

# Evaluation (Kentucky)

Last Modified on 10/21/2024 8:19 am CDT

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Tool Search: Special Ed Documents

Evaluations are used to document the student's educational needs and the student's determination of eligibility for special education. This document describes each editor, the section(s) of the print format that include the entered information, a description of each field on the editor, and any special considerations and instructions for using the editor and fields.

**An evaluation must be created whether or not the student is determined to have a disability.** A copy of the evaluation summary report, including the documentation of eligibility, is given to the student’s parents by the school.

The current format of this document is the **KY Evaluation 2023.1** print format. Formats are selected in [Eval Types](#).

Editor Home - KY Evaluation/Eligibility Determination ⓘ			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Evaluation Header	<span style="border: 1px solid #0070c0; border-radius: 5px; padding: 2px;">IN PROGRESS</span>	System Administrator 4/17/23 11:47 AM	>
Enrollment Information	<span style="border: 1px solid #0070c0; border-radius: 5px; padding: 2px;">IN PROGRESS</span>	System Administrator 4/17/23 11:48 AM	>
Student Information	<span style="border: 1px solid #0070c0; border-radius: 5px; padding: 2px;">IN PROGRESS</span>	System Administrator 4/17/23 11:50 AM	>
Parent/Guardian Information	<span style="border: 1px solid #0070c0; border-radius: 5px; padding: 2px;">IN PROGRESS</span>	System Administrator 4/17/23 11:51 AM	>
Multi-Disciplinary Report	<span style="border: 1px solid #0070c0; border-radius: 5px; padding: 2px;">IN PROGRESS</span>	System Administrator 4/17/23 11:54 AM	>
RR-Review of Existing Data	<span style="border: 1px solid #0070c0; border-radius: 5px; padding: 2px;">IN PROGRESS</span>	System Administrator 4/17/23 11:57 AM	>
RR-Review of Records	<span style="border: 1px solid #0070c0; border-radius: 5px; padding: 2px;">IN PROGRESS</span>	System Administrator 4/17/23 11:59 AM	>

*Editor Home*

## Editor Home

The Editor Home lists the editors available, their status, and Modification and Completion information.

Header	Description
<b>Name</b>	The name of the editor.
<b>Status</b>	<p>The state of the editor. Statuses can be:</p> <ul style="list-style-type: none"> <li>• <b>In Progress</b> indicates a user has entered and saved data in that editor.</li> <li>• <b>Not Started</b> is the default status for all editors.</li> <li>• <b>Complete</b> indicates a user has clicked the Complete button on the editor, and the editor is read-only. This does not lock the editor from further editing but indicates the user considers the editor finished.</li> <li>• <b>Not Needed</b> indicates a user has clicked the <b>Not Needed</b> button on the editor. This is usually done for editors that do not apply to the student.</li> </ul> <p>The following statuses are only available for certain state-specific documents:</p> <ul style="list-style-type: none"> <li>• <b>ESign</b> indicates that the editor has functionality related to the eSignature process. See the <a href="#">Nevada Individual Education Plan eSignature Process</a> or <a href="#">Delaware Special Ed Plan eSignature Process</a> articles for additional information.</li> <li>• <b>Complete Pending eSignature</b> indicates the plan has been entered and sent via the Campus Parent portal to the student's guardian for eSignature.</li> </ul>
<b>Modified By</b>	The date and the user by whom the editor was last edited.
<b>Completed By</b>	The date and the user who clicked the <b>Complete</b> button for that editor.

## General Information

The following table lists the actions available for the editors. When resizing the window, certain buttons are condensed into a single **Action** button.

Button	Description
<b>Save</b>	<p>Different editors have different save options. Click the arrow next to the Save &amp; Stay button to view all saving options for any given editor.</p> <ul style="list-style-type: none"> <li>• <b>Save</b> captures progress and navigates the user to the Editor Home or to the List Screen for List editors. See the <a href="#">Editor Types</a> section for additional information.</li> <li>• <b>Save &amp; Stay</b> captures progress and keeps the user on the current editor. This save button is the default save option and is usually found within the detail screen or list editors, such as Goals and Objectives.</li> <li>• <b>Save &amp; Next</b> captures progress and navigates the user to the next editor.</li> <li>• <b>Save &amp; New</b> captures progress and creates a new record. This save button is usually found within the detail screen of a list editor, such as Goals and Objectives. See the <a href="#">Editor Type</a> section for additional information.</li> </ul>

Button	Description
<b>Refresh</b>	<p>Retrieves a new copy of data from the student's record. This includes enrollment, student, parent/guardian, and team member information. This also returns any accidentally deleted records. Manually entered fields do not change when the refresh button is clicked. The user must <b>Save</b> after clicking Refresh to capture changes.</p> <p>A side panel displays a listing of all the student's applicable enrollment records. See the <a href="#">Enrollments</a> tool documentation for additional information.</p>
<b>Cancel</b>	Navigates the user to the Editor Home screen or the List Screen for List editors.
<b>Status</b>	<p>Changes the status of the editor.</p> <ul style="list-style-type: none"> <li>• <b>Complete</b> indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. The user must click <b>In Progress</b> to further edit after an editor is marked Complete.</li> <li>• <b>Not Needed</b> indicates the editor does not apply to the student's plan or evaluation. This makes the editor read-only. However, this does not lock the editor from further editing. Click the <b>In Progress</b> button to further edit after an editor is marked Not Needed.</li> <li>• <b>In Progress</b> only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made.</li> </ul> <p>The following status is only available for the Nevada IEP:</p> <ul style="list-style-type: none"> <li>• <b>Complete Pending eSignature</b> only displays for the Procedural Safeguards, IEP Implementation, and Medicaid Consent editors. This button marks the editor as complete until the parent/guardian electronically signs those sections of the plan via the Campus Parent Portal. See the <a href="#">Nevada Individual Education Plan eSignature Process</a> or <a href="#">Delaware Special Ed Plan eSignature Process</a> articles for additional information.</li> </ul>
<b>Print</b>	Prints the entire document.
<b>Editors</b>	Opens a side panel listing all the available editors and their status. Select an editor from this list to navigate to that editor or click <b>Close</b> to collapse the side panel.
<b>Previous</b>	Navigates the user to the previous editor.
<b>Next</b>	Navigates the user to the next editor.

## Editor Types

There are two types of editors available: List or Basic editors. When navigating to a Basic editor, the list of fields within the editor is displayed. List editors display a list of all records within that editor. Clicking an existing record or the **New** button opens the detail view for an individual record.

## Editor Lock Out and Release Logic

Only one user at a time can actively work on an editor. A person with a padlock icon ( ) displays in the Editors side panel, Editor Home, and List Screen of list editors indicating which editors currently have users working on them. Hovering over the icon displays the name of the user who has checked out the editor, including the current user (you).

Editors that are currently being edited are read-only for all other users. The name of the person working on the editor displays in the header.

To release an editor, the user must:

- navigate to the next editor by clicking **Save and Next** or the **Editors** button and selecting the next editor from the side panel.
- click the **Cancel** button to return to the Editor Home screen.
- log out of the Campus application.
- navigate to a different tool in the Campus application.

