

# Data Standard KY Evaluation/Eligibility Determination

## Rev. 7/1/2025

### Overview

**Standard prepared by:**

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**Data steward(s)**

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**Office(s)**

Office of Special Education and Early Learning

**Revision history:****July 1, 2025**

Updated for the new school year.

**April 16, 2025**

Updated formatting, links, and clarification of steps.

**August 19, 2024**

Updated related ad hoc filters and reports

Updated KY Evaluation/Eligibility Determination instructions

**July 1, 2024**

Updated for the 2024-25 school year

**July 3, 2023**

Updated Campus Path to Classic View

Added Search Terms

Updated The Kentucky Administrative Regulations Link

Updated Special Education Resources for Using Infinite Campus (IC) Link

Updated screenshots with the new look in IC

**March 7, 2023**

Updated Visuals

**April 7, 2023**

Updated Visuals

**November 03, 2022**

Updated Visuals

Added Document Upload Procedure

# Data Standard KY Evaluation/Eligibility Determination

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## **Data Standard KY Evaluation/Eligibility Determination**

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### **Description**

The purpose of the Special Education Data Standards document is to give Kentucky schools and districts a set of guidelines for entering data into the student information system. This document provides a series of screenshots and an explanation of the data elements required for state and federal reporting needs. Data standardization is important to ensure consistency in the data across schools in districts and across districts throughout the state.

### **Regulation citation(s)**

- [The Kentucky Administrative Regulations](#)

### **Data use**

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

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

### **Related ad-hoc filters and reports**

- KY State Reporting
  - IDEA Dec 1 Count Extract
  - IDEA Dec 1 Federal Submission Validation report
  - SpEd\_Evaluation\_Detail
- KY State Reporting | KDE Reports
  - Alternate Assessment Tracking Report
  - QA SPED
  - SPED Exit Detail Report
- Student Information / Reports
  - Caseload Summary Report
  - Testing Accommodations (KY)

### **Training**

Additional resources can be found on the [Special Education Resources for Using Infinite Campus \(IC\)](#) webpage.

### **Search Terms: Special Ed Documents**

## Data Standard KY Evaluation/Eligibility Determination

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### Section A – KY Evaluation/Eligibility Determination

The KY Evaluation/Eligibility Determination document is one of the lockable editor-based documents. Only the most recently locked KY Evaluation/Eligibility Determination and the most recently locked IEP will transfer as locked, editor-based documents. All other locked documents will transfer as PDF documents.

To create a KY Evaluation/Eligibility Determination:

1. Navigate to Student Information | Special Ed | Special Ed Documents  
or Tool Search 'Special Ed Documents'
2. Click the New Document Button
3. Select Create New Conference Summary/Evaluation
4. Select KY Evaluation/Eligibility Determination
5. Click the Create Document button

**Create New Document Wizard**

Please select one of the following documents:

- ☒ **Create New Conference Summary/Evaluation:**  
*Conference Summary, Referral, Consent for Evaluation, Evaluation/Eligibility Determination*
  - ☐ KY Conference Summary
  - ☐ KY Referral
  - ☐ KY Consent for Evaluation
  - ☒ KY Evaluation/Eligibility Determination
- ☐ **Create New Plan:**  
*Goals and Objectives, Services, Accommodations, Transition, and Other Information*
- ☐ **Create New Progress Report:**  
*Report measurable progress against ongoing Plan Goals*
- ☐ **Create Custom Form:**  
*Notices, checklists, and supplemental forms*
- ☐ **Create KY Summary Report:**  
*Overview of Special Education services including service-related dates.*

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**DOCUMENT SELECTED FOR CREATION: KY Evaluation/Eligibility Determination**

Create Document Cancel

## Data Standard KY Evaluation/Eligibility Determination

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### Editor: Evaluation/Eligibility Outline

Editor Home - KY Evaluation/Eligibility Determination

- NAME
- Evaluation Header
- Enrollment Information
- Student Information
- Parent/Guardian Information
- Multi-Disciplinary Report
- RR-Review of Existing Data
- RR-Review of Records
- RR-Review of Current Performance
- Eligibility Form
- Eligibility Determination

Evaluation Header NOT STARTED Editor 1 of 10

ARC Meeting Date \* month/day/year

Evaluation Type \*

Date of Consent/Denial for Services month/day/year

Reason for missing 60 day timeline

**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

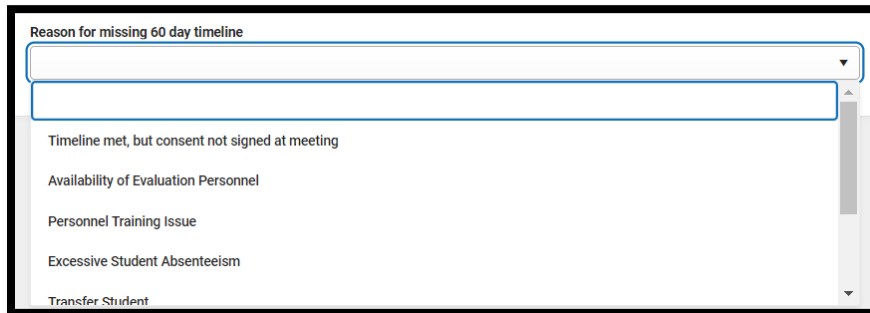
## Data Standard KY Evaluation/Eligibility Determination

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

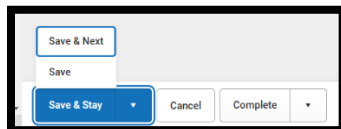
**\*NOTE:** If a student is determined not eligible for special education services, put the date the ARC met to determine the student is not eligible. **This will pull to the SpEd\_Evaluation\_Detail report for Indicator 11.**

**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.



A screenshot of a web application showing a dropdown menu titled "Reason for missing 60 day timeline". The menu is open, displaying a list of options: "Timeline met, but consent not signed at meeting", "Availability of Evaluation Personnel", "Personnel Training Issue", "Excessive Student Absenteeism", and "Transfer Student". The first option is currently selected.

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



A screenshot of a web application showing a row of buttons: "Save & Next", "Save", "Save & Stay", "Cancel", and "Complete". The "Save & Stay" button is highlighted with a blue border.

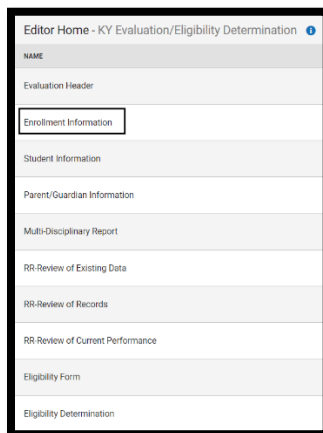
*Save & Next:* Saves the data in the editor and moves to the next editor.

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

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

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

## Editor: Enrollment Information



A screenshot of the "Editor Home - KY Evaluation/Eligibility Determination" page. The page has a sidebar with a list of editors: "NAME", "Evaluation Header", "Enrollment Information", "Student Information", "Parent/Guardian Information", "Multi-Disciplinary Report", "RR-Review of Existing Data", "RR-Review of Records", "RR-Review of Current Performance", "Eligibility Form", and "Eligibility Determination". The "Enrollment Information" editor is currently selected and highlighted.

