

Student's Full Name:

SSID:

**Eligibility Record Review Document
Autism (AUT)**

707 KAR 1:002 Section 1(5) and 707 KAR 1:310

NOTE: The definition specifies that autism is generally evident before age three. Individual cases may vary.

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
AUT 1a.	The ARC documented evidence showing the student has a developmental disability, generally evident before age three, significantly affecting verbal and nonverbal communication. <ul style="list-style-type: none">• assessments completed in the areas of verbal and nonverbal communication• assessment results indicate a significant deviation from the norm	<input type="checkbox"/>	<input type="checkbox"/>
AUT 1b.	The ARC documented evidence showing the student has a developmental disability affecting social interaction. <ul style="list-style-type: none">• assessments completed in the area of social interaction• assessment results indicate a significant deviation from the norm	<input type="checkbox"/>	<input type="checkbox"/>
AUT 2	The ARC documented evidence showing the deficits are not primarily the result of an emotional-behavioral disability.	<input type="checkbox"/>	<input type="checkbox"/>
AUT 3	The ARC documented the review and analysis of evaluation information confirming the deficits have an adverse effect on educational performance to the extent specially-designed instruction is needed. The ARC: <ul style="list-style-type: none">• showed <i>how</i> the student's performance is <u>significantly and consistently</u> below similar age peers due to the disability• described the unique differences of the student that warrant specially designed instruction (SDI)• drew upon information from a variety of sources and ensured the information obtained from these sources was carefully considered and documented <p>NOTE: <i>Educational Performance</i> includes academic, social and functional performance.</p>	<input type="checkbox"/>	<input type="checkbox"/>
AUT 4	The ARC documented the review and analysis of evidence confirming lack of instruction in reading and math was not a determinant factor in the eligibility decision. Discussion may include, but is not limited to: <ul style="list-style-type: none">• instruction provided by qualified personnel• intervention data based on the student's response to instruction• setting of instruction• attendance records• work samples• disciplinary removals <p>NOTE: Complete this item <i>only for initial</i> eligibility determination.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Eligibility Record Review Document Autism (AUT)

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
AUT 5	<p>The ARC documented the review and analysis of evidence confirming limited English proficiency was not a determinant factor in the eligibility decision.</p> <p>May be documented in one of these areas:</p> <ul style="list-style-type: none"> • social-developmental history • <i>Summary of Past and Present Support</i> in Conference Summary 	<input type="checkbox"/>	<input type="checkbox"/>
AUT 6	<p>The parent was provided a copy of the evaluation report <u>and</u> documentation of eligibility determination. <u>34 CFR 300.306</u></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>OR</p> <p>If the parent did not attend the ARC meeting, the ARC documented that a copy of the evaluation report and documentation of eligibility determination were sent home to the parent.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input type="checkbox"/>	<input type="checkbox"/>
AUT 7	<p>ARC membership includes all of the following as defined in <u>707 KAR 1:320 Section 3 (1)</u>:</p> <p><u>Required at all ARC meetings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> parent(s) <input type="checkbox"/> regular education teacher of the student <input type="checkbox"/> special education teacher <input type="checkbox"/> LEA representative <input type="checkbox"/> individual qualified to interpret results <p><u>Additional members as appropriate</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> individual with knowledge or special expertise of the student <input type="checkbox"/> related services personnel <input type="checkbox"/> the student <p>NOTE: Complete this section OR items 15 through 21 of the IDEA Record Review document. It is NOT necessary to complete both.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Student's Full Name:

SSID:

Eligibility Record Review Document Deaf-Blindness (DB)

707 KAR 1:002 Section 1(21) and 707 KAR 1:310

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
DB 1a	The ARC documented evidence showing the student has a hearing impairment. (Completed Hearing Impairment Eligibility Form is attached.)	<input type="checkbox"/>	<input type="checkbox"/>
DB 1b	The ARC documented evidence showing the student has a visual impairment. (Completed Visual Impairment Eligibility Form is attached.)	<input type="checkbox"/>	<input type="checkbox"/>
DB 2	The ARC documented evidence showing 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 students with visual impairments or hearing impairments, unless supplementary assistance is provided to address educational needs resulting from the two disabilities.	<input type="checkbox"/>	<input type="checkbox"/>
DB 3	<p>The ARC documented the review and analysis of evaluation information confirming the deficits have an adverse effect on educational performance to the extent specially-designed instruction is needed. The ARC:</p> <ul style="list-style-type: none"> showed how the student's performance is <u>significantly and consistently</u> below similar age peers due to the disability described the unique differences of the student that warrant specially designed instruction (SDI) drew upon information from a variety of sources and ensured the information obtained from these sources was carefully considered and documented <p>NOTE: <i>Educational Performance</i> includes academic, social and functional performance.</p>	<input type="checkbox"/>	<input type="checkbox"/>
DB 4	<p>The ARC documented the review and analysis of evidence confirming lack of instruction in reading and math was not a determinant factor in the eligibility decision.</p> <p>Discussion may include, but is not limited to:</p> <ul style="list-style-type: none"> instruction provided by qualified personnel intervention data based on the student's response to instruction setting of instruction attendance records work samples disciplinary removals <p>NOTE: Complete this item <i>only for initial</i> eligibility determination.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Eligibility Record Review Document Deaf-Blindness (DB)

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
DB 5	<p>The ARC documented the review and analysis of evidence confirming limited English proficiency was not a determinant factor in the eligibility decision.</p> <p>May be documented in one of these areas:</p> <ul style="list-style-type: none"> • social-developmental history • <i>Summary of Past and Present Support</i> in Conference Summary 	<input type="checkbox"/>	<input type="checkbox"/>
DB 6	<p>The parent was provided a copy of the evaluation report <u>and</u> documentation of eligibility determination. <u>34 CFR 300.306</u></p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>OR</p> <p>If the parent did not attend the ARC meeting, the ARC documented that a copy of the evaluation report and documentation of eligibility determination were sent home to the parent.</p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input type="checkbox"/>	<input type="checkbox"/>
DB 7	<p>ARC membership includes all of the following as defined in <u>707 KAR 1:320 Section 3 (1)</u>:</p> <p><u>Required at all ARC meetings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> parent(s) <input type="checkbox"/> regular education teacher <input type="checkbox"/> special education teacher <input type="checkbox"/> LEA representative <input type="checkbox"/> individual qualified to interpret results <p><u>Additional members as appropriate</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> individual with knowledge or special expertise regarding the student <input type="checkbox"/> related services personnel <input type="checkbox"/> the student <p>NOTE: Complete this section OR items 15 through 21 of the IDEA Record Review document. It is NOT necessary to complete both.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Student's Full Name:

SSID:

Eligibility Record Review Document Developmental Delay (DD)

