Data Standard KY Evaluation/Eligibility Determination
Rev. 7/3/2023

Overview

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Office of Special Education and Early Learning

Revision history:

July 3, 2023
Updated Campus Path to Classic View
Added Search Terms
Updated The Kentucky Administrative Regulations Link
Updated Special Education Resources for Using Infinite Campus (IC) Link
Updated screenshots with the new look in IC

March 7, 2023
Updated Visuals

April 7, 2023
Updated Visuals

November 03, 2022
Updated Visuals
Added Document Upload Procedure
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Description
The purpose of the Special Education Data Standards document is to give Kentucky schools and districts a set of guidelines for entering data into the student information system. This document provides a series of screen shots and an explanation of the data elements required for state and federal reporting needs. Data standardization is important to ensure consistency in the data across schools in districts and across districts throughout the state.

Regulation citation(s)
- The Kentucky Administrative Regulations

Data use
Data are used to meet Federal Reporting Requirements under Sec. 618 of the IDEA:

- December 1 Child Count
- Special Education Exit Report
- Special Education Behavior/Safe Schools Report
- Consolidated Coordinated Early Intervening Services (CCEIS)
- Annual Determinations
- State Performance Plan/Annual Performance Report (SPP/APR)

Related ad-hoc filters and reports
- KY State Reporting
  - IDEA Dec 1 Count Extract
  - Special Ed Exit Report
  - SpEd_Evaluation_Detail
- KY State Reporting | KDE Reports
  - Alternate Assessment Tracking Report
  - QA SPED
- Student Information / Reports
  - Caseload Summary Report
  - Testing Accommodations (KY)

Training
Additional resources can be found on the Special Education Resources for Using Infinite Campus (IC) webpage.

Classic View: Student Information | Special Ed | General | Documents
Search Terms: Documents
The new KY Evaluation/Eligibility Determination document is one of the lockable editor-based documents. Only the most recently locked KY Evaluation/Eligibility Determination and the most recently locked IEP will transfer as locked, editor-based documents. All other locked documents will transfer as PDF documents.

To create a KY Evaluation/Eligibility Determination:
1. Navigate to Student Information | Special Ed | General | Documents
2. Click the New Document Button
3. Select Create New Conference Summary/Evaluation
4. Select KY Evaluation/Eligibility Determination
5. Click the Create Document button
ARC Eval Date: This is the date the ARC met to discuss the evaluation or reevaluation. This field is required.

Select Evaluation Type: “Initial Evaluation”, “Reevaluation”, or “Transferred”. If the student is not currently receiving special education services in Kentucky, choose “Initial Evaluation”. If the student is receiving special education services, choose “Reevaluation”, even if the student is being evaluated for a separate or different disability. If the student has transferred from another district within the state of Kentucky, choose “Transferred.” This field is required.

*NOTE: If a student transfers from out of state, the evaluation type must be “Initial Evaluation”. These students will be subject to the 60-school day timeline for Indicator 11.

*NOTE: When an additional disability category is being considered for students receiving services for Speech/Language Impairment (SLI), a reevaluation must be conducted. If the student is determined eligible in the new category, speech/language will become a related service.

*NOTE: If a student transfers from out of state, the evaluation type must be “Initial Evaluation”. The only exception to this is if the student was previously evaluated in the same district within the same school year and no changes were made to the student’s determination in the previous state.

Date of Consent/Denial for Services:
- Date the parent signs the Consent for Special Education and Related Services Form, OR
- Date the student was found eligible but parent refused services, OR
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- Date the ARC met to determine the student was not eligible.

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

Reason for missing 60 day timeline: If the Date of Consent for Initial Evaluation is greater than 60 school days from the date of the Consent for Services then a reason for missing the 60 day timeline must be selected.

Note: The Save button MUST be clicked before proceeding.

Editor: Enrollment Information
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Always click the Refresh button to update Enrollment Information.

Note: The Save button MUST be clicked before proceeding.

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

Primary Mode of Communication of the Student: This is the only editable field in this editor. Select the student’s preferred language.

Note: The Save button MUST be clicked before proceeding.

Editor: Parent/Guardian Information

Always click the Refresh button to update Parent/Guardian Information.
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Note: The Save button MUST be clicked before proceeding.

Editor: Multi-Disciplinary Report

Click on New

A Note field will appear with a Report Discipline drop box. Choose the appropriate multi-disciplinary report.
*NOTE: After selecting the Report Discipline, type or copy and paste the report into the field, or type “See Uploaded Report titled ‘Report Name’” where ‘Report Name’ is the name of the report. Include the date of the report. Then upload and "Associate" the report.

As each section of the report is saved, it will move to the top and no longer appear in the drop-down list.

Note: The **Save** (not **Save & New** or **Save & Next**) button MUST be clicked before proceeding.