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The screenshot shows the 'Enrollment Information' editor, labeled 'Editor 2 of 10'. It includes a 'NOT STARTED' status and a 'Refresh' button. Below the header, there is a section for 'Primary Disability' with a dropdown menu currently set to 'None'. The main form area contains two sections: 'Enrollment Information' with fields for 'Grade', 'School Name', and 'School Phone'; and 'District Information' with fields for 'District Number', 'District Name', 'District Address', 'District Phone', 'District SPED Address', and 'District SPED Phone'.

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

The screenshot shows the bottom navigation bar with four buttons: 'Save & Stay' (blue), 'Refresh' (white), 'Cancel' (white), and 'Complete' (white).

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

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

The screenshot shows a dropdown menu for the 'Save' button. The menu options are 'Save & Next', 'Save', and 'Save & Stay'. The 'Save & Stay' option is currently selected and highlighted in blue.

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

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

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

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

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### Editor: Student Information

Editor Home - KY Evaluation/Eligibility Determination

- NAME
- Evaluation Header
- Enrollment Information
- Student Information**
- Parent/Guardian Information
- Multi Disciplinary Report
- RR-Review of Existing Data
- RR-Review of Records
- RR-Review of Current Performance
- Eligibility Form
- Eligibility Determination

Student Information IN PROGRESS Editor 3 of 10

When an Evaluation is generated, a snapshot of the student's information is taken from Census. Click Refresh to retrieve a new copy of data.

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

Case Manager Information

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

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

Save & Stay Refresh Cancel Complete

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

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

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

Save & Next Save Save & Stay Cancel Complete

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

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



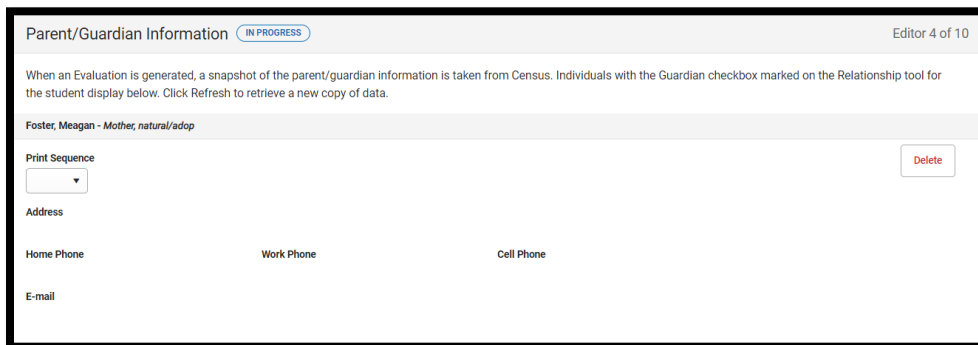
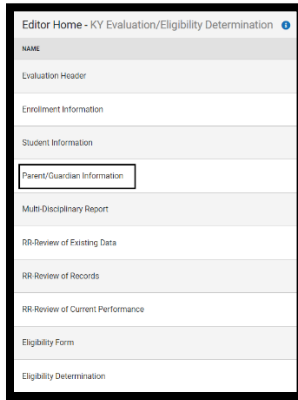
## Data Standard KY Evaluation/Eligibility Determination

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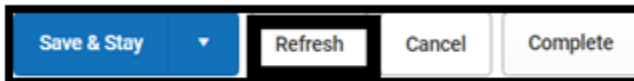
*Save & Stay:* Saves the data in the editor and stays on the same editor.

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

### Editor: Parent/Guardian Information

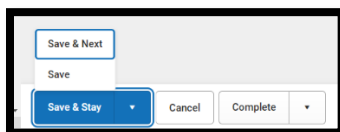


Always click the *Refresh* button to update Parent/Guardian Information.



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

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



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

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

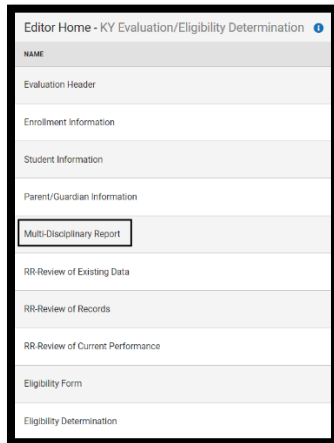
*Save & Stay:* Saves the data in the editor and stays on the same editor.

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

## Data Standard KY Evaluation/Eligibility Determination

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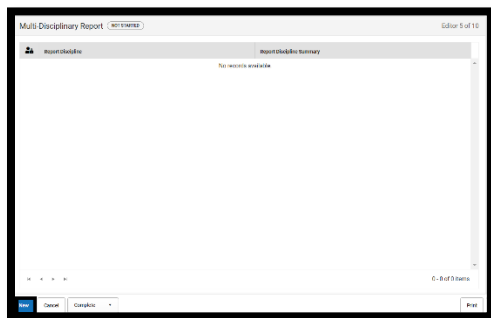
### Editor: Multi-Disciplinary Report



Editor Home - KY Evaluation/Eligibility Determination

- NAME
- Evaluation Header
- Enrollment Information
- Student Information
- Parent/Guardian Information
- Multi-Disciplinary Report
- RR-Review of Existing Data
- RR-Review of Records
- RR-Review of Current Performance
- Eligibility Form
- Eligibility Determination

Click on **New**



Multi-Disciplinary Report - 401-1234567 Editor 1 of 11

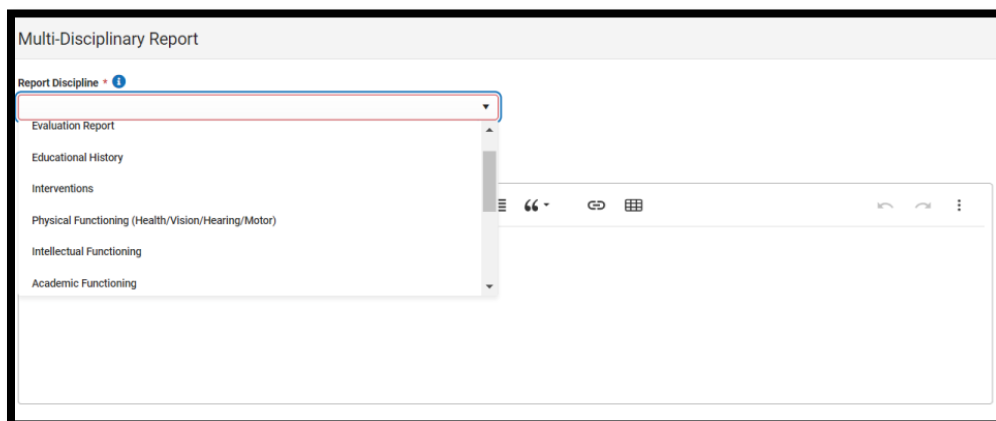
report discipline report discipline summary