Editors are automatically released when the in-application timeout limit has been exceeded. This is a back-end process and is usually around 30-60 minutes.

## Template Banks

Certain fields within several editors have an **Add Template** icon that displays next to their name. Clicking this button displays a side panel with the available library of predetermined text for that field. [Template Banks](#) are managed in System Administration.

Transition Goals and Services: Postsecondary

Sequence Number: 1

Area\*: Postsecondary Education and Training Goal

Goal: Add Template

Reading Goal

Courses of Study: Add Template

Template Banks

Categories	Sequence	Selected Template Bank Values
+ Course of Study English (4 Templates)		No records selected.
+ Course of Study Math (4 Templates)		

Save & Stay | Cancel | Insert Selected Template(s) | Clear Selected Template(s) | Cancel

*Template Bank Side Panel*

Click the plus (+) icons next to the category to view the available template values.

### Template Banks

Categories	Sequence	Selected Template Bank Values										
- Course of Study English (4 Templates) <table border="1"> <thead> <tr> <th>Add</th> <th>Templates</th> </tr> </thead> <tbody> <tr> <td><input type="button" value="Add"/></td> <td><b>Course of Study 10</b> Grade 10: English 200</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td><b>Course of Study 11</b> Grade 11: English 300</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td><b>Course of Study 12</b> Grade 12: English 400</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td><b>Course of Study 9</b> Grade 9: English 100</td> </tr> </tbody> </table>	Add	Templates	<input type="button" value="Add"/>	<b>Course of Study 10</b> Grade 10: English 200	<input type="button" value="Add"/>	<b>Course of Study 11</b> Grade 11: English 300	<input type="button" value="Add"/>	<b>Course of Study 12</b> Grade 12: English 400	<input type="button" value="Add"/>	<b>Course of Study 9</b> Grade 9: English 100	1 <input type="button" value="▲"/> <input type="button" value="▼"/>	<b>Course of Study 9</b> <input type="button" value="X"/> Grade 9: English 100
Add	Templates											
<input type="button" value="Add"/>	<b>Course of Study 10</b> Grade 10: English 200											
<input type="button" value="Add"/>	<b>Course of Study 11</b> Grade 11: English 300											
<input type="button" value="Add"/>	<b>Course of Study 12</b> Grade 12: English 400											
<input type="button" value="Add"/>	<b>Course of Study 9</b> Grade 9: English 100											
	2 <input type="button" value="▲"/> <input type="button" value="▼"/>	<b>Course of Study 10</b> <input type="button" value="X"/> Grade 10: English 200										
	3 <input type="button" value="▲"/> <input type="button" value="▼"/>	<b>Course of Study 11</b> <input type="button" value="X"/> Grade 11: English 300										
	4 <input type="button" value="▲"/> <input type="button" value="▼"/>	<b>Course of Study 12</b> <input type="button" value="X"/> Grade 12: English 400										
+ Course of Study Math (4 Templates)												

*Expanded Category and Values Selected*

Template Bank Categories display on the left and the selected text displays on the right. Click the **Add** button to add the template value. This adds the template to the queue of values on the right. The red **X** removes selected templates while the sequence field can be used to reorder the templates. Another option is to use the up and down arrows next to the sequence field to reorder values.

Click **Cancel** to go back to the document. The **Clear Selected Template(s)** button removes all selected template values from the right selection screen.

Once selections are finalized, click the **Insert Selected Template(s)** button to add the values to the field within the document in the selected order. Template values are separated by carriage returns.

Courses of Study:

Grade 9: English 100

Grade 10: English 200

Grade 11: English 300

Grade 12: English 400

*Example Template Bank Selections in the Document*

# Text Editors

Images should not be inserted into text fields.

## Editors

[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](#)

The following section lists each editor and describes each field on the editor.

### Evaluation Header

The Evaluation Header includes the dates associated with evaluation of the student, including the date the student was notified, the date of consent for initial evaluation and the date of consent for services.

Evaluation Header IN PROGRESS
Editor 1 of 10

**ARC Meeting Date \***

**Evaluation Type \***

**Date of Consent/Denial for Services**

**Reason for missing 60 day timeline**

*Evaluation Header Editor*

▶ [Click here to expand...](#)

Field	Description	Validation
<b>ARC Date</b> <i>Required</i>	The date the Admissions and Release Committee met.	N/A
<b>Evaluation Type</b> <i>Required</i>	The type of evaluation. Options include: <ul style="list-style-type: none"> <li>Initial Evaluation</li> <li>Reevaluation</li> <li>Transferred</li> </ul>	These options are hard-coded.
<b>Date of Consent/Denial for Services</b>	The date the parent/guardian gave consent/denial for an evaluation.	N/A

Field	Description	Validation
<b>Reason for missing 60 day timeline</b>	<p>The reason the 60 day timeline for evaluation was not met. Options include:</p> <ul style="list-style-type: none"> <li>• Timeline met, but consent not signed at meeting</li> <li>• Availability of Evaluation Personnel</li> <li>• Personnel Training Issue</li> <li>• Excessive Student Absenteeism</li> <li>• Transfer Student</li> <li>• Parental Factors</li> <li>• Issues with District Tracking System</li> <li>• Difficulty Obtaining External Evaluation Components</li> </ul>	These options are hard-coded.

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## Enrollment Information

The Enrollment Information editor reports Special Education information from the student's Enrollment record. This editor is read only.

The **Refresh** button retrieves a fresh copy of data from the student's record. The **Refresh** button must be clicked before the editor can be placed in a Complete status.

See the [General Information](#) section for additional information.

Enrollment Information IN PROGRESS
Editor 2 of 10

Click Refresh to retrieve a new copy of data from a selected Enrollment record.

**Primary Disability**  
If currently identified  
None

**Grade**  
10

**School Name**

**School Phone**

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**District Information**

**District Number**

**District Name**

**District Address**

**District Phone**

**District SPED Address**

**District SPED Phone**

Enrollment Information Editor

▶ [Click here to expand...](#)

Field	Description	Database Name/Location (when Refresh is clicked)	Validation
<b>Primary Disability, if currently identified</b>	The student's primary disability.	Enrollment > Primary Disability  Enrollment.disability1	This field is read-only and is pulled from the student's Enrollment record upon Refresh.  Displays None when a disability is not identified.
<b>Grade</b>	The student's current grade.	Enrollment > Grade  enrollment.grade	This field is read-only and is pulled from the student's Enrollment record upon Refresh.
<b>School Name</b>	The student's school of attendance.	Learner Planning > Learning Plans > Enrollments > residentSchool  enrollment.residentSchool	This field is read-only and is pulled from the student's Enrollment record upon Refresh.
<b>School Phone</b>	The student's school of attendance phone number.	Learner Planning > Learning Plans > School > Phone  v_SchoolCurrent.phone	This field is read-only and is pulled from the student's Enrollment record upon Refresh.
<b>District Information</b>			
<b>District Number</b>	The district number associated with the Enrolled school.	System Administration > Resources > District Information > State District Number	This field is read-only and is pulled from the student's Enrollment record upon Refresh.
<b>District Name</b>	The district name associated with the Enrolled school.	System Administration > Resources > District Information > Name	This field is read-only and is pulled from the student's Enrollment record upon Refresh.
<b>District Address</b>	The district address associated with the Enrolled school.	System Administration > Resources > District Information > Address	This field is read-only and is pulled from the student's Enrollment record upon Refresh.



