Additional assessments and/or data will be obtained/collected in the area(s) of

The ARC will reconvene by to review and determine eligibility.

Visual Impairment UI:

### Visual Impairment Eligibility

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

- Y  N  Insufficient 1a. The visual acuity, even with prescribed lenses, is 20/70 or worse in the better eye; OR
- Y  N  Insufficient 1b. The visual acuity is better than 20/70 and the child has any of the following conditions:
- A medically diagnosed progressive loss of vision;
  - A visual field of twenty (20) degrees or worse;
  - A medically diagnosed condition of cortical blindness; OR
  - A functional loss of vision.
- Y  N  Insufficient 2. The student requires specialized materials and instruction in orientation and mobility, Braille, visual efficiency or tactile exploration.
- Y  N  Insufficient 3. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
- Y  N  Insufficient 4. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
- Y  N  Insufficient 5. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Visual Impairment Print:

**Visual Impairment (VI) Eligibility Determination**

Initial Determination of Eligibility for this Category of Disability
  Re-Determination of Eligibility for this Category of Disability

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

Complete During ARC	The ARC compared and analyzed evaluation data and documents the following interpretation:	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1a.	The visual acuity, even with prescribed lenses, is 20/70 or worse in the better eye; OR
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	1b.	The visual acuity is better than 20/70 and the child has any of the following conditions: <ul style="list-style-type: none"> <li><input type="checkbox"/> A medically diagnosed progressive loss of vision;</li> <li><input type="checkbox"/> A visual field of twenty (20) degrees or worse;</li> <li><input type="checkbox"/> A medically diagnosed condition of cortical blindness; OR</li> <li><input type="checkbox"/> A functional loss of vision.</li> </ul>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	2.	The student requires specialized materials and instruction in orientation and mobility, Braille, visual efficiency or tactile exploration.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	3.	Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	4.	Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient	5.	Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Provide supporting evidence that demonstrates the ARC:

- Used multiple data sources that substantiate the existence of the disability (triangulation of data);
- Confirmed the progress of the child is impeded by the disability to the extent that the child's educational performance is significantly and consistently below the level of similar age peers.

Supporting Evidence:

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

- The student has a visual impairment that adversely impacts his/her education and is eligible for specially designed instruction and related services.
- The student does not have a visual impairment and is not eligible for specially designed instruction and related services.
- The student has a visual impairment, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.
- Evaluation data was insufficient to determine eligibility. Additional assessments and/or data will be obtained/collected in the area(s) of

The ARC will reconvene by to review and determine eligibility.

**Shared UI Information:**

Eligibility Form List	
Eligible Disability	Determination
Autism	Re-determination
Deaf-Blindness	Re-determination
Developmental Delay	Initial Determination
Emotional-Behavioral Disability	Re-determination
Functional Mental Disability	Initial Determination
Hearing Impairment	Re-determination

**Eligibility Form Editor**

**Eligible Disability:** Specific Learning Disability ▼

**Determination:** Initial Determination ▼

Supporting Evidence:

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

The student has a visual impairment that adversely impacts his/her education and is eligible for specially designed instruction and related services.

The student does not have a visual impairment and is not eligible for specially designed instruction and related services.

The student has a visual impairment, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.

Evaluation data was insufficient to determine eligibility. Additional assessments and/or data will be obtained/collected in the area(s) of:

The ARC will reconvene by  to review and determine eligibility.

1. **Eligible Disability:** This is a red-required single-select drop-list that defaults to null and has all the disability categories for the values. Each of these values may only be selected once. Corresponding fields will populate with questions regarding eligibility for the disability chosen. If user attempts to save this editor without indicating an 'Eligible Disability', a validation message will populate that reads: 'Eligible Disability is required.' If a user has selected disability and entered information but attempts to choose a different disability without saving, a validation message populates that reads: 'Are you sure you want to change the Eligible Disability? If change is made, all information will be lost.' Each Disability Eligibility Prints with a page break when more than one disability is completed.
2. **Determination:** >This is a red-required single-select drop-list that defaults to null and has the values 'Initial Determination' and 'Re-determination'. If user attempts to save this editor without indicating a 'Determination', a validation message will populate that reads: 'Determination is required.'
3. **Provide supporting evidence that demonstrates the ARC:** > This is an unlimited character text area.
4. **The ARC used the above interpretation of the evaluation data to determine**
  - **The student has a hearing impairment that adversely impacts his/her education and is eligible for specially designed instruction and related services.**
  - **The student does not have a hearing impairment and is not eligible for specially designed instruction and related services.**
  - **The student has a hearing impairment, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.**
  - **Evaluation data was insufficient to determine eligibility. Additional assessments and/or data will be obtained /collected in the area(s) of:**