**NOTE:** To upload a Multi-Disciplinary Report:
1. Navigate to **Student Information | Special Ed | General | Documents**
2. Click the Upload Document Button
Type the Name of the Report. This is required.

Enter the date of the Report. This is required.

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

Select “Associate this document with a specific form type and year” and enter the school year from the drop-down list. Check Evaluation and click Save.

*Note: The editor will not save unless the Document Filepath is attached

**Editor: RR-Review of Existing Data**

*RR refers to Record Review*

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

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

1. Evaluations and information provided by the parents (if available)
2. Minimum of two classroom-based observations (or minimum of one for SLD only) by teachers and related services providers
3. One or more of the following:
   - Current classroom-based assessment data
   - Local assessment data
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- State assessment data
- 4. Current progress monitoring of IEP goals to determine whether the child’s educational performance continues to be significantly and consistently below the level of similar age peers. (707 KAR 1:300, Section 4)

Current Disability:
Select the student’s current disability.
If “Multiple Disabilities” is selected, also select all underlying disabilities.

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

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

If “Speech or Language Impairment” is selected, choose the areas of current disability.
Current Related Services: Select all that apply.

Previous Eligibility Determinations: List any previous eligibility information, along with the ARC dates for eligibility determination, and whether the evaluation/reevaluation report is in the file.

*NOTE: Be specific about which existing records were reviewed.
Note: The Save button MUST be clicked before proceeding.

Editor: RR-Review of Records

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

If doing a reevaluation, click the New
Select an **Assessment Area** and complete the information.
Once an Assessment Area is chosen, it will populate in the box at the top and be removed from the drop list. Then another Assessment Area may be chosen by clicking New Reevaluation Summary.

Note: The Save (not Save & Next) button MUST be clicked before proceeding.
Select the appropriate category from the **Documentation** drop-down box.

Enter appropriate data and summaries for each item. Enter ARC determination for additional assessment. **Be sure to click the Save (not Save & Stay or Save & Next) button after each type of documentation.**

**NOTE:** Each Documentation category has its own drop-down box. Select as many items as apply from these drop-downs. (See the next page for listings for each Documentation category.)
Please specify in the textbox provided if “Other Specify:” is selected.

Documentation Categories:

Academic Performance

Health, Vision, Hearing, Motor Abilities
Social and Emotional Status

General Intelligence

Transition Needs
Editor: Eligibility Form

Click the **New**

Eligible Disability: Select the appropriate disability.
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**Determination:** Determine whether this is an initial determination or a re-determination. When a disability is selected, the corresponding eligibility form will appear for data entry. Each disability form criteria is shown on pages 19 - 34.

*NOTE:* If the student is being evaluated for a new or different category, this will be an initial determination, even if it was a re-evaluation for special education in general.

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

In addition to the eligibility criteria for the specific disability, be sure to include the following information at the bottom of each form:

- **Supporting Documentation:** Enter all supporting documentation. Use multiple data sources.
- **The ARC used the interpretation of the evaluation data documented above to determine the eligibility criteria:** Select the appropriate checkbox. If any previous items were determined Insufficient, select “Evaluation Data was insufficient to determine eligibility...” and list remaining data to be collected.
- **The ARC will reconvene by:** Enter the date the ARC will reconvene, if applicable.

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

Autism Eligibility

The AEC determines a student to meet the eligibility criteria for autism and is eligible for specially designed instruction and related services when:

1. The student has a developmental disability, generally evidenced before age 3, significantly affecting verbal and nonverbal communication.
2. The student has a developmental disability affecting social interaction.
3. The student’s deficits are not primarily the result of an emotional behavioral disability.
4. Evaluation information confirms there is an adverse affect on educational performance.
5. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.
6. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

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

Deaf-Blindness

Deaf-Blindness Eligibility

The AEC determines a student to have a disability of deafblindness and is eligible for specially designed instruction and related services when:

1. Student has a hearing impairment.
2. Student has a visual impairment.
3. The combination of the two impairments causes such severe communication, developmental, and educational needs that the student cannot be accommodated in special education programs designed solely for students with visual impairments or hearing impairments, unless supplementary assistance is provided to address educational needs resulting from the two disabilities.
4. Evaluation information confirms there is an adverse affect on educational performances.
5. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.
6. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

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

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

Emotional Behavioral Disability

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

The APE determines a student to have a functional mental disability and is eligible for specially designed instruction and related services when:

1. Exceptional functioning is at least five standard deviations below the mean.
2. Adaptive behavior is at least three standard deviations below the mean.
3. A severe deficit exists in overall academic performance including acquisition, retention and application of knowledge.
4. Manifestation is typically during the developmental period.
5. Evaluation information confirms that an adverse effect on educational performance.
6. Evaluation information confirms lack of success in reading and math is not a determining factor in the eligibility decision.
7. Evaluation information confirms limited English proficiency is not a determining factor in the eligibility decision.