Field	Description	Database Name/Location (when Refresh is clicked)	Validation
<b>District Phone</b>	The district phone number associated with the Enrolled school.	System Administration > Resources > District Information > Phone	This field is read-only and is pulled from the student's Enrollment record upon Refresh.
<b>District SPED Address</b>	The district special education address associated with the Enrolled school.	System Administration > Resources > District Information > SPED Address	This field is read-only and is pulled from the student's Enrollment record upon Refresh.
<b>District SPED Phone</b>	The district special ed phone number associated with the Enrolled school.	System Administration > Resources > District Information > SPED Phone	This field is read-only and is pulled from the student's Enrollment record upon Refresh.

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## Student Information

The Student Information editor displays basic information about the student such as demographic information. This is a read-only editor.

The **Refresh** button retrieves a fresh copy of data from the student's record. See the [General Information](#) section for additional information.

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 Nam	Middle Name Le	Suffix
Gender M	Birthdate	Primary Mode of Communication of the Student Vietnamese	
Race, Ethnicity 3: Asian	Address LOUISVILLE, KY 40206		
Student Number		State ID	

Case Manager Information

Name	Title
------	-------

*Student Information Editor*

▶ [Click here to expand...](#)

Field	Description	Database/UI Location (when Refresh is clicked)
<b>Last Name</b>	The student's last name.	Census > People > Demographics > Last Name  identity.lastName
<b>First Name</b>	The student's first name.	Census > People > Demographics > First Name  identity.firstName
<b>Middle Name</b>	The student's middle name.	Census > People > Demographics > Middle Name  identity.middleName
<b>Suffix</b>	The student's suffix.	Census > People > Demographics > Suffix Name  identity.suffix
<b>Gender</b>	The student's gender.	Census > People > Demographics > Gender  identity.gender
<b>Birthdate</b>	The student's birthdate.	Census > People > Demographics > Birth Date  identity.birthDate
<b>Race, Ethnicity</b>	The student's race/ethnicity.	Census > People > Demographics > Race/Ethnicity  identity.raceEthnicity
<b>Primary Mode of Communication of Student</b>	The student's language they speak at home.  Values available are found in the locked Attribute Dictionary, LanguageList.	Census > People > Demographics > Home Primary Language  identity.homePrimaryLanguage

Field	Description	Database/UI Location (when Refresh is clicked)
<b>Address</b>	The student's address.  This field becomes a dropdown when more than one address exists for the student. The primary household displays by default.	Census > Households > Address Info  address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip
<b>Student Number</b>	The student's identification number.	Census > People > Demographics > Student Number
<b>State ID</b>	The student's state identification number.	Census > People > Demographics > State ID
<b>Case Manager Information</b> <i>These fields are read-only.</i>		
<b>Name</b>	The first and last name of the team member.	Student Information > Special Ed > General > Team Members > Case Manager Name
<b>Title</b>	The role of the team member.	Student Information > Special Ed > General > Team Members > Case Manager Title
<b>Phone</b>	The phone number of the team member.	Student Information > Special Ed > General > Team Members > Case Manager Work Phone

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## Parent/Guardian Information

The Parent/Guardian Information editor populates based on the guardian checkbox on the student's Relationships tool. The editor includes Demographics information for the student's guardian.

The **Delete** button next to each parent/guardian can be used to remove a parent/guardian from the Evaluation.

The **Refresh** button retrieves a new copy of parent/guardians' data. This also returns any accidentally deleted people. Manually entered fields do not change when the refresh button is clicked. The user must **Save** after clicking Refresh to capture changes.

Parent/Guardian Information Editor 4 of 10

IN PROGRESS

When an Evaluation is generated, a snapshot of the parent/guardian information is taken from Census. Individuals with the Guardian checkbox marked on the Relationship tool for the student display below. Click Refresh to retrieve a new copy of data.

**Cam Le - Mother**

Print Sequence

1

Address

Home Phone  Work Phone  Cell Phone

E-mail

**Thomas - Father, step**

Print Sequence

2

Parent/Guardian Information Editor

▶ [Click here to expand...](#)

Field	Description	Database/UI Location (when Refresh is clicked)	Validation
<b>Last Name</b>	The last name of the parent/guardian.	Census > People > Demographics > Last Name  identity.lastName	This field populates from Census. This is part of the header for the parent/guardian.
<b>First Name</b>	The first name of the parent/guardian.	Census > People > Demographics > First Name  identity.firstName	This field populates from Census. This is part of the header for the parent/guardian.
<b>Middle Name</b>	The suffix of the parent/guardian.	Census > People > Demographics > Suffix Name  identity.suffix	This field populates from Census. This is part of the header for the parent/guardian.
<b>Suffix</b>	The suffix of the parent/guardian.	Census > People > Demographics > Suffix Name  identity.suffix	This field populates from Census. This is part of the header for the parent/guardian.
<b>Relationship</b>	The relation of the parent/guardian to the student.	Census > People > Relationships	This field populates from Census. This is part of the header for the parent/guardian.

Field	Description	Database/UI Location (when Refresh is clicked)	Validation
<b>Print Sequence</b>	The print order of the parent/guardian(s) on the IEP.	N/A	When no Sequence is selected, parent/guardian(s) print in the order displayed in the UI. When any Sequences are selected, parent/guardian(s) with a sequence number print in the order defined. Un-sequenced parent/guardians display at the bottom.
<b>Address</b>	The parent/guardians' address.	Census > Households > Address Info  address.number; address.street; address.tag; address.prefix; address.dir; address.appt; address.city; address.state; address.zip	This field populates from Census.  When there are multiple addresses for a person, a drop down with an option to select which address displays. When there is only one address, the dropdown has one option. The populated address is the one marked Primary.
<b>Home Phone</b>	The home phone number of the parent/guardian.	Census > People > Demographics > Household Phone	This field populates from Census.
<b>Work Phone</b>	The work phone of the parent/guardian.	Census > People > Demographics > Work Phone	This field populates from Census.
<b>Cell Phone</b>	The cell phone of the parent/guardian.	Census > People > Demographics > Cell Phone	This field populates from Census.

Field	Description	Database/UI Location (when Refresh is clicked)	Validation
E-mail	The primary email address for the parent/guardian.	Census > People > Demographics > Email	This field populates from Census.