>These are four check boxes; users are able to check all or none of the check boxes. The fourth check box has an unlimited character text area for documenting additional data. If this fourth check box is checked but no data entered in the text area, a validation message populates that reads: 'Additional assessment areas are required'

5. **The ARC will reconvene by \_\_\_\_ to review and determine eligibility.** > This is a calendar date field with MM/DD/YYYY format.
6. **Eligibility Form List** > This displays all the 'Eligible Disability' and the 'Determination' for all that have been saved.
6. **New Eligibility Form**> This tool bar button allows users to add multiple Eligible Disability Forms.
7. **Specific Learning Disability Eligibility>Add New Attendee** > This button allows users to add additional ARC Committee Members to the Attendance/Agreement section.

**Eligibility Determination**

UI:

**Eligibility Determination**  
 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.)*

**\*Date of Eligibility Determination** Student does not have an educational disability requiring special education and related services.

**Primary Disability**

For students identified as Multiple Disabilities document the underlying disabilities below:

<b>Underlying Disability (A)</b>	<b>Underlying Disability (B)</b>
<input type="text" value=""/>	<input type="text" value=""/>
<b>Underlying Disability (C)</b>	<b>Underlying Disability (D)</b>
<input type="text" value=""/>	<input type="text" value=""/>

Print:

**Eligibility Determination**

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.)*

**Date of Eligibility Determination:** 05/31/2016

Student does not have an educational disability requiring special education and related services.

**Primary Disability:** Developmental Delay

Cognition

For students identified as Multiple Disabilities document the underlying disabilities below:

**Underlying Disability (A):**

**Underlying Disability (B):**

**Underlying Disability (C):**

**Underlying Disability (D):**

1. **\*Date of Eligibility Determination** > This is a calendar date field with MM/DD/YYYY format and populates null. If user attempts to save the editor without entering a date, a validation message populates that reads: 'A date of eligibility determination must be indicated'.
2. **Student does not have an educational disability requiring special education and related services.** > This check box, when checked, nullifies the requirement to identify a 'Primary Disability' and it also nullifies the printing of the Consent for Special Education and Related Services.
3. **Primary Disability** > This is a single-select drop-list with all disability categories as values. If 'Developmental Delay', 'Specific Learning Disability' or 'Speech or Language Impairment' are selected, the corresponding 'areas' field populates to indicate that disability specific area(s). If 'Multiple Disabilities' is selected, users are expected to select the 'Underlying Disability (A-D as applicable) This field is required if they qualify with an educational disability and the check box is not checked. If this field is left null and check box is not checked, upon attempt to save the editor a validation message will populate that reads: 'Either select a primary disability or indicate that student does not have an educational disability'
4. **Underlying Disability (A), Underlying Disability (B), Underlying Disability (C), Underlying Disability (D)** > If the 'Primary Disability' is 'Multiple Disabilities', users must choose 1-4 Underlying Disabilities with the disability drop-lists. Users must select in alpha order or validation message will populate that reads: 'For students identified as having Multiple Disabilities, document the underlying disabilities below: Underlying Disability (A) and Underlying Disability (B). The following disabilities are not included in these drop-lists as they cannot have 'Multiple Disabilities' with these categories: Speech or Language Impairment, Developmental Delay and Multiple Disabilities.
5. **Consent for Special Education and Related Services** > This is a PRINT ONLY section. This will print at the end of the document unless the student does not qualify and the check box is checked on the UI.