No records available

0 - 0 of 0 items

New Cancel Continue Print

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



Multi-Disciplinary Report

Report Discipline

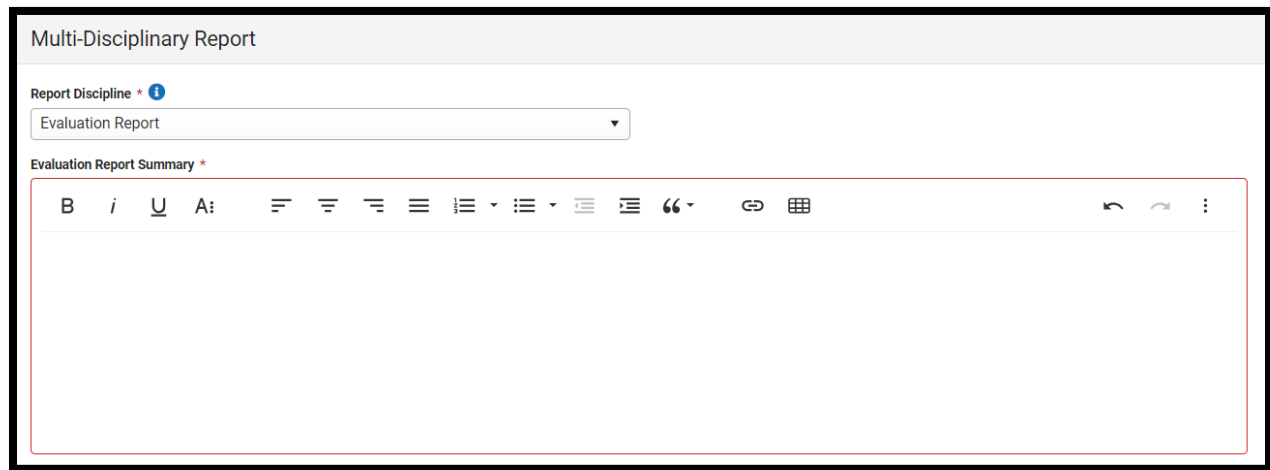
- Evaluation Report
- Educational History
- Interventions
- Physical Functioning (Health/Vision/Hearing/Motor)
- Intellectual Functioning
- Academic Functioning

**\*NOTE:** After selecting the Report Discipline, type or copy and paste the report into the field, or type *"See Uploaded Report titled 'Report Name'"* where *'Report Name'* is the name of the report. Include the

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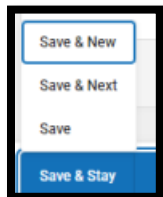
date of the report. Then upload and “Staple” the report to the Evaluation/Eligibility Determination document.

A screenshot of a web form titled "Multi-Disciplinary Report". Below the title is a section labeled "Report Discipline" with a dropdown menu currently showing "Evaluation Report". Below that is a section labeled "Evaluation Report Summary" which contains a rich text editor. The rich text editor has a toolbar with various formatting options like bold, italic, underline, text color, background color, bulleted list, numbered list, link, and table. The main area of the rich text editor is empty.

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

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

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

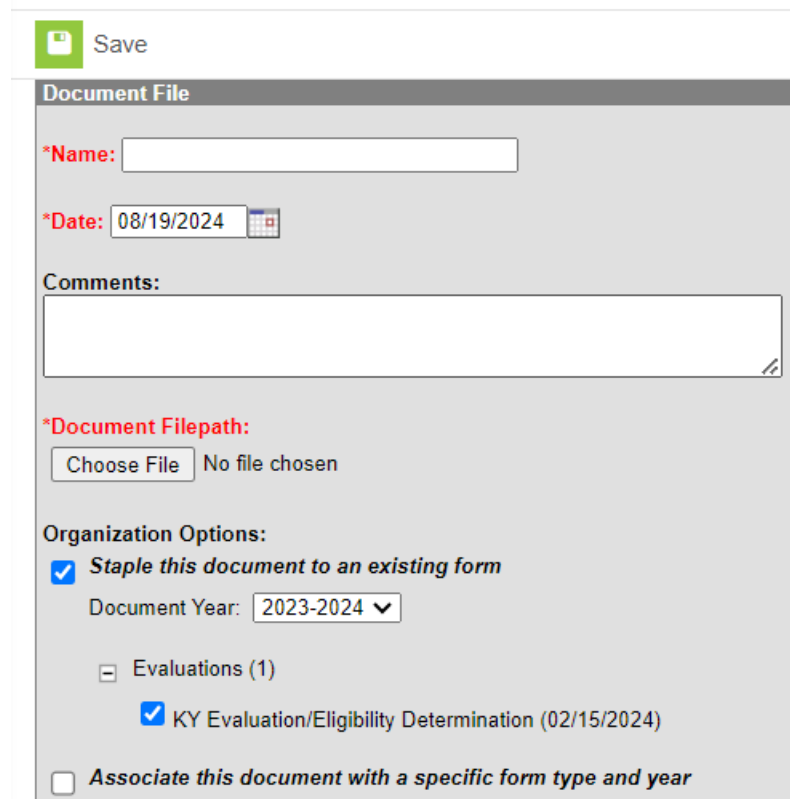


**NOTE:** To upload a Multi-Disciplinary Report:

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

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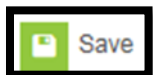


Type the Name of the Report. This is required.

Enter the date of the Report. This is required.

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

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



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

## Editor: RR-Review of Existing Data

*RR refers to Record Review*

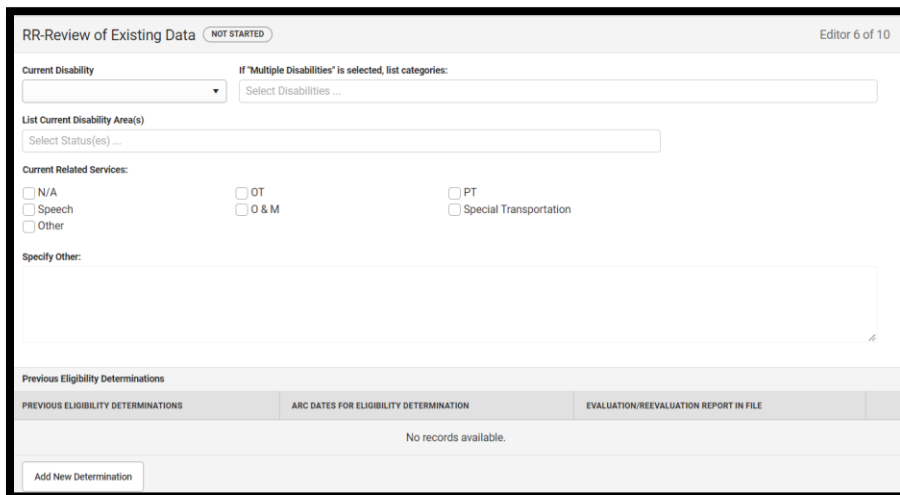
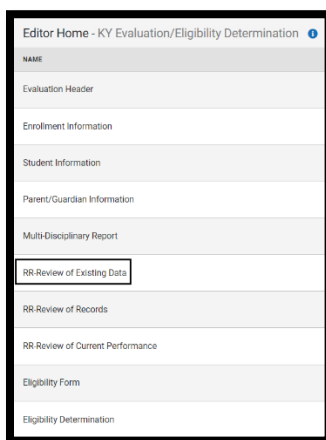
This is required only if this is a reevaluation and the ARC does not request additional data, not an initial evaluation.

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

## Data Standard KY Evaluation/Eligibility Determination

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



### Current Disability:

Select the student's current disability.