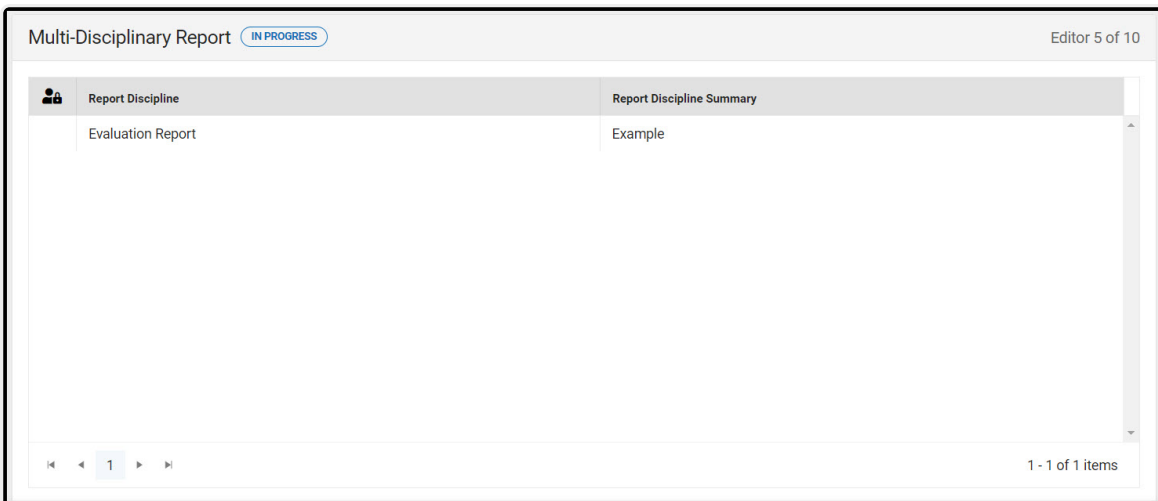
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## Multi-Disciplinary Report

The Multi-Disciplinary Report editor is used to record reports regarding various areas of evaluation.

[▶ Click here to expand...](#)

### Multi-Disciplinary Report List Screen

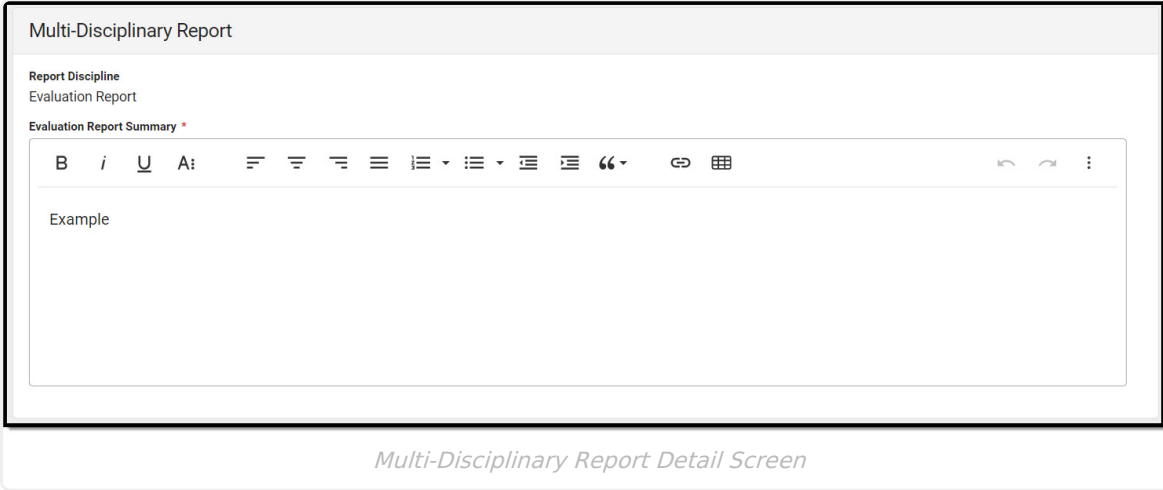


*Multi-Disciplinary Report List Screen*

Column Name	Description
Padlock Icon	The user currently editing the Multi-Disciplinary Report record.
Report Discipline	The area evaluated.
Report Discipline Summary	This displays the first 100 characters of the Report Discipline Summary.

### Multi-Disciplinary Report Detail Screen

Select an existing record or click **New** to view the detail screen.



Multi-Disciplinary Report Detail Screen

Field	Description	Validation
<b>Report Discipline</b> <i>Required</i>	The area evaluated. Options include: <ul style="list-style-type: none"> <li>• Evaluation Report</li> <li>• Educational History</li> <li>• Interventions</li> <li>• Physical Functioning (Health/Vision/Hearing/Motor)</li> <li>• Intellectual Functioning</li> <li>• Academic Functioning</li> <li>• Communication Functioning</li> <li>• Social and Developmental History</li> <li>• Social-Emotional-Behavioral Functioning</li> <li>• Observations</li> <li>• Work Skills/Technical/Vocational/Transition</li> <li>• Summary and Recommendations</li> </ul>	Once a record has been created for a Discipline, that option is no longer available in the dropdown.  The options available in the dropdown are located in a locked Attribute Dictionary, Evaluation > Report Discipline.
<b>&lt;Report Discipline Summary&gt;</b>	A description of the information regarding the particular discipline.	Report Discipline displays the name selected from the Report Discipline dropdown.

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## RR-Review of Existing Data

The Review of Existing Data editor describes the student's currently identified disability and services as well as previous eligibilities.

This is required only for a reevaluation, not an initial evaluation.



RR-Review of Existing Data Editor 6 of 10

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

Autism Select Disabilities ...

**List Current Disability Area(s)**

Select Status(es) ...

**Current Related Services:**

N/A                       OT                       PT  
 Speech                       O & M                       Special Transportation  
 Other

**Specify Other:**

**Previous Eligibility Determinations**

PREVIOUS ELIGIBILITY DETERMINATIONS    ABC DATES FOR ELIGIBILITY DETERMINATION    EVALUATION/RE-EVALUATION REPORT IN FILE

RR-Review of Existing Data Editor

▶ [Click here to expand...](#)

Field Name	Description	Validation
<b>Current Disability</b>	The student's current disability. Options include: <ul style="list-style-type: none"> <li>Autism</li> <li>Deaf-Blindness</li> <li>Developmental Delay</li> <li>Emotional-Behavioral Disability</li> <li>Functional Mental Disability</li> <li>Hearing Impairment</li> <li>Mild Mental Disability</li> <li>Multiple Disabilities</li> <li>Orthopedic Impairment</li> <li>Other Health Impairment</li> <li>Specific Learning Disability</li> <li>Speech or Language Impairment</li> <li>Traumatic Brain Injury</li> <li>Visual Impairment</li> </ul>	The options available are available in a locked Attribute Dictionary, Enrollment > Primary Disability.