707 KAR 1:002 Section 1(5) and 707 KAR 1:310

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
DD 1	The ARC documented evidence showing the student is between the ages of three through eight.	<input type="checkbox"/>	<input type="checkbox"/>
DD 2	<p>The ARC documented evidence showing the student has not acquired skills or achieved commensurately with recognized performance expectations for his/her age in one or more of the developmental areas.</p> <div style="margin-left: 40px;"> <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 </div>	<input type="checkbox"/>	<input type="checkbox"/>
DD 3	The ARC documented evidence showing the student demonstrates a measurable, verifiable difference between expected performance and current level of performance documented by DD 3a or DD 3b.	<input type="checkbox"/>	<input type="checkbox"/>
DD 3a	<div style="margin-left: 20px;"> <input type="checkbox"/> scores of two standard deviations or more below the mean in one or more of the five developmental areas indicated in DD 2 using norm-referenced instruments and procedures </div> <p style="margin-left: 20px;">OR</p> <div style="margin-left: 20px;"> <input type="checkbox"/> scores of 1 ½ standard deviations below the mean in two or more of the five developmental areas indicated in DD 2 using norm-referenced instruments and procedures </div> <p style="margin-left: 20px;">Note: The standard deviation to establish DD eligibility must be in the domains listed in DD 2. Subdomains shall not be used to establish eligibility for DD.</p>		
DD 3b	<p>The normed scores were <i>inconclusive</i> and the professional judgment of the ARC verified the existence of significant atypical quality or pattern of development.</p> <p>The ARC documented in a written report the reasons for concluding that a student has a developmental delay.</p> <div style="margin-left: 40px;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </div>		

Eligibility Record Review Document Developmental Delay (DD)

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
DD 4	<p>The ARC documented the review and analysis of evaluation information confirming the deficits have an adverse effect on educational performance to the extent specially-designed instruction is needed. The ARC:</p> <ul style="list-style-type: none"> showed how the student's performance is <u>significantly and consistently</u> below similar age peers due to the disability described the unique differences of the student that warrant specially designed instruction (SDI) drew upon information from a variety of sources and ensured the information obtained from these sources was carefully considered and documented <p>NOTE: <i>Educational Performance</i> includes academic, social and functional performance.</p>	<input type="checkbox"/>	<input type="checkbox"/>
DD 5	<p>The ARC documented the review and analysis of evidence confirming lack of instruction in reading and math was not a determinant factor in the eligibility decision.</p> <p>Discussion may include, but is not limited to:</p> <ul style="list-style-type: none"> instruction provided by qualified personnel intervention data based on the student's response to instruction setting of instruction attendance records work samples disciplinary removals <p>NOTE: Complete this item <i>only for initial</i> eligibility determination.</p>	<input type="checkbox"/>	<input type="checkbox"/>
DD 6	<p>The ARC documented the review and analysis of evidence confirming limited English proficiency was not a determinant factor in the eligibility decision.</p> <p>May be documented in one of these areas:</p> <ul style="list-style-type: none"> social-developmental history <i>Summary of Past and Present Support</i> in Conference Summary 	<input type="checkbox"/>	<input type="checkbox"/>

Eligibility Record Review Document Developmental Delay (DD)

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
DD 7	<p>The parent was provided a copy of the evaluation report <u>and</u> documentation of eligibility determination. <u>34 CFR 300.306</u></p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>OR</p> <p>If the parent did not attend the ARC meeting, the ARC documented that a copy of the evaluation report and documentation of eligibility determination were sent home to the parent.</p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input type="checkbox"/>	<input type="checkbox"/>
DD 8	<p>ARC membership includes all of the following as defined in <u>707 KAR 1:320 Section 3 (1)</u>:</p> <p><u>Required at all ARC meetings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> parent(s) <input type="checkbox"/> regular education teacher <input type="checkbox"/> special education teacher <input type="checkbox"/> LEA representative <input type="checkbox"/> individual qualified to interpret results <p><u>Additional members as appropriate</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> individual with knowledge or special expertise regarding the student <input type="checkbox"/> related services personnel <input type="checkbox"/> the student <p>NOTE: Complete this section OR items 15 through 21 of the IDEA Record Review document. It is NOT necessary to complete both.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Student's Full Name:

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Eligibility Record Review Document **Emotional-Behavioral Disability (EBD)**

707 KAR 1:002 Section 1(5) and 707 KAR 1:310

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
EBD 1	<p>The ARC documented evidence showing the student was provided with interventions to meet instructional and social-emotional needs and continued 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.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Severe deficits in social competence or appropriate behavior which causes an inability to build or maintain satisfactory interpersonal relationships with adults or peers; <input type="checkbox"/> Severe deficits 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; <input type="checkbox"/> A general pervasive mood of unhappiness or depression; or, <input type="checkbox"/> A tendency to develop physical symptoms or fears associated with personal or school problems. <p>NOTE:</p> <ul style="list-style-type: none"> • ARC documentation includes a summary of the discussion pertaining to the review and analysis of intervention data. • For purposes of reevaluation, documentation of interventions includes evidence of IEP implementation. This includes, but is not limited to, Specially Designed Instruction (SDI), Supplementary Aids and Services (SAS), Behavior Intervention Plan (BIP), provided for the student. Progress for each measurable annual goal shows the student continues to exhibit one or more of the above criteria. 	<input type="checkbox"/>	<input type="checkbox"/>
EBD 2	<p>The ARC documented in the discussion that the student's deficits are not the result of isolated inappropriate behaviors that are the result of willful, intentional or wanton actions unless it is determined through the evaluation process that the child does have an emotional-behavioral disability.</p>	<input type="checkbox"/>	<input type="checkbox"/>
EBD 3	<p>The ARC documented the review and analysis of evaluation information confirming the deficits have an adverse effect on educational performance to the extent specially-designed instruction is needed. The ARC:</p> <ul style="list-style-type: none"> • showed how the student's performance is <u>significantly and consistently</u> below similar age peers due to the disability • described the unique differences of the student that warrant specially designed instruction (SDI) 	<input type="checkbox"/>	<input type="checkbox"/>

Eligibility Record Review Document Emotional-Behavioral Disability (EBD)

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
	<ul style="list-style-type: none"> drew upon information from a variety of sources and ensured the information obtained from these sources was carefully considered and documented <p>NOTE: <i>Educational Performance</i> includes academic, social and functional performance.</p>		
EBD 4	<p>The ARC documented the review and analysis of evidence confirming lack of instruction in reading and math was not a determinant factor in the eligibility decision.</p> <p>Discussion may include, but is not limited to:</p> <ul style="list-style-type: none"> instruction provided by qualified personnel intervention data based on the student's response to instruction setting of instruction attendance records work samples disciplinary removals <p>NOTE: Complete this item <i>only for initial</i> eligibility determination.</p>	<input type="checkbox"/>	<input type="checkbox"/>
EBD 5	<p>The ARC documented the review and analysis of evidence confirming limited English proficiency was not a determinant factor in the eligibility decision.</p> <p>May be documented in one of these areas:</p> <ul style="list-style-type: none"> social-developmental history <i>Summary of Past and Present Support</i> in Conference Summary 	<input type="checkbox"/>	<input type="checkbox"/>
EBD 6	<p>The parent was provided a copy of the evaluation report <u>and</u> documentation of eligibility determination. <u>34 CFR 300.306</u></p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>OR</p> <p>If the parent did not attend the ARC meeting, the ARC documented that a copy of the evaluation report and documentation of eligibility determination were sent home to the parent.</p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input type="checkbox"/>	<input type="checkbox"/>

Eligibility Record Review Document Emotional-Behavioral Disability (EBD)

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
EBD 7	<p>ARC membership includes all of the following as defined in 707 KAR 1:320 Section 3 (1):</p> <p><u>Required at all ARC meetings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> parent(s) <input type="checkbox"/> regular education teacher <input type="checkbox"/> special education teacher <input type="checkbox"/> LEA representative <input type="checkbox"/> individual qualified to interpret results <p><u>Additional members as appropriate</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> individual with knowledge or special expertise regarding the student <input type="checkbox"/> related services personnel <input type="checkbox"/> the student <p>NOTE: Complete this section OR items 15 through 21 of the IDEA Record Review document. It is NOT necessary to complete both.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Student's Full Name:

SSID#:

**Eligibility Record Review Document
Functional Mental Disability**

707 KAR 1:002 Section 1(37) and 707 KAR 1:310

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
FMD 1a	The ARC documented evidence showing the student's cognitive functioning is at least three standard deviations below the mean.	<input type="checkbox"/>	<input type="checkbox"/>
FMD 1b	<p>The ARC documented evidence showing the student's adaptive behavior is at least three standard deviations below the mean.</p> <p>For <u>reevaluation</u> purposes, it is not necessary to continue to meet the three standard deviation deficit in adaptive behavior as long as the ARC considers the increase in the adaptive behavior score and documents the reasons the student continues to meet eligibility requirements for FMD.</p>	<input type="checkbox"/>	<input type="checkbox"/>
FMD 1c	The ARC documented evidence showing a severe deficit exists in overall academic performance including acquisition, retention and application of knowledge.	<input type="checkbox"/>	<input type="checkbox"/>
FMD 1d	The ARC documented evidence showing the disability manifested during the developmental period.	<input type="checkbox"/>	<input type="checkbox"/>
FMD 2	<p>The ARC documented the review and analysis of evaluation information confirming the deficits have an adverse effect on educational performance to the extent specially-designed instruction is needed. The ARC:</p> <ul style="list-style-type: none"> showed how the student's performance is <u>significantly and consistently</u> below similar age peers due to the disability described the unique differences of the student that warrant specially designed instruction (SDI) drew upon information from a variety of sources and ensured the information obtained from these sources was carefully considered and documented <p>NOTE: <i>Educational Performance</i> includes academic, social and functional performance.</p>	<input type="checkbox"/>	<input type="checkbox"/>
FMD 3	<p>The ARC documented the review and analysis of evidence confirming lack of instruction in reading and math was not a determinant factor in the eligibility decision.</p> <p>Discussion may include, but is not limited to:</p> <ul style="list-style-type: none"> instruction provided by qualified personnel intervention data based on the student's response to instruction setting of instruction attendance records work samples disciplinary removals <p>NOTE: Complete this item <i>only for initial</i> eligibility determination.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Eligibility Record Review Document Functional Mental Disability

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
FMD 4	<p>The ARC documented the review and analysis of evidence confirming limited English proficiency was not a determinant factor in the eligibility decision.</p> <p>May be documented in one of these areas:</p> <ul style="list-style-type: none"> • social-developmental history • <i>Summary of Past and Present Support</i> in Conference Summary 	<input type="checkbox"/>	<input type="checkbox"/>
FMD 5	<p>The parent was provided a copy of the evaluation report <u>and</u> documentation of eligibility determination. <u>34 CFR 300.306</u></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>OR</p> <p>If the parent did not attend the ARC meeting, the ARC documented that a copy of the evaluation report and documentation of eligibility determination were sent home to the parent.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input type="checkbox"/>	<input type="checkbox"/>
FMD 6	<p>ARC membership includes all of the following as defined in <u>707 KAR 1:320 Section 3 (1)</u>:</p> <p><u>Required at all ARC meetings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> parent(s) <input type="checkbox"/> regular education teacher <input type="checkbox"/> special education teacher <input type="checkbox"/> LEA representative <input type="checkbox"/> individual qualified to interpret results <p><u>Additional members as appropriate</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> individual with knowledge or special expertise regarding the student <input type="checkbox"/> related services personnel <input type="checkbox"/> the student <p>NOTE: Complete this section OR items 15 through 21 of the IDEA Record Review document. It is NOT necessary to complete both.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Student's Full Name:

SSID#:

Eligibility Record Review Document
Hearing Impairment (HI)
Typically referred to as “deaf” or “hard of hearing”

707 KAR 1:002 Section 1(29) and 707 KAR 1:310

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
HI 1	<p>The ARC documented evidence showing the student has a hearing loss that may be mild to profound, unilateral or bilateral, permanent or fluctuating and meets <u>one or more</u> of the criteria below:</p> <p><input type="checkbox"/> 1a. average pure-tone hearing loss in the speech range (500Hz, 1000Hz, and 2000Hz) of at least 25dB in the better ear</p> <p><input type="checkbox"/> 1b. average pure-tone hearing loss in the high-frequency range (2000Hz, 4000Hz, and 6000Hz) of at least 45dB in the better ear; or</p> <p><input type="checkbox"/> 1c. average pure-tone unilateral hearing loss in the speech range (500Hz, 1000Hz, and 2000Hz) of at least 60dB in the impaired ear.</p>	<input type="checkbox"/>	<input type="checkbox"/>
HI 2	The ARC documented evidence showing the hearing loss results in difficulty in identifying linguistic information through hearing.	<input type="checkbox"/>	<input type="checkbox"/>
HI 3	<p>The ARC documented the review and analysis of evaluation information confirming the deficits have an adverse effect on educational performance to the extent specially-designed instruction is needed. The ARC:</p> <ul style="list-style-type: none"> • showed how the student's performance is <u>significantly and consistently</u> below similar age peers due to the disability • described the unique differences of the student that warrant specially designed instruction (SDI) • drew upon information from a variety of sources and ensured the information obtained from these sources was carefully considered and documented <p>NOTE: <i>Educational Performance</i> includes academic, social and functional performance.</p>	<input type="checkbox"/>	<input type="checkbox"/>
HI 4	<p>The ARC documented the review and analysis of evidence confirming lack of instruction in reading and math was not a determinant factor in the eligibility decision.</p> <p>Discussion may include, but is not limited to:</p> <ul style="list-style-type: none"> • instruction provided by qualified personnel • intervention data based on the student's response to instruction • setting of instruction • attendance records • work samples • disciplinary removals <p>NOTE: Complete this item <i>only for initial</i> eligibility determination.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Eligibility Record Review Document
Hearing Impairment (HI)
Typically referred to as “deaf” or “hard of hearing”

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
HI 5	<p>The ARC documented the review and analysis of evidence confirming limited English proficiency was not a determinant factor in the eligibility decision.</p> <p>May be documented in one of these areas:</p> <ul style="list-style-type: none"> • social-developmental history • <i>Summary of Past and Present Support</i> in Conference Summary 	<input type="checkbox"/>	<input type="checkbox"/>
HI 7	<p>The parent was provided a copy of the evaluation report <u>and</u> documentation of eligibility determination. <u>34 CFR 300.306</u></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>OR</p> <p>If the parent did not attend the ARC meeting, the ARC documented that a copy of the evaluation report and documentation of eligibility determination were sent home to the parent.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input type="checkbox"/>	<input type="checkbox"/>
HI 8	<p>ARC membership includes all of the following as defined in <u>707 KAR 1:320 Section 3 (1)</u>:</p> <p><u>Required at all ARC meetings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> parent(s) <input type="checkbox"/> regular education teacher <input type="checkbox"/> special education teacher <input type="checkbox"/> LEA representative <input type="checkbox"/> individual qualified to interpret results <p><u>Additional members as appropriate</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> individual with knowledge or special expertise regarding the student <input type="checkbox"/> related services personnel <input type="checkbox"/> the student <p>NOTE: Complete this section OR items 15 through 21 of the IDEA Record Review document. It is NOT necessary to complete both.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Student's Full Name:

SSID #:

**Eligibility Record Review Document
Mild Mental Disability (MMD)**

707 KAR 1:002 Section 1(37) and 707 KAR 1:310

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
MMD 1a	The ARC documented evidence showing the student's cognitive functioning is at least two standard deviations, but not more than three standard deviations below the mean.	<input type="checkbox"/>	<input type="checkbox"/>
MMD 1b	<p>The ARC documented evidence showing the student's adaptive behavior is at least two standard deviations below the mean.</p> <p>For <u>reevaluation</u> purposes, it is not necessary to continue to meet the two standard deviation deficit for adaptive behavior as long as the ARC considers the increase in the adaptive behavior score and documents the reasons the student continues to have a mild mental disability.</p>	<input type="checkbox"/>	<input type="checkbox"/>
MMD 1c	The ARC documented evidence showing a severe deficit in overall academic performance including acquisition, retention and application of knowledge	<input type="checkbox"/>	<input type="checkbox"/>
MMD 1d	The ARC documented evidence showing the disability manifested during the developmental period.	<input type="checkbox"/>	<input type="checkbox"/>
MMD 2	<p>The ARC documented the review and analysis of evaluation information confirming the deficits have an adverse effect on educational performance to the extent specially-designed instruction is needed. The ARC:</p> <ul style="list-style-type: none"> showed <i>how</i> the student's performance is <u>significantly and consistently</u> below similar age peers due to the disability described the unique differences of the student that warrant specially designed instruction (SDI) drew upon information from a variety of sources and ensured the information obtained from these sources was carefully considered and documented <p>NOTE: <i>Educational Performance</i> includes academic, social and functional performance.</p>	<input type="checkbox"/>	<input type="checkbox"/>
MMD 3	<p>The ARC documented the review and analysis of evidence confirming lack of instruction in reading and math was not a determinant factor in the eligibility decision.</p> <p>Discussion may include, but is not limited to:</p> <ul style="list-style-type: none"> instruction provided by qualified personnel intervention data based on the student's response to instruction setting of instruction attendance records work samples disciplinary removals <p>NOTE: Complete this item <i>only for initial</i> eligibility determination.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Eligibility Record Review Document Mild Mental Disability (MMD)

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
MMD 4	<p>The ARC documented the review and analysis of evidence confirming limited English proficiency was not a determinant factor in the eligibility decision.</p> <p>May be documented in one of these areas:</p> <ul style="list-style-type: none"> • social-developmental history • <i>Summary of Past and Present Support</i> in Conference Summary 	<input type="checkbox"/>	<input type="checkbox"/>
MMD 5	<p>The parent was provided a copy of the evaluation report <u>and</u> documentation of eligibility determination. <u>34 CFR 300.306</u></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>OR</p> <p>If the parent did not attend the ARC meeting, the ARC documented that a copy of the evaluation report and documentation of eligibility determination were sent home to the parent.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input type="checkbox"/>	<input type="checkbox"/>
MMD 6	<p>ARC membership includes all of the following as defined in <u>707 KAR 1:320 Section 3 (1)</u>:</p> <p><u>Required at all ARC meetings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> parent(s) <input type="checkbox"/> regular education teacher <input type="checkbox"/> special education teacher <input type="checkbox"/> LEA representative <input type="checkbox"/> individual qualified to interpret results <p><u>Additional members as appropriate</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> individual with knowledge or special expertise regarding the student <input type="checkbox"/> related services personnel <input type="checkbox"/> the student <p>NOTE: Complete this section OR items 15 through 21 of the IDEA Record Review document. It is NOT necessary to complete both.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Student's Full Name:

SSID #:

Eligibility Record Review Document Multiple Disabilities (MD)

707 KAR 1:002 Section 1(39) and 707 KAR 1:310

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
MD 1a	<p>The ARC documented evidence showing the student has a combination of two or more of the following disabilities.</p> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> autism <input type="checkbox"/> deaf-blindness <input type="checkbox"/> emotional-behavioral disability <input type="checkbox"/> functional mental disability <input type="checkbox"/> hearing impairment <input type="checkbox"/> mild mental disability </div> <div> <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 </div> </div>	<input type="checkbox"/>	<input type="checkbox"/>
MD 1b	The ARC documented evidence showing the student's disability is not solely a combination of deafness and blindness.	<input type="checkbox"/>	<input type="checkbox"/>
MD 1c	The ARC documented evidence showing the student's disability is not a combination of speech or language impairment and one other disabling condition.	<input type="checkbox"/>	<input type="checkbox"/>
MD 1d	<p>The ARC documented evidence showing the combination of these disabilities causes such severe educational needs that they cannot be accommodated through special education programs solely for one impairment.</p> <p>NOTE:</p> <ul style="list-style-type: none"> MD does not include deaf-blindness. MD does not include speech or language impairment combined with another disability category. 	<input type="checkbox"/>	<input type="checkbox"/>
MD 1e	Eligibility determination forms for all disabilities are completed and attached.	<input type="checkbox"/>	<input type="checkbox"/>
MD 2	<p>The ARC documented the review and analysis of evaluation information confirming the deficits have an adverse effect on educational performance to the extent specially-designed instruction is needed. The ARC:</p> <ul style="list-style-type: none"> showed how the student's performance is <u>significantly and consistently</u> below similar age peers due to the disability described the unique differences of the student that warrant specially designed instruction (SDI) drew upon information from a variety of sources and ensured the information obtained from these sources was carefully considered and documented <p>NOTE: <i>Educational Performance</i> includes academic, social and functional performance.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Eligibility Record Review Document Multiple Disabilities (MD)

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
MD 3	<p>The ARC documented the review and analysis of evidence confirming lack of instruction in reading and math was not a determinant factor in the eligibility decision.</p> <p>Discussion may include, but is not limited to:</p> <ul style="list-style-type: none"> • instruction provided by qualified personnel • intervention data based on the student's response to instruction • setting of instruction • attendance records • work samples • disciplinary removals <p>NOTE: Complete this item <i>only for initial</i> eligibility determination.</p>	<input type="checkbox"/>	<input type="checkbox"/>
MD 4	<p>The ARC documented the review and analysis of evidence confirming limited English proficiency was not a determinant factor in the eligibility decision.</p> <p>May be documented in one of these areas:</p> <ul style="list-style-type: none"> • social-developmental history • <i>Summary of Past and Present Support</i> in Conference Summary 	<input type="checkbox"/>	<input type="checkbox"/>
MD 5	<p>The parent was provided a copy of the evaluation report <u>and</u> documentation of eligibility determination. <u>34 CFR 300.306</u></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>OR</p> <p>If the parent did not attend the ARC meeting, the ARC documented that a copy of the evaluation report and documentation of eligibility determination were sent home to the parent.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input type="checkbox"/>	<input type="checkbox"/>

Eligibility Record Review Document Multiple Disabilities (MD)

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
MD 6	<p>ARC membership includes all of the following as defined in 707 KAR 1:320 Section 3 (1):</p> <p><u>Required at all ARC meetings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> parent(s) <input type="checkbox"/> regular education teacher <input type="checkbox"/> special education teacher <input type="checkbox"/> LEA representative <input type="checkbox"/> individual qualified to interpret results <p><u>Additional members as appropriate</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> individual with knowledge or special expertise regarding the student <input type="checkbox"/> related services personnel <input type="checkbox"/> the student <p>NOTE: Complete this section OR items 15 through 21 of the IDEA Record Review document. It is NOT necessary to complete both.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Student's Full Name:

SSID #:

Eligibility Record Review Document Orthopedic Impairment (OI)

707 KAR 1:002 Section 1(41) and 707 KAR 1:310

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
OI 1	<p>The ARC compared and analyzed evaluation data and documented evidence showing the student has a severe orthopedic impairment in one or more of the following.</p> <p style="margin-left: 20px;"> 1a. congenital anomaly <i>Examples: clubfoot, absence of some member</i> <input type="checkbox"/> Yes <input type="checkbox"/> No </p> <p style="margin-left: 20px;"> 1b. disease <i>Examples: poliomyelitis, bone tuberculosis</i> <input type="checkbox"/> Yes <input type="checkbox"/> No </p> <p style="margin-left: 20px;"> 1c. other causes <i>Examples: cerebral palsy, amputations, fractures, burns causing contractures</i> <input type="checkbox"/> Yes <input type="checkbox"/> No </p>	<input type="checkbox"/>	<input type="checkbox"/>
OI 2	<p>The ARC documented the review and analysis of evaluation information confirming the deficits have an adverse effect on educational performance to the extent specially-designed instruction is needed. The ARC:</p> <ul style="list-style-type: none"> showed how the student's performance is <u>significantly and consistently</u> below similar age peers due to the disability described the unique differences of the student that warrant specially designed instruction (SDI) drew upon information from a variety of sources and ensured the information obtained from these sources was carefully considered and documented <p>NOTE: <i>Educational Performance</i> includes academic, social and functional performance.</p>	<input type="checkbox"/>	<input type="checkbox"/>
OI 3	<p>The ARC documented the review and analysis of evidence confirming lack of instruction in reading and math was not a determinant factor in the eligibility decision. Discussion may include, but is not limited to:</p> <ul style="list-style-type: none"> instruction provided by qualified personnel intervention data based on the student's response to instruction setting of instruction attendance records work samples disciplinary removals <p>NOTE: Complete this item <i>only for initial</i> eligibility determination.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Eligibility Record Review Document Orthopedic Impairment (OI)

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
OI 4	<p>The ARC documented the review and analysis of evidence confirming limited English proficiency was not a determinant factor in the eligibility decision.</p> <p>May be documented in one of these areas:</p> <ul style="list-style-type: none"> • social-developmental history • <i>Summary of Past and Present Support</i> in Conference Summary 	<input type="checkbox"/>	<input type="checkbox"/>
OI 5	<p>The parent was provided a copy of the evaluation report <u>and</u> documentation of eligibility determination. <u>34 CFR 300.306</u></p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>OR</p> <p>If the parent did not attend the ARC meeting, the ARC documented that a copy of the evaluation report and documentation of eligibility determination were sent home to the parent.</p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input type="checkbox"/>	<input type="checkbox"/>
OI 6	<p>ARC membership includes all of the following as defined in <u>707 KAR 1:320 Section 3 (1)</u>:</p> <p><u>Required at all ARC meetings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> parent(s) <input type="checkbox"/> regular education teacher <input type="checkbox"/> special education teacher <input type="checkbox"/> LEA representative <input type="checkbox"/> individual qualified to interpret results <p><u>Additional members as appropriate</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> individual with knowledge or special expertise regarding the student <input type="checkbox"/> related services personnel <input type="checkbox"/> the student <p>NOTE: Complete this section OR items 15 through 21 of the IDEA Record Review document. It is NOT necessary to complete both.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Student's Full Name:

SSID #:

Eligibility Record Review Document Other Health Impairment (OHI)

707 KAR 1:002 Section 1(42) and 707 KAR 1:310

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
OHI 1a	<p>The ARC documented evidence showing the student has a health impairment caused by chronic or acute health problems including, but not limited to the following:</p> <div style="display: flex; justify-content: space-between;"> <ul style="list-style-type: none"> acquired immune deficiency syndrome asthma attention deficit disorder attention deficit hyperactivity disorder diabetes epilepsy heart condition <ul style="list-style-type: none"> hemophilia lead poisoning leukemia nephritis rheumatic fever sickle cell anemia Tourette's Syndrome tuberculosis </div> <p>The chronic or acute health impairment specified by the ARC is:</p> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>	<input type="checkbox"/>	<input type="checkbox"/>
OHI 1b	<p>The ARC documented evidence showing, with respect to the educational environment, the chronic or acute health impairment caused limited:</p> <p>At least one must be checked.</p> <div style="margin-left: 20px;"> <input type="checkbox"/> strength <input type="checkbox"/> vitality <input type="checkbox"/> alertness (including heightened alertness to environmental stimuli that results in limited alertness) </div>	<input type="checkbox"/>	<input type="checkbox"/>
OHI 2	<p>The ARC documented the review and analysis of evaluation information confirming the deficits have an adverse effect on educational performance to the extent specially-designed instruction is needed. The ARC:</p> <ul style="list-style-type: none"> showed how the student's performance is <u>significantly and consistently</u> below similar age peers due to the disability described the unique differences of the student that warrant specially designed instruction (SDI) drew upon information from a variety of sources and ensured the information obtained from these sources was carefully considered and documented <p>NOTE: <i>Educational Performance</i> includes academic, social and functional performance.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Eligibility Record Review Document Other Health Impairment (OHI)

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
OHI 3	<p>The ARC documented the review and analysis of evidence confirming lack of instruction in reading and math was not a determinant factor in the eligibility decision.</p> <p>Discussion may include, but is not limited to:</p> <ul style="list-style-type: none"> • instruction provided by qualified personnel • intervention data based on the student's response to instruction • setting of instruction • attendance records • work samples • disciplinary removals <p>NOTE: Complete this item <i>only for initial</i> eligibility determination.</p>	<input type="checkbox"/>	<input type="checkbox"/>
OHI 4	<p>The ARC documented the review and analysis of evidence confirming limited English proficiency was not a determinant factor in the eligibility decision.</p> <p>May be documented in one of these areas:</p> <ul style="list-style-type: none"> • social-developmental history • <i>Summary of Past and Present Support</i> in Conference Summary 	<input type="checkbox"/>	<input type="checkbox"/>
OHI 5	<p>The parent was provided a copy of the evaluation report <u>and</u> documentation of eligibility determination. <u>34 CFR 300.306</u></p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>OR</p> <p>If the parent did not attend the ARC meeting, the ARC documented that a copy of the evaluation report and documentation of eligibility determination were sent home to the parent.</p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input type="checkbox"/>	<input type="checkbox"/>

Eligibility Record Review Document Other Health Impairment (OHI)

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
OHI 6	<p>ARC membership includes all of the following as defined in 707 KAR 1:320 Section 3 (1):</p> <p><u>Required at all ARC meetings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> parent(s) <input type="checkbox"/> regular education teacher <input type="checkbox"/> special education teacher <input type="checkbox"/> LEA representative <input type="checkbox"/> individual qualified to interpret results <p><u>Additional members as appropriate</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> individual with knowledge or special expertise regarding the student <input type="checkbox"/> related services personnel <input type="checkbox"/> the student <p>NOTE: Complete this section OR items 15 through 21 of the IDEA Record Review document. It is NOT necessary to complete both.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Student's Full Name:

SSID #:

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

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

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary, Referral for Multi-Disciplinary Evaluation		Yes	No								
SLD 1	<p>The ARC documented evidence showing the student was provided with learning experiences and instruction appropriate for the student's age or state-approved grade-level standards.</p>	<input type="checkbox"/>	<input type="checkbox"/>								
SLD 2	<p>The ARC documented evidence using either the Severe Discrepancy or Response to Intervention (RtI) method for determining the student meets criteria for SLD eligibility.</p> <p>Interventions must be provided <u>in the academic area of concern</u> prior to or as part of the referral process for both Method A and B.</p> <p><input type="checkbox"/> <u>Method A: Severe Discrepancy</u> The student exhibits a pattern of strengths and weaknesses in performance, achievement or both, relative to ability level or intellectual development. Note: The ARC must use the <u>SLD Reference Tables</u> provided by the KDE.</p> <p align="center">OR</p> <p><input type="checkbox"/> <u>Method B: Response to Intervention</u> The student fails to achieve a rate of learning to make sufficient progress to meet grade-level standards aligned with the Kentucky Academic Standards (KAS) in one or more of the areas identified in SLD 3 when assessed based on the student's response to scientific, research-based intervention.</p> <p>NOTE: The <u>SLD Guidance Document</u> provides more information on either method.</p>										
SLD 3	<p>The ARC documented a review and analysis of intervention and evaluation information showing the student does not achieve adequately, as indicated on multiple data sources, for the student's age or grade-level standards aligned to the KAS in one or more of the following areas.</p> <table border="0"> <tr> <td><input type="checkbox"/> oral expression</td> <td><input type="checkbox"/> reading fluency skills</td> </tr> <tr> <td><input type="checkbox"/> listening comprehension</td> <td><input type="checkbox"/> reading comprehension</td> </tr> <tr> <td><input type="checkbox"/> written expression</td> <td><input type="checkbox"/> mathematics calculation</td> </tr> <tr> <td><input type="checkbox"/> basic reading skills</td> <td><input type="checkbox"/> mathematics reasoning</td> </tr> </table> <p><i>Summary of Intervention Data</i> in the Referral for Multi-Disciplinary Evaluation may contain the necessary information.</p>	<input type="checkbox"/> oral expression	<input type="checkbox"/> reading fluency skills	<input type="checkbox"/> listening comprehension	<input type="checkbox"/> reading comprehension	<input type="checkbox"/> written expression	<input type="checkbox"/> mathematics calculation	<input type="checkbox"/> basic reading skills	<input type="checkbox"/> mathematics reasoning	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> oral expression	<input type="checkbox"/> reading fluency skills										
<input type="checkbox"/> listening comprehension	<input type="checkbox"/> reading comprehension										
<input type="checkbox"/> written expression	<input type="checkbox"/> mathematics calculation										
<input type="checkbox"/> basic reading skills	<input type="checkbox"/> mathematics reasoning										

Eligibility Record Review Document Specific Learning Disability (SLD)

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary, Referral for Multi-Disciplinary Evaluation		Yes	No																																								
SLD 4	<p>The ARC documented review and analysis of evaluation information showing the deficits in achievement are <i>not</i> primarily the result of any of the following.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">vision</td> <td style="width: 20%;">screen date _____</td> <td style="width: 10%;"><input type="checkbox"/> Pass</td> <td style="width: 10%;"><input type="checkbox"/> Fail</td> <td style="width: 30%;"></td> </tr> <tr> <td>hearing</td> <td>screen date _____</td> <td><input type="checkbox"/> Pass</td> <td><input type="checkbox"/> Fail</td> <td></td> </tr> <tr> <td>motor impairments</td> <td>screen date _____</td> <td><input type="checkbox"/> Pass</td> <td><input type="checkbox"/> Fail</td> <td></td> </tr> <tr> <td>mental disability</td> <td></td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> <td></td> </tr> <tr> <td>emotional-behavioral disability</td> <td></td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> <td></td> </tr> <tr> <td>cultural factors</td> <td></td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> <td></td> </tr> <tr> <td>environmental or economic disadvantage</td> <td></td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> <td></td> </tr> <tr> <td>limited English proficiency</td> <td></td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> <td></td> </tr> </table>	vision	screen date _____	<input type="checkbox"/> Pass	<input type="checkbox"/> Fail		hearing	screen date _____	<input type="checkbox"/> Pass	<input type="checkbox"/> Fail		motor impairments	screen date _____	<input type="checkbox"/> Pass	<input type="checkbox"/> Fail		mental disability		<input type="checkbox"/> Yes	<input type="checkbox"/> No		emotional-behavioral disability		<input type="checkbox"/> Yes	<input type="checkbox"/> No		cultural factors		<input type="checkbox"/> Yes	<input type="checkbox"/> No		environmental or economic disadvantage		<input type="checkbox"/> Yes	<input type="checkbox"/> No		limited English proficiency		<input type="checkbox"/> Yes	<input type="checkbox"/> No			
vision	screen date _____	<input type="checkbox"/> Pass	<input type="checkbox"/> Fail																																								
hearing	screen date _____	<input type="checkbox"/> Pass	<input type="checkbox"/> Fail																																								
motor impairments	screen date _____	<input type="checkbox"/> Pass	<input type="checkbox"/> Fail																																								
mental disability		<input type="checkbox"/> Yes	<input type="checkbox"/> No																																								
emotional-behavioral disability		<input type="checkbox"/> Yes	<input type="checkbox"/> No																																								
cultural factors		<input type="checkbox"/> Yes	<input type="checkbox"/> No																																								
environmental or economic disadvantage		<input type="checkbox"/> Yes	<input type="checkbox"/> No																																								
limited English proficiency		<input type="checkbox"/> Yes	<input type="checkbox"/> No																																								
SLD 5	<p>The ARC documented the review and analysis of evaluation information confirming the deficits have an adverse effect on educational performance to the extent specially-designed instruction (SDI) is needed. The ARC:</p> <ul style="list-style-type: none"> showed <i>how</i> the student's performance is <u>significantly and consistently</u> below similar age peers due to the disability described the unique differences of the student that warrant SDI drew upon information from a variety of sources and ensured the information obtained from these sources was carefully considered and documented <p>NOTE: <i>Educational Performance</i> includes academic, social and functional performance</p>	<input type="checkbox"/>	<input type="checkbox"/>																																								
SLD 6	<p>The ARC documented the review and analysis of evidence confirming lack of instruction in reading and math was not a determinant factor in the eligibility decision.</p> <p>Discussion may include, but is not limited to:</p> <ul style="list-style-type: none"> instruction provided by qualified personnel intervention data based on the student's response to instruction setting of instruction attendance records work samples disciplinary removals <p>NOTE: Complete this item <i>only for initial</i> eligibility determination.</p>	<input type="checkbox"/>	<input type="checkbox"/>																																								

Eligibility Record Review Document Specific Learning Disability (SLD)