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A screenshot of a dropdown menu titled "Current Disability". The menu is open, showing a list of disability categories: Autism, Deaf-Blindness, Developmental Delay, Emotional-Behavioral Disability, Functional Mental Disability, and Hearing Impairment. The list is scrollable, with a scrollbar visible on the right side.

If “*Multiple Disabilities*” is selected, also select all underlying disabilities.

A screenshot of the "RR-Review of Existing Data" form. The "Current Disability" dropdown is set to "Multiple Disabilities". To the right, a box titled "If 'Multiple Disabilities' is selected, list categories:" contains a list of underlying disabilities: Visual Impairment, Autism, Deaf-Blindness, Emotional-Behavioral Disability, Functional Mental Disability, Hearing Impairment, and Mild Mental Disability. Below this, there are checkboxes for "Current Related Services" (N/A, Speech, Other) and a "Specify Other:" text area.

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

A screenshot of the "RR-Review of Existing Data" form. The "Current Disability" dropdown is set to "Developmental Delay". Below it, the "List Current Disability Area(s)" section is active, showing a list of areas: Cognition, Motor development, Self-help/adaptive behavior, Communication, and Social-emotional development. The "Select Status(es) ..." dropdown is also visible.

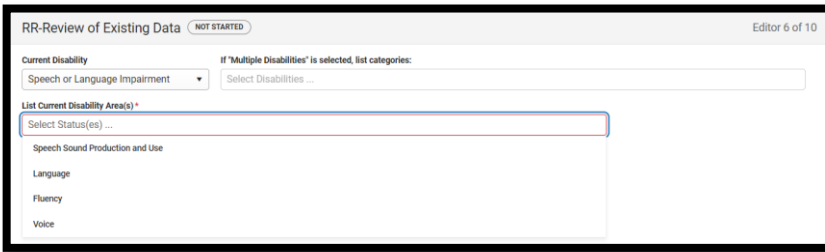
If “*Specific Learning Disability*” is selected, choose the areas of current disability.

A screenshot of the "RR-Review of Existing Data" form. The "Current Disability" dropdown is set to "Specific Learning Disability". Below it, the "List Current Disability Area(s)" section is active, showing a list of areas: Oral Expression, Written Expression, Reading Fluency Skills, Mathematics Calculation, Listening Comprehension, and Basic Reading Skills. The "Select Status(es) ..." dropdown is also visible.

If “*Speech or Language Impairment*” is selected, choose the areas of current disability.

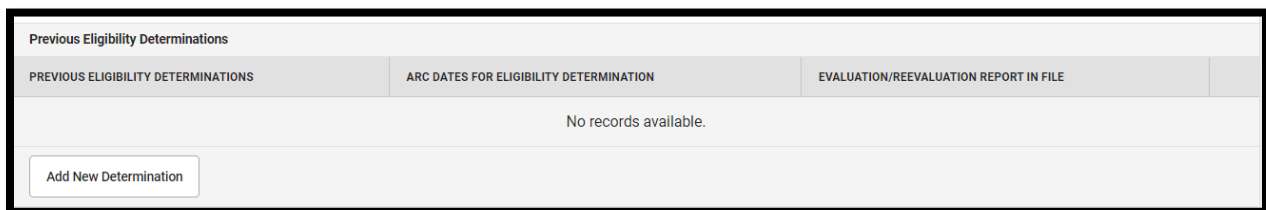
## Data Standard KY Evaluation/Eligibility Determination

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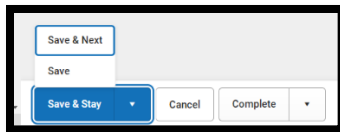
**Current Related Services:** Select all that apply.

**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.



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

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

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

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

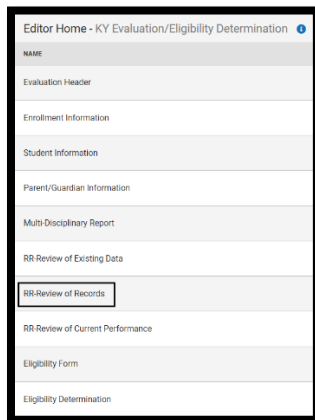
## Editor: RR-Review of Records

*RR refers to Record Review*

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

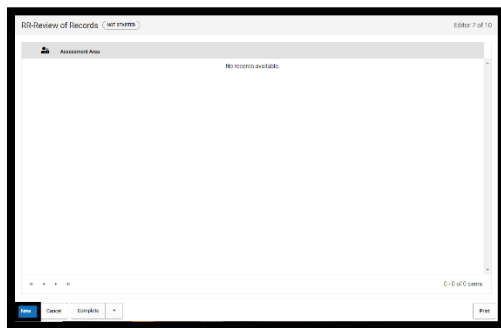
## Data Standard KY Evaluation/Eligibility Determination

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The screenshot shows a form titled "Editor Home - KY Evaluation/Eligibility Determination". The form contains several sections, each with a header and a corresponding input area. The sections are: NAME, Evaluation Header, Enrollment Information, Student Information, Parent/Guardian Information, Multi-Disciplinary Report, RR-Review of Existing Data, RR-Review of Records (highlighted with a red box), RR-Review of Current Performance, Eligibility Form, and Eligibility Determination.

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



The screenshot shows the "RR-Review of Records" form. The form has a header "RR-Review of Records" and a sub-header "Assessment Area". Below the sub-header, there is a message "No records available." and a table with columns "Assessment Area" and "Records". The table is currently empty. At the bottom of the form, there are buttons for "New", "View", "Delete", and "Print".

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



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**RR-Review of Records**

Directions: RR-Review of Records and RR-Review of Current Performance must be completed by the appropriate individuals prior to the ARC meeting.

Assessment Area\*

Assessment Area is required

Date  
month/day/year

Test

Scale	Standard Score

Delete

Add

Interpretation of Results

**RR-Review of Records**

Directions: RR-Review of Records and RR-Review of Current Performance must be completed by the appropriate individuals prior to the ARC meeting.

Assessment Area\*

- Communication Status
- Academic Performance
- Health, Vision, Hearing, Motor Abilities
- Social and Emotional Status
- General Intelligence
- Transition Needs

Once an Assessment Area is chosen, it will populate in the box at the top and be removed from the drop list. Then another Assessment Area may be chosen by clicking **New Reevaluation Summary**.

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

Save & Next

Save

Save & Stay

Cancel

Complete

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

## Data Standard KY Evaluation/Eligibility Determination

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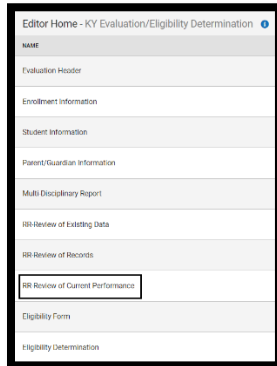
**Save:** Saves the data in the editor and navigates to the *Editor Home* showing all editors.