Field Name	Description	Validation
<p><b>If "Multiple Disabilities" is selected, list categories</b>  <i>*Required</i></p>	<p>The student's disabilities, when applicable. Options include:</p> <ul style="list-style-type: none"> <li>• Autism</li> <li>• Deaf-blindness</li> <li>• Emotional-Behavioral Disability</li> <li>• Functional Mental Disability</li> <li>• Hearing Impairment</li> <li>• Mild Mental Disability</li> <li>• Orthopedic Impairment</li> <li>• Other Health Impairment</li> <li>• Specific Learning Disability</li> <li>• Traumatic Brain Injury</li> <li>• Visual Impairment</li> </ul>	<p>*This field is available and required when Multiple Disabilities is selected above.</p> <p>Once an option is selected, it no longer displays in the dropdown.</p> <p>The options available are available in a locked Attribute Dictionary, Enrollment &gt; Primary Disability. The Multiple Disability, Developmental Delay, and Speech of Language Impairment options do not display.</p>

Field Name	Description	Validation
<b>List Current Disability Area(s)</b> <i>*Required</i>	<p>The options when <b>Developmental Delay</b> is selected include:</p> <ul style="list-style-type: none"> <li>• Cognition</li> <li>• Motor development</li> <li>• Self-help/adaptive behavior</li> <li>• Communication</li> <li>• Social-emotional development</li> </ul> <p>The options when <b>Specific Learning Disability</b> is selected include:</p> <ul style="list-style-type: none"> <li>• Oral Expression</li> <li>• Written Expression</li> <li>• Reading Fluency Skills</li> <li>• Mathematics Calculation</li> <li>• Listening Comprehension</li> <li>• Basic Reading Skills</li> <li>• Reading Comprehension</li> <li>• Mathematics Reasoning</li> </ul> <p>The options when <b>Speech or Language Impairment</b> is selected include:</p> <ul style="list-style-type: none"> <li>• Speech Sound Production and Use</li> <li>• Language</li> <li>• Fluency</li> <li>• Voice</li> </ul>	<p>*This field is available and required when Developmental Delay, Specific Learning Disability or Speech or Language Impairment is selected from the Current Disability dropdown.</p> <p>Once an option is selected, it no longer displays in the dropdown.</p> <p>The options available are available in a locked Attribute Dictionary, Enrollment &gt; Developmental Delay/Specific Learning Disability/Speech Language.</p>
<b>Current Related Services</b>	<p>The student's current services. Options include:</p> <ul style="list-style-type: none"> <li>• N/A</li> <li>• OT</li> <li>• PT</li> <li>• Speech</li> <li>• O &amp; M</li> <li>• Special Transportation</li> <li>• Other</li> </ul>	<p>Multiple options can be selected.</p>
<b>Specify Other</b> <i>*Required</i>	<p>The student's other services.</p>	<p>*This field is available and required when Other is selected above.</p>
<b>Previous Eligibility Determinations</b>		
<b>Previous Eligibility Determinations</b>	<p>A description of the student's previous eligibility determination.</p>	<p>N/A</p>

Field Name	Description	Validation
<b>ARC Dates for Eligibility Determination</b>	The ARC dates of the eligibility determination.	N/A
<b>Evaluation/Reevaluation Report in File</b>	Indicates the Evaluation/Reevaluation Report is included in the files. Options are Yes or No.	N/A

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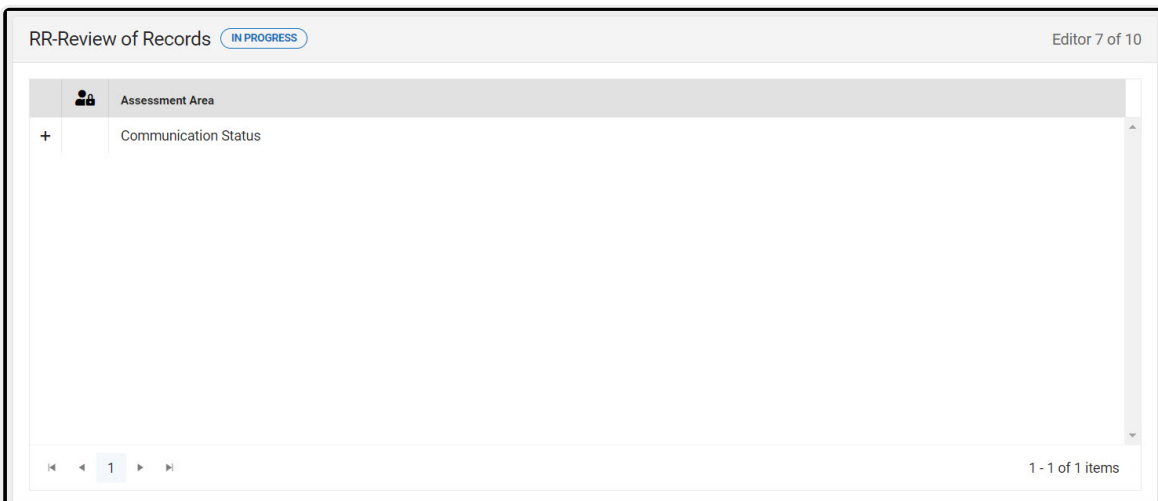
## RR-Review of Records

The Review of Current Performance editor summarizes current information about the student's assessments.

This is required only when this is a Reevaluation, not an Initial Evaluation.

[▶ Click here to expand...](#)

## RR-Review of Records List Screen



*RR-Review of Records List Screen*

Column Name	Description
<b>Padlock Icon</b>	The user currently editing the Review of Records record.
<b>Expand/Collapse</b>	When expanded, associated date, score, and scaled score display.
<b>Assessment Area</b>	The assessment area.

# RR-Review of Records Detail Screen

Click an existing record or **New** to view the detail screen.

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

Communication Status: Example

**Date**

**Test**

Scale	Standard Score
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

*RR-Review of Records Detail Screen*

Field	Description	Validation
<b>Assessment Area</b> <i>Required</i>	The assessment area. Options include: <ul style="list-style-type: none"> <li>Communication Status</li> <li>Academic Performance</li> <li>Health, Vision, Hearing, Motor Abilities</li> <li>Social and Emotional Status</li> <li>General Intelligence</li> <li>Transition Needs</li> <li>Functional Vision/Learning Media Assessment</li> <li>Functional Hearing, Listening and Communication Assessment</li> </ul>	Once a user creates a record for an Assessment Area, that option no longer displays in the dropdown.  The options available are located in a locked Attribute Dictionary, Evaluation > Assessment Area.
<b>&lt;Assessment Area&gt;: &lt;Text&gt;</b> <b>The card is limited to 8 rows.</b>		
<b>Date</b>	The date of the assessment.	N/A
<b>Test</b>	The test administered.	N/A
<b>Scale</b>	The scale of the test.	This field is limited to 50 characters.
<b>Standard Score</b>	The score of the test.	This field is limited to 50 characters.

Field	Description	Validation
<b>Interpretation of Results</b>	A description of the interpretation of the results of the assessment.	N/A

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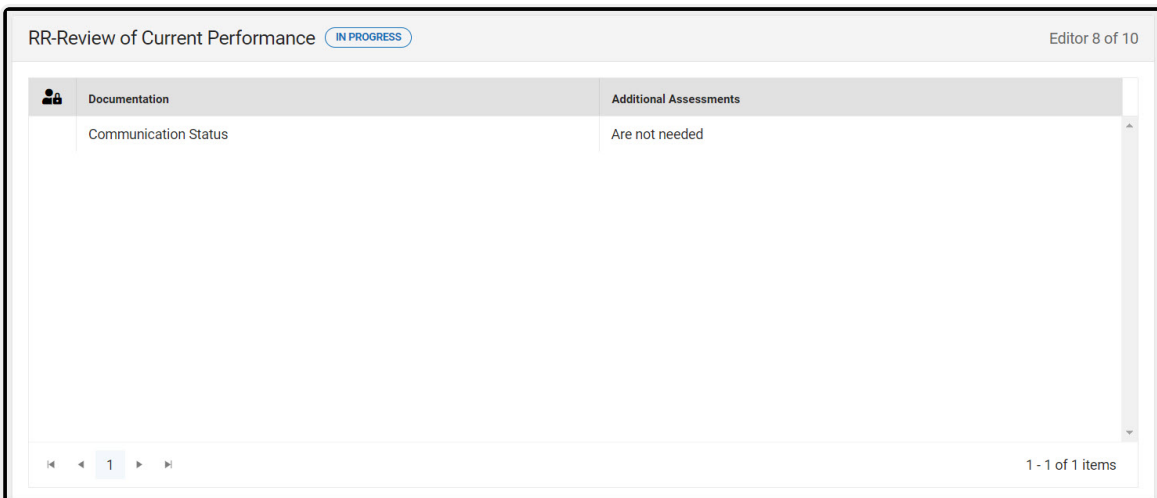
## RR-Review of Current Performance

The Review of Current Performance editor summarizes current information about the student's academic and functional performance levels.