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

Hearing Impairment

The APE determines a student to have a hearing impairment and is eligible for specially designed instruction and related services when:

1. The hearing loss is communicable.
2. The hearing loss is communicable.
3. The hearing loss results in difficulty in understanding speech even after thorough hearing.
4. Evaluation information confirms that a student has a hearing loss that meets one or more of the criteria.
5. Average pure tone hearing loss is in the speech range (7000 Hz) of at least 20 DB.
6. Average pure tone hearing loss is in the speech range (7000 Hz) of at least 20 DB.
7. Evaluation information confirms that a student has a hearing loss that meets one or more of the criteria.
8. Evaluation information confirms limited English proficiency is not a determining factor in the eligibility decision.
9. Evaluation information confirms limited English proficiency is not a determining factor in the eligibility decision.

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

The ACT determines a student to have a mild mental disability and is eligible for specially designed instruction and related services when:

1. Cognitive functioning is at least two standard deviations below the mean.
2. Adaptive behavior is at least two standard deviations below the mean.
3. Learning achievement performance is significantly below the instructional level.
4. Manifestation is typically during the developmental period.
5. Evaluative information indicates there is an adverse effect on educational performance.
6. Evaluation information may include evidence of an English language proficiency.
7. Educational performance is a determinant of the eligibility decision.

Multiple Disabilities

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

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

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

Other Health Impairment

Note: The Save or Save & New button MUST be clicked before proceeding.
Specific Learning Disability (continued)

75. What is the ARC’s interpretation of the relationship of the observed behavior (S) to the student’s educational functioning?

- [ ] Educationally relevant medical finding, if any:

- [ ] Document the instructional strategies implemented and the student’s progress data collected based on the student’s response to scientific, research-based interventions.

- [ ] The student’s parents have been notified of the policies regarding:
  - [ ] Amount and nature of the assessment data collected and the general education services that are provided
  - [ ] The student’s right to request an evaluation
  - [ ] The extent to which the information shared was provided to the parent.

Following the Supporting Documentation, Data, and Reconvene Date is a section for each of the ARC members to agree or disagree for the student to have this eligibility.
*NOTE: This is necessary only for Specific Learning Disability determination.

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

Speech or Language Impairment

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

The 4OC determines a student to have a traumatic brain injury and is eligible for specially designed instruction and related services when:

1. Evaluation information indicates an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairments or both. This is not a congenital, degenerative, or brain injury induced by birth trauma.

2. Traumatic brain injury is evidenced by information that indicates an open or closed head injury resulted in an impairment in one or more of the following areas:
   - Select Area(s):
   - The extent of the brain injury is:

3. Evaluation information confirms there is an adverse effect on educational performance.

4. Evaluation information confirms lack of instruction in reading and math is not a determining factor in the eligibility decision.

5. Evaluation information confirms limited English proficiency is not a determining factor in the eligibility decision.

Visual Impairment

The 4OC determines a student to have a visual impairment and is eligible for specially designed instruction and related services when:

1. Visual acuity measured unaided by 4OC:
   - Visual Acuity:
     - The visual acuity, even with prescribed lenses, is 20/70 or worse in the better eye; OR
     - The visual acuity is better than 20/70 and the student has any of the following conditions:
       - Specific Cortical
         - Medical history of progressive loss of vision
         - Visual field defect (20 degrees) or worse
         - Medical history of condition of central blindness
         - Functional loss of vision

2. Specialized materials and instruction compared analyzed by 4OC:
   - Specialized Materials and Instruction compared Analyzed by 4OC

3. Evaluation information confirms there is an adverse effect on educational performance.

Note: The Save or Save & New button MUST be clicked before proceeding.
Date of Eligibility Determination: Enter month, day and year of the most recent date that eligibility for services was determined by the ARC. This field is required.

Primary Disability: The Primary Disability will auto-populate with the most recent Primary Disability. If a new eligibility determination was made, select the appropriate disability category for the student. OR if the student is determined not eligible for services, check this box:

If Multiple Disabilities is selected as the Primary Disability, then at least two Underlying Disabilities must be selected. Likewise, if Multiple Disabilities is NOT selected as the Primary Disability, then do not select any Underlying Disabilities.
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*NOTE: Once this KY Evaluation is saved and LOCKED, the Primary Disability and Eligibility Determination Date will populate to the following documents:

- KY IEP
- Private School Service Plan

*NOTE: The Primary Disability and Eligibility Determination Date will populate the IDEA December 1 Child Count.

Note: The Save button MUST be clicked before proceeding.

*NOTE: Once the KY Evaluation is completed, select the Documents tab. Select the KY Evaluation document and then select the Lock/Unlock to lock it.