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

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

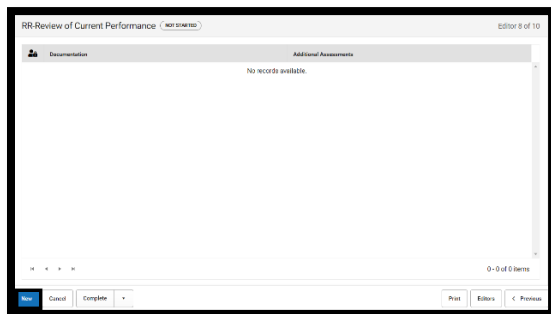
## Editor: RR-Review of Current Performance

*RR refers to Record Review*

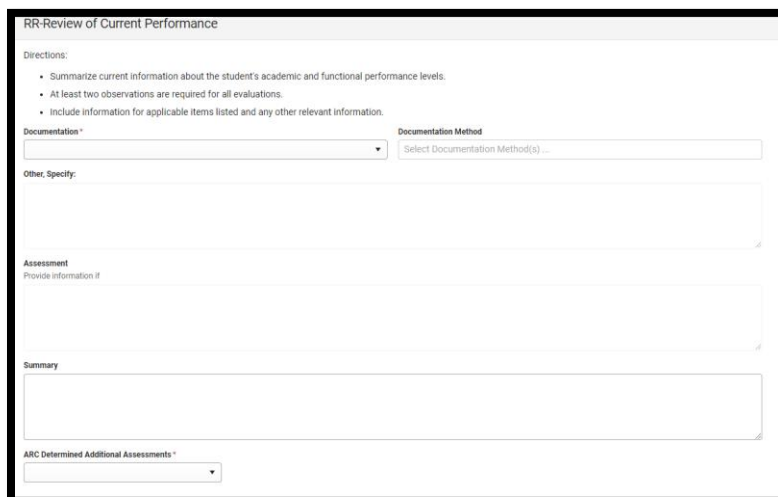


The screenshot shows a sidebar menu titled "Editor Home - KY Evaluation/Eligibility Determination". The menu items are: NAME, Evaluation Header, Enrollment Information, Student Information, Parent/Guardian Information, Multi-Disciplinary Report, RR-Review of Existing Data, RR-Review of Records, RR-Review of Current Performance (highlighted with a red box), Eligibility Form, and Eligibility Determination.

Click the **New**



The screenshot shows the "RR-Review of Current Performance" editor window. The title bar says "RR-Review of Current Performance" and "Editor 8 of 10". The main area is titled "Documentation" and "Additional Assessments" and displays "No records available." The bottom of the window has a "New" button (highlighted with a red box) and "Cancel", "Complete", "Print", "Edit", and "Previous" buttons.



The screenshot shows the "RR-Review of Current Performance" form. It includes a "Directions" section with three bullet points: "Summarize current information about the student's academic and functional performance levels.", "At least two observations are required for all evaluations.", and "Include information for applicable items listed and any other relevant information." Below the directions are two dropdown menus: "Documentation" and "Documentation Method". The "Documentation Method" dropdown is set to "Select Documentation Method(s) ...". There are three text input fields: "Other, Specify:", "Assessment", and "Summary". The "Assessment" field has a placeholder text "Provide information if". At the bottom, there is a dropdown menu for "ARC Determined Additional Assessments".

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

The screenshot shows the 'RR-Review of Current Performance' form. Under 'Directions', there are three bullet points: 'Summarize current information about the student's academic and functional performance levels.', 'At least two observations are required for all evaluations.', and 'Include information for applicable items listed and any other relevant information.' Below this, the 'Documentation' drop-down menu is open, showing a list of categories: 'Communication Status', 'Academic Performance', 'Health, Vision, Hearing, Motor Abilities', 'Social and Emotional Status', 'General Intelligence', and 'Transition Needs'. To the right, the 'Documentation Method' field is visible with the placeholder text 'Select Documentation Method(s) ...'.

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.**

The screenshot shows the bottom navigation bar of the form. It contains four buttons: 'Save & Next', 'Save', 'Save & Stay', and 'Cancel'. The 'Save & Stay' button is highlighted with a blue border. To the right of these buttons are 'Complete' and a small downward arrow icon.

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

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

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

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

**NOTE:** Each Documentation category has its own drop-down box. Select as many items as apply from these drop-downs. (See the next page for listings for each Documentation category.)

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

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

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This screenshot shows a form with two main sections. The top section is titled "Documentation \*" and contains a dropdown menu labeled "Communication Status". To the right of this is a section titled "Communication Status Documentation Method \*" which includes a text input field labeled "Other Specify:" followed by a small icon. Below these sections is a large, empty text area for additional information.

### Documentation Categories:

#### Academic Performance

This screenshot shows a form titled "Academic Performance Documentation Method \*". It features a dropdown menu labeled "Select Documentation Method(s) ...". Below the dropdown is a list of options: "IEP Progress Data for each Goal", "Grades (current and previous year)", "Attendance", "State Assessment Results", "District Assessment Results", and "Work Sample Results". A vertical scrollbar is visible on the right side of the list.

#### Health, Vision, Hearing, Motor Abilities

This screenshot shows a form titled "Health, Vision, Hearing, Motor Abilities Documentation Method \*". It features a dropdown menu labeled "Select Documentation Method(s) ...". Below the dropdown is a list of options: "IEP Progress Data for each Goal", "Current Health Status", "Medications and Impact", "Diagnosis", "Vision Screening", and "Hearing Screening". A vertical scrollbar is visible on the right side of the list.

#### Social and Emotional Status

This screenshot shows a form titled "Social and Emotional Status Documentation Method \*". It features a dropdown menu labeled "Select Documentation Method(s) ...". Below the dropdown is a list of options: "IEP Progress Data for each Goal", "Adaptive Skills", "Attention, Hyperactivity, Impulsivity Issues", "Disciplinary Referrals", and "Suspensions Bus/School". A vertical scrollbar is visible on the right side of the list.

#### General Intelligence

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General Intelligence Documentation Method \*

Select Documentation Method(s) ...

- Aptitude
- Retention of Information (memory)
- Application of Knowledge
- Reasoning Skills
- Generalizes Knowledge

## Transition Needs

**Transition Needs Documentation Method \***

Select Documentation Method(s) ...

IEP Progress Data for each Goal (required)

Individual Learning Plan (ILP)

Transition Assessments


Learning Styles

Community Based Instruction

## Editor: Eligibility Form

Editor Home - KY Evaluation/Eligibility Determination
NAME
Enrollment Header
Enrollment Information
Student Information
Parent/Guardian Information
Multi-Disciplinary Report
RR-Review of Existing Data
RR Review of Records
RR-Review of Current Performance
Eligibility Form
Eligibility Determination

Click the **New**

Eligibility Form 

Editor 9 of 10

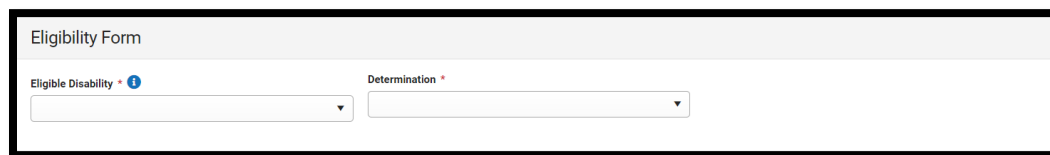
Eligibility	Description	ABC Description
No records available.		