This is required only when this is a Reevaluation, not an Initial Evaluation.

[▶ Click here to expand...](#)

## RR-Review of Current Performance List Screen



*RR-Review of Current Performance List Screen*

Column Name	Description
<b>Padlock Icon</b>	The person currently working on the Review of Current Performance record.
<b>Documentation</b>	The assessment area.
<b>Additional Assessments</b>	Indicates additional assessments are needed.

## RR-Review of Current Performance Detail Screen

Click an existing record or **New** to view the detail screen.

**RR-Review of Current Performance**

Directions:

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

**Documentation**  
Communication Status Communication Status Documentation Method \*

Observations ✕

**Other, Specify:**

**Assessment**  
Provide information if

*RR-Review of Current Performance Detail Screen*

Field	Description	Validation
<p><b>RR-Review of Current Performance</b></p> <p><b>Directions:</b></p> <ul style="list-style-type: none"> <li>Summarize current information about the student's academic and functional performance levels.</li> <li>At least two observations are required for all evaluations.</li> <li>Include information for applicable items listed and any other relevant information.</li> </ul>		
<p><b>Documentation</b> <i>Required</i></p>	<p>The assessment area. Options include:</p> <ul style="list-style-type: none"> <li>Communication Status</li> <li>Academic Performance</li> <li>Health, Vision, Hearing, Motor Abilities</li> <li>Social and Emotional Status</li> <li>General Intelligence</li> <li>Transition Needs</li> <li>Functional Vision/Learning Media Assessment</li> <li>Functional Hearing, Listening and Communication Assessment</li> </ul>	<p>The options available are located in a locked Attribute Dictionary, Evaluation &gt; Assessment Area.</p>
<p><b>&lt;Documentation Area&gt;</b> <b>Documentation Method</b> <i>*Required</i></p>	<p>The options available when <b>Communication Status</b> is selected include:</p> <ul style="list-style-type: none"> <li>IEP Progress Data for each Goal</li> <li>Assistive Technology</li> <li>Augmentative Communication Devices</li> <li>Primary Mode of Communication</li> <li>Observations</li> </ul>	<p>*This field is available and required when a documentation area is selected for all areas except Functional Vision/Learning Media Assessment and Functional Hearing, Listening and Communication Assessment. The &lt;Documentation Area&gt;</p>

Field	Description <small>Other, Specify</small>	Validation <small>name and options available change based on the Documentation option selected.</small>
	<p>The options available when <b>Academic Performance</b> is selected include:</p> <ul style="list-style-type: none"> <li>• IEP Progress Data for each Goal</li> <li>• Grades (current and previous year)</li> <li>• Attendance</li> <li>• State Assessment Results</li> <li>• District Assessment Results</li> <li>• Work Sample Results</li> <li>• Effective Accommodations</li> <li>• Basic Skills</li> <li>• On-Task Behavior</li> <li>• Rate of Learning</li> <li>• Work Completion</li> <li>• Math Computation</li> <li>• Math Reasoning</li> <li>• Written Language</li> <li>• Reading Decoding</li> <li>• Reading Comprehension</li> <li>• Universal Screening Data</li> <li>• Observations</li> <li>• Intervention Data</li> <li>• School-Bases Assessment</li> <li>• Learning Styles</li> <li>• Other, Specify</li> </ul> <p>The options available when <b>Health, Vision, Hearing, Motor Abilities</b> is selected include:</p> <ul style="list-style-type: none"> <li>• IEP Progress Data for each Goal</li> <li>• Current Health Status</li> <li>• Medications and Impact</li> <li>• Diagnosis</li> <li>• Vision Screening</li> <li>• Hearing Screening</li> <li>• Vision/Hearing Difficulties</li> <li>• Gross/Fine Motor Skills</li> <li>• Motor Planning</li> <li>• Sensory Issues</li> <li>• Injuries</li> <li>• Mobility</li> <li>• Observations</li> <li>• Other, Specify</li> </ul> <p>The options available when <b>Social and Emotional Status</b> is selected include:</p> <ul style="list-style-type: none"> <li>• IEP Progress Data for each Goal</li> </ul>	<p>The options available are located in a locked Attribute Dictionary, EvaluatorAssessment &gt; Communication Status/Academic Performance/Health/Social and Emotional Status/General Intelligence/Transition Needs.</p>

Field	Description	Validation
	<ul style="list-style-type: none"> <li>• Adaptive Skills</li> <li>• Attention, Hyperactivity, Impulsivity Issues</li> <li>• Disciplinary Referrals</li> <li>• Suspensions Bus/School</li> <li>• Peer Interaction</li> <li>• Adult Interaction</li> <li>• Aggression</li> <li>• Self-Control</li> <li>• Functional Behavior Assessments</li> <li>• Observations</li> <li>• Social/Developmental History Update</li> <li>• Other, Specify</li> </ul> <p>The options available when <b>General Intelligence</b> is selected include:</p> <ul style="list-style-type: none"> <li>• Aptitude</li> <li>• Retention of Information (memory)</li> <li>• Application of Knowledge</li> <li>• Reasoning Skills</li> <li>• Generalizes Knowledge</li> <li>• Problem Solving Skills</li> <li>• Observations</li> <li>• Other, Specify</li> </ul> <p>The options available when <b>Transition Needs</b> is selected include:</p> <ul style="list-style-type: none"> <li>• IEP Progress Data for each Goal <i>required</i></li> <li>• Individual Learning Plan (ILP)</li> <li>• Transition Assessments</li> <li>• Learning Styles</li> <li>• Community Based Instruction</li> <li>• Careers of Interest</li> <li>• Work Experience</li> <li>• Collaboration with Others</li> <li>• Independent Living</li> <li>• Home Responsibilities</li> <li>• Multi-Year Course of Study <i>required</i></li> <li>• Observations</li> <li>• Other, Specify</li> </ul>	
<p><b>Other, Specify</b> *Required</p>	<p>The other documentation method.</p>	<p>*This field is available and required when Other, Specify is selected.</p>



Field	Description	Validation
<b>Functional &lt;Name&gt; Assessment</b>	A description of the additional assessment needed.	This field is available when Functional Vision/Learning Media Assessment or Functional Hearing, Listening, & Communication Assessment is selected in the Documentation dropdown.  This field's name changes based on the selection made in the Documentation dropdown; Functional Vision/Learning Media Assessment OR Functional Hearing, Listening, & Communication Assessment.
<b>&lt;Label&gt;</b> <i>Provide information if blind or visually impaired</i> <ul style="list-style-type: none"> <li>• <i>Functional Vision/Learning Media Assessment</i></li> <li>• <i>Functional Hearing, Listening, &amp; Communication Assessment</i></li> </ul> <i>&lt;Label&gt; changes based on what option is selected.</i>		
<b>Summary</b>	A summary of the review.	N/A
<b>ARC Determined Additional Assessments Required</b>	Indicates additional assessments are necessary. Options are, Are needed or Are not needed.	N/A

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## Eligibility Form

The Eligibility Form editor lists the student's eligible disability, or disabilities, determination(s).