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary, Referral for Multi-Disciplinary Evaluation		Yes	No
NOTE: For items 7a-7c the observation must be specifically targeted to the student's areas of academic concern.			
SLD 7a	The ARC documented the relevant behavior(s) noted during the observation.	<input type="checkbox"/>	<input type="checkbox"/>
SLD 7b	The ARC documented the relationship of the observed behavior to the student's academic functioning.	<input type="checkbox"/>	<input type="checkbox"/>
SLD 7c	A member of the ARC (other than the student's regular education teacher) conducted a behavior observation in the learning environment.	<input type="checkbox"/>	<input type="checkbox"/>
SLD 8	The ARC documented any relevant medical findings, if any. (Mark yes if ARC documented there were no relevant medical findings.)	<input type="checkbox"/>	<input type="checkbox"/>
SLD 9	<p>The ARC documented the review and analysis of instructional strategies implemented and the student-centered data collected based on the student's response to scientific, research-based intervention.</p> <p>Discussion may include, but is not limited to:</p> <ul style="list-style-type: none"> • discussion of targeted skills • discussion of progress from <i>each strategy</i> provided • any programs listed <i>must</i> be accompanied by discussion of targeted skills and data to show progress <p>NOTE: May be documented in the <i>Summary of Interventions and Data</i> section of the Referral for Multi-Disciplinary Evaluation.</p>	<input type="checkbox"/>	<input type="checkbox"/>
SLD 10a	<p>The ARC documented the student's parents were notified of the policies regarding:</p> <div style="margin-left: 20px;"> <input type="checkbox"/> amount and nature of the student performance data that is collected and the general education services that are provided <input type="checkbox"/> strategies for increasing the student's rate of learning <input type="checkbox"/> parent's right to request an evaluation </div>	<input type="checkbox"/>	<input type="checkbox"/>
SLD 10b	The ARC documented how the above information was provided to the parent.	<input type="checkbox"/>	<input type="checkbox"/>
SLD 11	<p>Each ARC member certified in writing whether the report reflected his or her conclusion.</p> <p>AND</p> <p>If any ARC member disagreed, the differing conclusions are attached (associated in Infinite Campus) to the Eligibility Determination Form and Written Report.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Eligibility Record Review Document Specific Learning Disability (SLD)

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary, Referral for Multi-Disciplinary Evaluation		Yes	No
SLD 12	<p>The parent was provided a copy of the evaluation report <u>and</u> documentation of eligibility determination. <u>34 CFR 300.306</u></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>OR</p> <p>If the parent did not attend the ARC meeting, the ARC documented that a copy of the evaluation report and documentation of eligibility determination were sent home to the parent.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input type="checkbox"/>	<input type="checkbox"/>
SLD 13	<p>ARC membership includes all of the following as defined in <u>707 KAR 1:320 Section 3 (1)</u>:</p> <p><u>Required at all ARC meetings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> parent(s) <input type="checkbox"/> regular education teacher of the student <input type="checkbox"/> special education teacher <input type="checkbox"/> district representative <input type="checkbox"/> individual qualified to interpret evaluation results <p><u>Additional members as appropriate</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> individual with knowledge or special expertise of the student <input type="checkbox"/> related services personnel <input type="checkbox"/> the student <p>NOTE: Complete this section OR items 15 through 21 of the IDEA Record Review document. It is NOT necessary to complete both.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Student's Full Name:

SSID #:

**Eligibility Record Review Document
Speech Language Impairment (SLI)**

707 KAR 1:002 Section 1(60) and 707 KAR 1:310

NOTE: This section addresses eligibility for SLI as a category of disability only. It does not apply to eligibility for speech as a related service.

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
SLI 1	<p>The ARC documented evidence showing the student exhibited a communication disorder in one or more of the following areas.</p> <ul style="list-style-type: none"><input type="checkbox"/> absence of language<input type="checkbox"/> articulation impairment<input type="checkbox"/> delayed acquisition of language<input type="checkbox"/> language impairment<input type="checkbox"/> stuttering<input type="checkbox"/> voice impairment	<input type="checkbox"/>	<input type="checkbox"/>
SLI 2	<p>The ARC documented the review and analysis of evaluation information confirming the deficits have an adverse effect on educational performance to the extent specially-designed instruction is needed. The ARC:</p> <ul style="list-style-type: none">• showed how the student's performance is <u>significantly and consistently</u> below similar age peers due to the disability• described the unique differences of the student that warrant specially designed instruction (SDI)• drew upon information from a variety of sources and ensured the information obtained from these sources was carefully considered and documented <p>NOTE: <i>Educational Performance</i> includes academic, social and functional performance.</p>	<input type="checkbox"/>	<input type="checkbox"/>
SLI 3	<p>The ARC documented the review and analysis of evidence confirming lack of instruction in reading and math was not a determinant factor in the eligibility decision.</p> <p>Discussion may include, but is not limited to:</p> <ul style="list-style-type: none">• instruction provided by qualified personnel• intervention data based on the student's response to instruction• setting of instruction• attendance records• work samples• disciplinary removals <p>NOTE: Complete this item <i>only for initial</i> eligibility determination.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Eligibility Record Review Document Speech Language Impairment (SLI)

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
SLI 4	<p>The ARC documented the review and analysis of evidence confirming limited English proficiency was not a determinant factor in the eligibility decision.</p> <p>May be documented in one of these areas:</p> <ul style="list-style-type: none"> • social-developmental history • <i>Summary of Past and Present Support</i> in Conference Summary 	<input type="checkbox"/>	<input type="checkbox"/>
SLI 5	<p>The parent was provided a copy of the evaluation report <u>and</u> documentation of eligibility determination. <u>34 CFR 300.306</u></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>OR</p> <p>If the parent did not attend the ARC meeting, the ARC documented that a copy of the evaluation report and documentation of eligibility determination were sent home to the parent.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input type="checkbox"/>	<input type="checkbox"/>
SLI 6	<p>ARC membership includes all of the following as defined in <u>707 KAR 1:320 Section 3 (1)</u>:</p> <p><u>Required at all ARC meetings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> parent(s) <input type="checkbox"/> regular education teacher <input type="checkbox"/> special education teacher <input type="checkbox"/> LEA representative <input type="checkbox"/> individual qualified to interpret results <p><u>Additional members as appropriate</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> individual with knowledge or special expertise regarding the student <input type="checkbox"/> related services personnel <input type="checkbox"/> the student <p>NOTE: Complete this section OR items 15 through 21 of the IDEA Record Review document. It is NOT necessary to complete both.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Student's Full Name:

SSID #:

**Eligibility Record Review Document
Traumatic Brain Injury (TBI)**

707 KAR 1:002 Section 1(63) and 707 KAR 1:310

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No														
TBI 1	<p>The ARC documentation verified the student has an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment or both, and is <i>not</i> congenital, degenerative, or a brain injury induced by birth trauma.</p> <p>TBI is evidenced by information that indicates an open or closed head injury resulting in an impairment in one or more of the following areas:</p> <table border="0"> <tr> <td><input type="checkbox"/> cognition</td> <td><input type="checkbox"/> attention</td> </tr> <tr> <td><input type="checkbox"/> judgment</td> <td><input type="checkbox"/> reasoning</td> </tr> <tr> <td><input type="checkbox"/> language</td> <td><input type="checkbox"/> psychosocial behavior</td> </tr> <tr> <td><input type="checkbox"/> problem-solving</td> <td><input type="checkbox"/> physical functions</td> </tr> <tr> <td><input type="checkbox"/> memory</td> <td><input type="checkbox"/> abstract thinking</td> </tr> <tr> <td><input type="checkbox"/> sensory, perceptual and motor abilities</td> <td><input type="checkbox"/> information processing</td> </tr> <tr> <td></td> <td><input type="checkbox"/> speech</td> </tr> </table>	<input type="checkbox"/> cognition	<input type="checkbox"/> attention	<input type="checkbox"/> judgment	<input type="checkbox"/> reasoning	<input type="checkbox"/> language	<input type="checkbox"/> psychosocial behavior	<input type="checkbox"/> problem-solving	<input type="checkbox"/> physical functions	<input type="checkbox"/> memory	<input type="checkbox"/> abstract thinking	<input type="checkbox"/> sensory, perceptual and motor abilities	<input type="checkbox"/> information processing		<input type="checkbox"/> speech	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> cognition	<input type="checkbox"/> attention																
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<input type="checkbox"/> memory	<input type="checkbox"/> abstract thinking																
<input type="checkbox"/> sensory, perceptual and motor abilities	<input type="checkbox"/> information processing																
	<input type="checkbox"/> speech																
TBI 2	The ARC documented the extent of the brain injury is:																
TBI 3	<p>The ARC documented the review and analysis of evaluation information confirming the deficits have an adverse effect on educational performance to the extent specially-designed instruction is needed. The ARC:</p> <ul style="list-style-type: none"> showed <i>how</i> the student's performance is <u>significantly and consistently</u> below similar age peers due to the disability described the unique differences of the student that warrant specially designed instruction (SDI) drew upon information from a variety of sources and ensured the information obtained from these sources was carefully considered and documented <p>NOTE: <i>Educational Performance</i> includes academic, social and functional performance.</p>	<input type="checkbox"/>	<input type="checkbox"/>														

Eligibility Record Review Document Traumatic Brain Injury (TBI)

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
TBI 4	<p>The ARC documented the review and analysis of evidence confirming lack of instruction in reading and math was not a determinant factor in the eligibility decision.</p> <p>Discussion may include, but is not limited to:</p> <ul style="list-style-type: none"> • instruction provided by qualified personnel • intervention data based on the student's response to instruction • setting of instruction • attendance records • work samples • disciplinary removals <p>NOTE: Complete this item <i>only for initial</i> eligibility determination.</p>	<input type="checkbox"/>	<input type="checkbox"/>
TBI 5	<p>The ARC documented the review and analysis of evidence confirming limited English proficiency was not a determinant factor in the eligibility decision.</p> <p>May be documented in one of these areas:</p> <ul style="list-style-type: none"> • social-developmental history • <i>Summary of Past and Present Support</i> in Conference Summary 	<input type="checkbox"/>	<input type="checkbox"/>
TBI 6	<p>The parent was provided a copy of the evaluation report <u>and</u> documentation of eligibility determination. <u>34 CFR 300.306</u></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>OR</p> <p>If the parent did not attend the ARC meeting, the ARC documented that a copy of the evaluation report and documentation of eligibility determination were sent home to the parent.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input type="checkbox"/>	<input type="checkbox"/>

Eligibility Record Review Document Traumatic Brain Injury (TBI)

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
TBI 7	<p>ARC membership includes all of the following as defined in 707 KAR 1:320 Section 3 (1):</p> <p><u>Required at all ARC meetings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> parent(s) <input type="checkbox"/> regular education teacher <input type="checkbox"/> special education teacher <input type="checkbox"/> LEA representative <input type="checkbox"/> individual qualified to interpret results <p><u>Additional members as appropriate</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> individual with knowledge or special expertise regarding the student <input type="checkbox"/> related services personnel <input type="checkbox"/> the student <p>NOTE: Complete this section OR items 15 through 21 of the IDEA Record Review document. It is NOT necessary to complete both.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Student's Full Name:

SSID #:

**Eligibility Record Review Document
Visual Impairment (VI)**

707 KAR 1:002 Section 1(65) and 707 KAR 1:310

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
VI 1	<p>The ARC documented evidence showing the student had one of the following.</p> <p><input type="checkbox"/> 1a. Visual acuity even with prescribed lenses is 20/70 or worse in the better eye;</p> <p>OR</p> <p><input type="checkbox"/> 1b. Visual acuity is better than 20/70 and the student has any of the following conditions.</p> <ul style="list-style-type: none"><input type="checkbox"/> medically-diagnosed progressive loss of vision<input type="checkbox"/> visual field of twenty (20) degrees or worse<input type="checkbox"/> medically-diagnosed condition of cortical blindness; or<input type="checkbox"/> functional loss of vision	<input type="checkbox"/>	<input type="checkbox"/>
VI 2	<p>The ARC documented the review and analysis of evaluation information showing the student required specialized materials or instruction in any of the following.</p> <ul style="list-style-type: none"><input type="checkbox"/> orientation and mobility<input type="checkbox"/> Braille<input type="checkbox"/> visual efficiency<input type="checkbox"/> tactile exploration	<input type="checkbox"/>	<input type="checkbox"/>
VI 3	<p>The ARC documented the review and analysis of evaluation information confirming the deficits have an adverse effect on educational performance to the extent specially-designed instruction is needed. The ARC:</p> <ul style="list-style-type: none">• showed how the student's performance is <u>significantly and consistently</u> below similar age peers due to the disability• described the unique differences of the student that warrant specially designed instruction (SDI)• drew upon information from a variety of sources and ensured the information obtained from these sources was carefully considered and documented <p>NOTE: <i>Educational Performance</i> includes academic, social and functional performance.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Eligibility Record Review Document Visual Impairment (VI)

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
VI 4	<p>The ARC documented the review and analysis of evidence confirming lack of instruction in reading and math was not a determinant factor in the eligibility decision.</p> <p>Discussion may include, but is not limited to:</p> <ul style="list-style-type: none"> • instruction provided by qualified personnel • intervention data based on the student's response to instruction • setting of instruction • attendance records • work samples • disciplinary removals <p>NOTE: Complete this item <i>only for initial</i> eligibility determination.</p>	<input type="checkbox"/>	<input type="checkbox"/>
VI 5	<p>The ARC documented the review and analysis of evidence confirming limited English proficiency was not a determinant factor in the eligibility decision.</p> <p>May be documented in one of these areas:</p> <ul style="list-style-type: none"> • social-developmental history • <i>Summary of Past and Present Support</i> in Conference Summary 	<input type="checkbox"/>	<input type="checkbox"/>
VI 6	<p>The parent was provided a copy of the evaluation report <u>and</u> documentation of eligibility determination. <u>34 CFR 300.306</u></p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>OR</p> <p>If the parent did not attend the ARC meeting, the ARC documented that a copy of the evaluation report and documentation of eligibility determination were sent home to the parent.</p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input type="checkbox"/>	<input type="checkbox"/>

Eligibility Record Review Document Visual Impairment (VI)

Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary		Yes	No
VI 7	<p>ARC membership includes all of the following as defined in <u>707 KAR 1:320 Section 3 (1)</u>:</p> <p><u>Required at all ARC meetings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> parent(s) <input type="checkbox"/> regular education teacher <input type="checkbox"/> special education teacher <input type="checkbox"/> LEA representative <input type="checkbox"/> individual qualified to interpret results <p><u>Additional members as appropriate</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> individual with knowledge or special expertise regarding the student <input type="checkbox"/> related services personnel <input type="checkbox"/> the student <p>NOTE: Complete this section OR items 15 through 21 of the IDEA Record Review document. It is NOT necessary to complete both.</p>	<input type="checkbox"/>	<input type="checkbox"/>