6 of 8 items

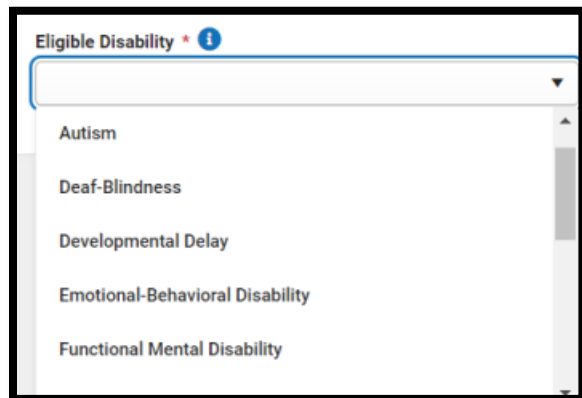
[Menu](#) [Cancel](#) [Complete](#) [Print](#) [Edit](#) [Previous](#)

## Data Standard KY Evaluation/Eligibility Determination

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The image shows the top portion of a web form titled "Eligibility Form". Below the title bar, there are two dropdown menus. The first is labeled "Eligible Disability" with a red asterisk and an information icon. The second is labeled "Determination" with a red asterisk. Both dropdowns are currently empty.

**Eligible Disability:** Select the appropriate disability.

The image shows a close-up of the "Eligible Disability" dropdown menu. The menu is open, displaying a list of disability categories: Autism, Deaf-Blindness, Developmental Delay, Emotional-Behavioral Disability, and Functional Mental Disability. The "Eligible Disability" label with a red asterisk and information icon is visible at the top of the dropdown.

**Determination:** Determine whether this is an initial determination or a re-determination.

When a disability is selected, the corresponding eligibility form will appear for data entry. Each disability form criterion is shown in the appropriate sections above.

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

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

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

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

## Data Standard KY Evaluation/Eligibility Determination

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Provide supporting documentation that demonstrates the ARC:

- Used multiple sources to triangulate the data and substantiate the existence of the disability; and
- Confirmed progress of the student is impeded by the disability to extend the student's educational performance is significantly and consistently below the level of similar age peers.

Supporting Documentation:

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

☐ The student meets the eligibility criteria for autism, which adversely impacts her/her education, and is eligible for specially designed instruction and related services.

☐ The student does not meet the eligibility criteria for autism and is not eligible for specially designed instruction and related services.

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

☐ Evaluation data are insufficient to determine eligibility. Additional assessments and data will be obtained in the area(s) of:

Specify Additional Assessments and Data:

Date ARC will reconvene to review and determine eligibility:

month/day/year

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

Save & Next

Save

Save & Stay

Cancel

Complete

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

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

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

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

## Autism

Autism Eligibility

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

1a. The student has a developmental disability, generally evident before age 3, significantly affecting verbal and nonverbal communication.

1b. The student has a developmental disability affecting social interaction.

2. The student's deficits are not primarily the result of an emotional-behavioral disability.

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

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

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

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

Save & Next

Save

Save & Stay

Cancel

Complete

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

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

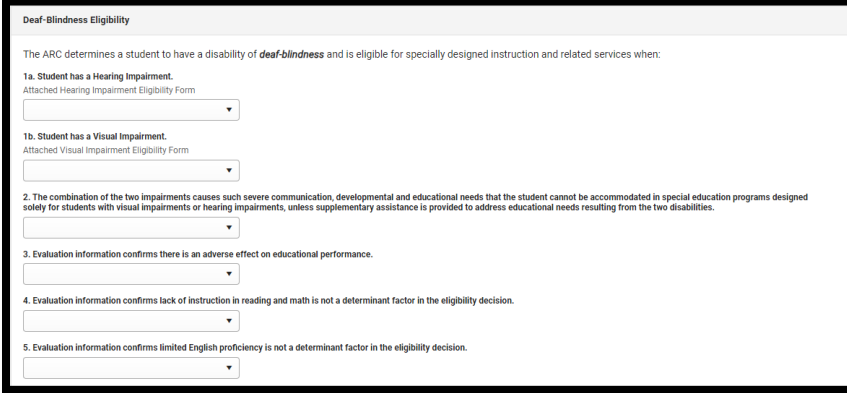
## Data Standard KY Evaluation/Eligibility Determination

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

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

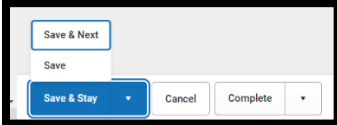
### Deaf-Blindness



The screenshot shows a web form titled "Deaf-Blindness Eligibility". The form contains the following sections:

- 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:
- 1a. Student has a Hearing Impairment.**  
Attached Hearing Impairment Eligibility Form  
[Dropdown menu]
- 1b. Student has a Visual Impairment.**  
Attached Visual Impairment Eligibility Form  
[Dropdown menu]
- 2. The combination of the two impairments causes such severe communication, developmental and educational needs that the student cannot be accommodated in special education programs designed solely for students with visual impairments or hearing impairments, unless supplementary assistance is provided to address educational needs resulting from the two disabilities.**  
[Dropdown menu]
- 3. Evaluation information confirms there is an adverse effect on educational performance.**  
[Dropdown menu]
- 4. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.**  
[Dropdown menu]
- 5. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.**  
[Dropdown menu]

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



The screenshot shows a row of buttons: "Save & Next", "Save", "Save & Stay" (with a dropdown arrow), "Cancel", and "Complete" (with a dropdown arrow).

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

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

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

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

### Developmental Delay



# Data Standard KY Evaluation/Eligibility Determination

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**Developmental Delay Eligibility**

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

1. Student is three through eight years of age.  
Note: Eligibility for DD ends on the student's ninth birthday.

2. Student has not acquired skills or achieved commensurately with recognized performance expectations for his/her age in one or more of the developmental areas.

Developmental Areas

☐ cognition  
☐ communication  
☐ motor development  
☐ social-emotional development  
☐ self-help/adaptive behavior

3a. Performance compared/analyzed by ARC:

Student demonstrates a measurable, verifiable difference between expected performance and current level of performance by:

☐ scores of two standard deviations or more below the mean in one or more of the five (listed above) developmental areas using norm-referenced instruments and procedures; OR  
☐ scores of 1.5 standard deviations below the mean in two or more of the five developmental areas (listed above) using norm-referenced instruments and procedures

3b. If 3a is marked inconclusive, the professional judgement of the ARC verifies the existence of significant atypical quality or pattern of development.

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

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

6. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

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

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

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

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

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

## Emotional Behavioral Disability

**Emotional-Behavioral Disability Eligibility**

The ARC determines a student to have an **emotional-behavioral disability** and is eligible for specially designed instruction and related services when:

1. Social-emotional needs have been compared/analyzed by ARC:

When provided with interventions to meet instructional and social-emotional needs, the student continues to exhibit one or more of the following, when compared to the student's peer and cultural reference groups, across settings, over a long period of time and to a marked degree:

☐ Severe deficits exist in social competence or appropriate behavior which causes an inability to build or maintain satisfactory interpersonal relationships with adults or peers.  
☐ Severe deficits exist in academic performance which are not commensurate with the student's ability level and are not solely a result of intellectual, sensory, or other health factors but are related to the student's social-emotional problems.  
☐ The student exhibits a general pervasive mood of unhappiness or depression.  
☐ The student exhibits a tendency to develop physical symptoms or fears associated with personal or school problems.

2. The severe deficit in social competence, appropriate behavior and academic performance is not the result of isolated inappropriate behaviors that are the result of willful, intentional or wanton actions.