[▶ Click here to expand...](#)

## Eligibility Form List Screen

Eligibility Form Editor 9 of 10

 Eligible Disability	Determination	ARC Determination
Autism	Initial Determination	Eligible

1 - 1 of 1 items

*Eligibility Form List Screen - Autism Example*

Column Name	Description
<b>Padlock Icon</b>	The person currently working on the Eligibility Form record.
<b>Eligible Disability</b>	The student's disability.
<b>Determination</b>	The determination.
<b>ARC Determination</b>	<p>The ARC determination. This field pulls from the field, The ARC used the interpretation of the evaluation data documented above to determine. This displays as one of the following options:</p> <ul style="list-style-type: none"> <li>• Eligible</li> <li>• Not Eligible</li> <li>• Not Eligible, no impact</li> <li>• Insufficient Data</li> </ul>

## Eligibility Form Detail Screen

Click an existing record or **New** to view the detail screen.

**Eligibility Form**

Eligible Disability: Autism      Determination: Initial Determination

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**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.

*Eligibility Form Detail Screen - Autism Example*

Field	Description	Validation
<b>Eligible Disability</b> <i>Required</i>	The student's disability. Options include: <ul style="list-style-type: none"> <li>• Autism</li> <li>• Deaf-Blindness</li> <li>• Developmental Delay</li> <li>• Emotional-Behavioral Disability</li> <li>• Functional Mental Disability</li> <li>• Hearing Impairment</li> <li>• Mild Mental Disability</li> <li>• Multiple Disabilities</li> <li>• Orthopedic Impairment</li> <li>• Other Health Impairment</li> <li>• Specific Learning Disability</li> <li>• Speech or Language Impairment</li> <li>• Traumatic Brain Injury</li> <li>• Visual Impairment</li> </ul>	Once a disability has been selected, it no longer displays in the dropdown for subsequent Eligibility checklist records.  Selection determines which fields display below.
<b>Determination</b> <i>Required</i>	Options include: <ul style="list-style-type: none"> <li>• Initial Determination</li> <li>• Re-determination</li> </ul>	N/A

## Autism Eligibility

The following fields display when Autism is selected as the Eligible Disability.

▶ [Click here to expand...](#)

Field	Description	Validation
<p><b>Autism Eligibility</b> The ARC determines a student to meet the eligibility criteria for <i>autism</i> and is eligible for specially designed instruction and related services when:</p>		
<p><b>1a. The student has a developmental disability, generally evident before age 3, significantly affecting verbal and nonverbal communication.</b></p>	<p>Indicates the student has a developmental delay impacting verbal and nonverbal communication. Options include:</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Insufficient</li> </ul>	<p>N/A</p>
<p><b>1b. The student has a developmental disability affecting social interaction.</b></p>	<p>Indicates the student has a developmental disability impacting their social interactions. Options include:</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Insufficient</li> </ul>	<p>N/A</p>
<p><b>2. The student's deficits are not primarily the result of an emotional- behavioral disability.</b></p>	<p>Indicates the student's deficits are not the result of an emotional/behavioral disability. Options include:</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Insufficient</li> </ul>	<p>N/A</p>
<p><b>3. Evaluation information confirms there is an adverse effect on educational performance.</b></p>	<p>Indicates there is an adverse impact on the student's educational performance. Options are Yes or No.</p>	<p>N/A</p>
<p><b>4. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.</b></p>	<p>Indicates a lack of instruction in reading/math is not a determinant factor on the eligibility decision. Options are Yes or No.</p>	<p>N/A</p>
<p><b>5. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.</b></p>	<p>Indicates limited English proficiency is not a determinant factor in the eligibility decision. Options are Yes or No.</p>	<p>N/A</p>

Field	Description	Validation
<p><b>Provide supporting documentation that demonstrates the ARC:</b></p> <ul style="list-style-type: none"> <li>• Used multiple sources to triangulate the data and substantiate the existence of the disability; and</li> <li>• 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.</li> </ul>		
<p><b>Supporting Documentation</b></p>	<p>A text field used to describe the supporting documentation used to determine the student's autism eligibility status.</p>	<p>N/A</p>
<p><b>The ARC used the interpretation of the evaluation data documented above to determine</b> <i>*Required</i></p>	<p>The ARC's determination. Options include:</p> <ul style="list-style-type: none"> <li>• The student meets the eligibility criteria for autism, which adversely impacts her/her education, and is eligible for specially designed instruction and related services.</li> <li>• The student does not meet the eligibility criteria for autism and is not eligible for specially designed instruction and related services.</li> <li>• 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.</li> <li>• Evaluation data are insufficient to determine eligibility. Additional assessments and data will be obtained in the area(s) of:</li> </ul>	<p>*This field is required in order to Complete the editor.</p> <p>Only one option can be selected.</p>
<p><b>Specify Additional Assessments and Data</b> <i>*Required</i></p>	<p>A description of the additional assessments and data used to make the determination.</p>	<p>*This field is available and required when Evaluation Data are insufficient..." is selected above.</p>

Field	Description	Validation
<b>Date ARC will reconvene to review and determine eligibility</b> <i>*Required</i>	The date the ARC plans to meet again to review and determine the student's eligibility.	*This field is available and required when "Evaluation Data are insufficient..." is selected.

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## Deaf-Blindness Eligibility

The following fields display when Deaf-Blindness is selected as the Eligible Disability.