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

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

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

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

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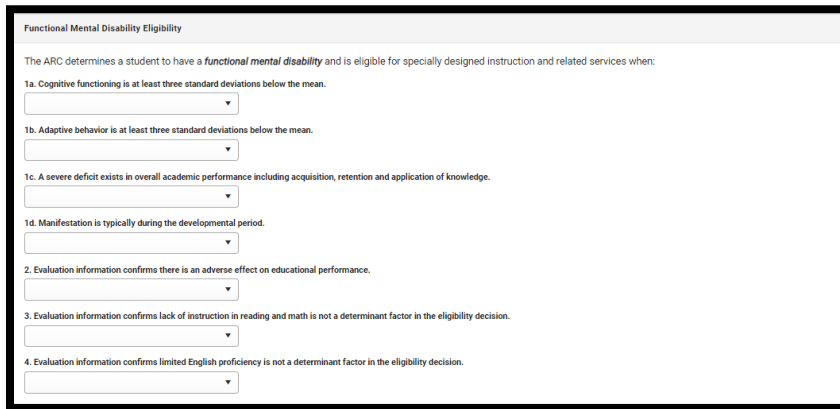
**Save & Next:** Saves the data in the editor and moves to the next editor.

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

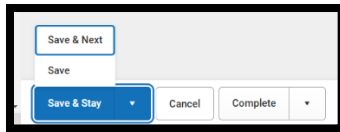
**Save & Stay:** Saves the data in the editor and stays on the same editor.

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

### Functional Mental Disability



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



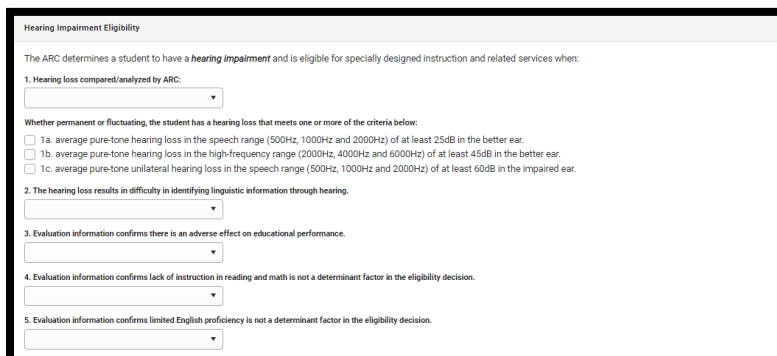
**Save & Next:** Saves the data in the editor and moves to the next editor.

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

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

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

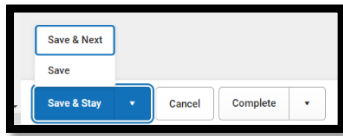
### Hearing Impairment



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

## Data Standard KY Evaluation/Eligibility Determination

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

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

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

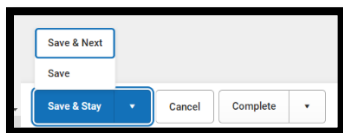
*Complete:* If all the information is finalized, click the Complete button.

### Mild Mental Disability

A screenshot of a web form titled 'Mild Mental Disability Eligibility'. The form contains a paragraph stating: 'The ARC determines a student to have a *mild mental disability* and is eligible for specially designed instruction and related services when:'. Below this are seven numbered criteria, each followed by a dropdown menu:

- 1a. Cognitive functioning is at least two standard deviations, but not more than three standard deviations below the mean.
- 1b. Adaptive behavior is at least two standard deviations below the mean.
- 1c. Severe deficit exists in overall academic performance including acquisition, retention and application of knowledge.
- 1d. Manifestation is typically during the developmental period.
- 2. Evaluation information confirms there is an adverse effect on educational performance.
- 3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.
- 4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

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



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

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

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

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

### Multiple Disabilities

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

## Data Standard KY Evaluation/Eligibility Determination

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**Multiple Disabilities Eligibility**

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

1a. Disabilities compared/analyzed by ARC:

The student has a combination of two or more of the following disabilities:

1b. The student's disability is not solely a combination of deafness and blindness.

1c. The student's disability is not a combination of speech or language impairment and one other disabling condition.

1d. The combination of these disabilities causes such severe educational needs that they cannot be accommodated through special education programs solely for one impairment.

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

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

4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

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

Save & Next  
Save  
Save & Stay  
Cancel  
Complete

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

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

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

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

## Orthopedic Impairment

**Orthopedic Impairment Eligibility**

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

1. Orthopedic Impairment existence and causes compared/analyzed by ARC:

A severe orthopedic impairment exists and is caused by one or more of the following:

- ☐ 1a. congenital anomaly such as clubfoot or absence of some member
- ☐ 1b. disease such as poliomyelitis or bone tuberculosis
- ☐ 1c. other causes such as cerebral palsy, amputations, fractures or burns that cause contractures

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

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

4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

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

Save & Next  
Save  
Save & Stay  
Cancel  
Complete

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

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

## Data Standard KY Evaluation/Eligibility Determination

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

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

### Other Health Impairment

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

- A header section with the title "Other Health Impairment Eligibility".
- A paragraph stating: "The ARC determines a student to have an **other health impairment** and is eligible for specially designed instruction and related services when:"
- A list of conditions: "1a. The existence of a health impairment caused by chronic or acute health problems such as acquired immune deficiency syndrome, asthma, attention deficit disorder, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette's syndrome or tuberculosis." Below this list is a dropdown menu.
- A text input field labeled "The other health impairment is:".
- A section labeled "1b. Health problem limitations compared/analyzed by ARC:" with a dropdown menu.
- A paragraph: "Due to the chronic or acute health problem, the student has limited:" followed by three checkboxes: "strength", "vitality", and "alertness (including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment)".
- A section labeled "2. Evaluation information confirms there is an adverse effect on educational performance." with a dropdown menu.
- A section labeled "3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision." with a dropdown menu.
- A section labeled "4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision." with a dropdown menu.

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

The screenshot shows the bottom navigation bar of the form. It contains the following buttons:

- "Save & Next" (highlighted with a blue border)
- "Save" (highlighted with a blue border)
- "Save & Stay" (highlighted with a blue border and a dropdown arrow)
- "Cancel" (highlighted with a blue border)
- "Complete" (highlighted with a blue border and a dropdown arrow)

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

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

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

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

# Data Standard KY Evaluation/Eligibility Determination

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## Specific Learning Disability

Specific Learning Disability Eligibility

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

1. The student is provided with learning experiences and instruction appropriate for the student's age or state-approved grade level standards.

2. Method A or B compared/analyzed by ARC:

Methods

☐ **Method A: Severe Discrepancy.** The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to ability level or intellectual development. Note: The ARC must use the SLD Reference Tables when choosing this method. **OR**

☐ **Method B: Response to Intervention.** The student fails to achieve a rate of learning to make sufficient progress to meet grade level standards aligned with the Kentucky Academic Standards (KAS) in one or more of the areas identified below when assessed using a response to scientific, research-based intervention process.

3. Student Achievement compared/analyzed by ARC:

The student does not achieve adequately, as indicated on multiple data sources, for the student's age or grade level standards aligned with the KAS in one or more of the following areas:

Select Area(s)...

4. The deficits in achievement are not primarily the result of any of the following: visual, hearing, or motor impairment, mental disability, emotional-behavioral disability, cultural factors, environmental or economic disadvantage or limited English proficiency.

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

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

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

## Specific Learning Disability (continued)

7b. What is the ARC's interpretation of the relationship of the observed behavior (7a) to the student's educational functioning?

8. Educationally relevant medical findings, if any:

9. Document the instructional strategies implemented and the student-centered data collected based on the student's response to scientific, research-based intervention.

10a. The student's parents have been notified of the policies regarding:

☐ amount and nature of the student performance data that is collected and the general education services that are provided

☐ strategies for increasing the student's rate of learning

☐ parent's right to request an evaluation

10b. Describe how the information above was provided to the parent.

Following the Supporting Documentation, Data, and Reconvene Date is a section for each of the ARC members to agree or disagree for the student to have this eligibility.

## Data Standard KY Evaluation/Eligibility Determination

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The screenshot shows a table titled "Admission and Release Committee Members". Above the table, a note states: "All ARC members shall certify with their signature below whether the report reflects each member's conclusion. A member who disagrees shall submit a separate statement explaining the member's conclusion. Each differing conclusion must be attached (associated in Infinite Campus) to the Eligibility Determination Form and Written Report." The table has three columns: "Name", "Role", and "Conclusion". Below the table, it says "No records saved." and "0 - 0 of 0 Items". There is an "Add" button at the bottom left.

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

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

The screenshot shows a set of buttons: "Save & Next", "Save", "Save & Stay" (with a dropdown arrow), "Cancel", and "Complete" (with a dropdown arrow).

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

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

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

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

## Speech or Language Impairment

The screenshot shows a form titled "Speech or Language Impairment Eligibility". A note at the top states: "This form documents the student's eligibility for SLI as a **disability category only**. This form is not required for speech or language as a related service." Below this, it says: "The ARC determines a student to have a **speech or language impairment** and is eligible for specially designed instruction and related services when:"

1. Communication disorder areas compared/analyzed by ARC:

Communication disorder in one or more of the following:

- ☐ absence of language
- ☐ delayed acquisition of language
- ☐ impaired articulation
- ☐ language impairment
- ☐ stuttering
- ☐ voice impairment

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

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

4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

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

The screenshot shows a set of buttons: "Save & Next", "Save", "Save & Stay" (with a dropdown arrow), "Cancel", and "Complete" (with a dropdown arrow).

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

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

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

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

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### Traumatic Brain Injury

**Traumatic Brain Injury Eligibility**

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

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

Traumatic brain injury is evidenced by information that indicates an open or closed head injury resulted in an impairment in one or more of the following areas:

1b. The extent of the brain injury is compared/analyzed by ARC:

The extent of the brain injury is:

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

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

4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

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

Save & Next

Save

Save & Stay

Cancel

Complete

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

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

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

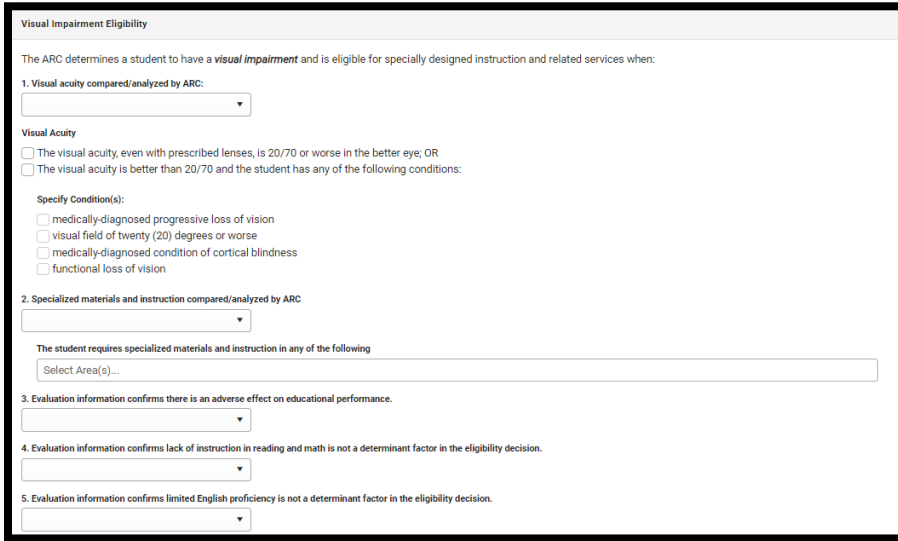
**Complete:** If all the information is finalized, click the Complete button.



## Data Standard KY Evaluation/Eligibility Determination

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### Visual Impairment



**Visual Impairment Eligibility**

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

1. Visual acuity compared/analyzed by ARC:

**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:

**Specify Condition(s):**

☐ medically-diagnosed progressive loss of vision

☐ visual field of twenty (20) degrees or worse

☐ medically-diagnosed condition of cortical blindness

☐ functional loss of vision

2. Specialized materials and instruction compared/analyzed by ARC:

The student requires specialized materials and instruction in any of the following

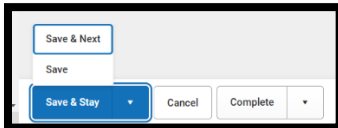
Select Area(s)...

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

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

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

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



Save & Next

Save

Save & Stay Cancel Complete

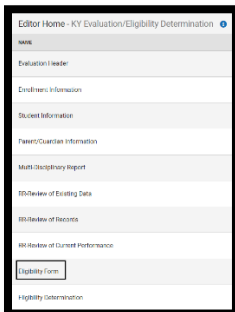
**Save & Next:** Saves the data in the editor and moves to the next editor.

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

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

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

### Editor: Eligibility Determination



**Editor Home - KY Evaluation/Eligibility Determination**

NAME

Evaluation/Editor

Enrollment Information

Student Information

Parent/Guardian Information

Multi-Disciplinary Report

ED-Review of Existing Data

ED-Review of Records

ED-Review of Current Performance

Eligibility Form

Eligibility Determination

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Eligibility Determination (NOT STARTED) Editor 10 of 10

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 \*

month/day/year

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

Primary Disability

Mild Mental Disability

List Current Disability Area(s)

Select Disabilities ...

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

Underlying Disability (A)

Underlying Disability (B)

Underlying Disability (C)

Underlying Disability (D)

**Date of Eligibility Determination:** Enter month, day and year of the most recent date that eligibility for services was determined by the ARC. **This field is required.**

Primary Disability

Mild Mental Disability

Autism

Deaf-Blindness

Developmental Delay

Emotional-Behavioral Disability

Functional Mental Disability

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

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

*If Multiple Disabilities is selected as the Primary Disability, then at least two Underlying Disabilities must be selected. Likewise, if Multiple Disabilities is NOT selected as the Primary Disability, then do not select any Underlying Disabilities.*

**\*NOTE:** Once this KY Evaluation is saved and **LOCKED**, the **Primary Disability** and **Eligibility Determination Date** will populate to the following documents:

- KY IEP
- Private School Service Plan

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

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



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

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

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

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

**\*NOTE:** Once the KY Evaluation is completed, select the Documents tab.

Select the KY Evaluation document and then select the Lock/Unlock to lock it.