▶ [Click here to expand...](#)

Field	Description	Validation
<b>Deaf-Blindness Eligibility</b> <b>The ARC determines a student to have a disability of <i>deaf-blindness</i> and is eligible for specially designed instruction and related services when:</b>		
<b>1a. Student has a Hearing Impairment.</b> <b>Attached Hearing Impairment Eligibility Form</b>	Indicates the student has a hearing impairment. Options are Yes or No.	N/A
<b>1b. Student has a Visual Impairment.</b> <b>Attached Visual Impairment Eligibility Form</b>	Indicates the student has a visual impairment. Options are Yes or No.	N/A
<b>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.</b>	Indicates the combination of the two impairments impacts the student significantly unless supplementary assistance is provided. Options are Yes or No.	N/A

Field	Description	Validation
<b>3. Evaluation information confirms there is an adverse effect on educational performance.</b>	Indicates there is an adverse impact on the student's educational performance. Options are Yes or No.	N/A
<b>4. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.</b>	Indicates a lack of instruction in reading/math is not a determinant factor on the eligibility decision. Options are Yes or No.	N/A
<b>5. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.</b>	Indicates limited English proficiency is not a determinant factor in the eligibility decision. Options are Yes or No.	N/A
<p><b>Provide supporting documentation that demonstrates the ARC:</b></p> <ul style="list-style-type: none"> <li>• Used multiple sources to triangulate the data and substantiate the existence of the disability; and</li> <li>• 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.</li> </ul>		
<b>Supporting Documentation</b>	A text field used to describe the supporting documentation used to determine the student's deaf-blindness eligibility status.	N/A

Field	Description	Validation
<p><b>The ARC used the interpretation of the evaluation data documented above to determine</b> <i>*Required</i></p>	<p>The ARC's determination. Options include:</p> <ul style="list-style-type: none"> <li>• The student meets the eligibility criteria for deaf-blindness, which adversely impacts her/her education, and is eligible for specially designed instruction and related services.</li> <li>• The student does not meet the eligibility criteria for deaf-blindness and is not eligible for specially designed instruction and related services.</li> <li>• The student has deaf-blindness, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.</li> <li>• Evaluation data are insufficient to determine eligibility. Additional assessments and data will be obtained in the area(s) of:</li> </ul>	<p>*This field is required in order to Complete the editor.</p> <p>Only one option can be selected.</p>
<p><b>Specify Additional Assessments and Data</b> <i>*Required</i></p>	<p>A description of the additional assessments and data used to make the determination.</p>	<p>*This field is available and required when Evaluation Data are insufficient...." is selected above.</p>
<p><b>Date ARC will reconvene to review and determine eligibility</b> <i>*Required</i></p>	<p>The date the ARC plans to meet again to review and determine the student's eligibility.</p>	<p>*This field is available and required when "Evaluation Data are insufficient...." is selected.</p>

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## Developmental Delay Eligibility

The following fields display when Developmental Delay is selected as the Eligible Disability.

▶ [Click here to expand...](#)



Field	Description	Validation
<p><b>Developmental Delay Eligibility</b>            The ARC determines a student to have a <b><i>developmental delay</i></b> and is eligible for specially designed instruction and related services when:</p>		
<p><b>1. Student is three through eight years of age.</b>  <b>Note: Eligibility for DD ends on the student's ninth birthday.</b></p>	<p>Indicates the student is between 3 and 8 years of age. Options are Yes or No.</p>	<p>N/A</p>
<p><b>2. Student has not acquired skills or achieved commensurately with recognized performance expectations for his/her age in <i>one or more</i> of the developmental areas.</b></p>	<p>Indicates the student is behind same-age peers in acquired skills and achievement in one or more developmental areas. Options include:</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Insufficient</li> </ul>	<p>N/A</p>
<p><b>Developmental Areas</b></p>	<p>Indicates the area of development the student requires assistance to match the level of same-age peers. Options include:</p> <ul style="list-style-type: none"> <li>• cognition</li> <li>• communication</li> <li>• motor development</li> <li>• social-emotional development</li> <li>• self-help/adaptive behavior</li> </ul>	<p>N/A</p>
<p><b>3a. Performance compared/analyzed by ARC</b></p>	<p>Indicates the ARC analyzed the student's performance. Options include:</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Inconclusive</li> </ul>	<p>N/A</p>

Field	Description	Validation
<b>Student demonstrates a measurable, verifiable difference between expected performance and current level of performance by</b>	Indicates the student demonstrated a verifiable difference between expected and current level of performance. Options include: <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	Users can either select an option from these two checkboxes OR one of the 3b options.
<b>3b. If 3a is marked inconclusive, the professional judgement of the ARC verifies the existence of significant atypical quality or pattern of development.</b>	Indicates the ARC verifies the existence of significant atypical quality or pattern of development. Options include: <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• NA</li> </ul>	N/A
<b>4. Evaluation information confirms there is an adverse effect on educational performance.</b>	Indicates there is an adverse impact on the student's educational performance. Options are Yes or No.	N/A
<b>5. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.</b>	Indicates a lack of instruction in reading/math is not a determinant factor on the eligibility decision. Options are Yes or No.	N/A
<b>6. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.</b>	Indicates limited English proficiency is not a determinant factor in the eligibility decision. Options are Yes or No.	N/A
<b>Provide supporting documentation that demonstrates the ARC:</b> <ul style="list-style-type: none"> <li>• Used multiple sources to triangulate the data and substantiate the existence of the disability; and</li> <li>• 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.</li> </ul>		

Field	Description	Validation
<b>Supporting Documentation</b>	A text field used to describe the supporting documentation used to determine the student's developmental delay eligibility status.	N/A
<b>The ARC used the interpretation of the evaluation data documented above to determine</b> <i>*Required</i>	The ARC's determination. Options include: <ul style="list-style-type: none"> <li>• The student meets the eligibility criteria for developmental delay, which adversely impacts her/her education, and is eligible for specially designed instruction and related services.</li> <li>• The student does not meet the eligibility criteria for developmental delay and is not eligible for specially designed instruction and related services.</li> <li>• The student has developmental delay, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.</li> <li>• Evaluation data are insufficient to determine eligibility. Additional assessments and data will be obtained in the area(s) of:</li> </ul>	*This field is required in order to Complete the editor.  Only one option can be selected.
<b>Specify Additional Assessments and Data</b> <i>*Required</i>	A description of the additional assessments and data used to make the determination.	*This field is available and required when Evaluation Data are insufficient...." is selected above.
<b>Date ARC will reconvene to review and determine eligibility</b> <i>*Required</i>	The date the ARC plans to meet again to review and determine the student's eligibility.	*This field is available and required when "Evaluation Data are insufficient...." is selected.

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## Emotional-Behavioral Disability Eligibility

The following fields display when Emotional-Behavioral Disability is selected as the Eligible Disability.

▶ [Click here to expand...](#)

Field	Description	Validation
<p><b>Emotional-Behavioral Disability Eligibility</b>                      The ARC determines a student to have an <i><b>emotional-behavioral disability</b></i> and is eligible for specially designed instruction and related services when:</p>		
<p><b>Social-emotional needs have been compared/analyzed by ARC</b></p>	<p>Indicates the ARC analyzed the student's social-emotional needs. Options include:</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Insufficient</li> </ul>	<p>N/A</p>
<p><b>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</b></p>	<p>Indicates the student continues to display one of the following with intervention. Options include:</p> <ul style="list-style-type: none"> <li>• Severe deficits exist in social competence or appropriate behavior which causes an inability to build or maintain satisfactory interpersonal relationships with adults or peers.</li> <li>• 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.</li> <li>• The student exhibits a general pervasive mood of unhappiness or depression.</li> <li>• The student exhibits a tendency to develop physical symptoms or fears associated with personal or school problems.</li> </ul>	<p>N/A</p>
<p><b>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 acts.</b></p>	<p>Indicates the social/behavior/academic performance is not the result of isolated inappropriate intentional behaviors. Options include:</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Insufficient</li> </ul>	<p>N/A</p>

Field	Description	Validation
<b>3. Evaluation information confirms there is an adverse effect on educational performance.</b>	Indicates there is an adverse impact on the student's educational performance. Options are Yes or No.	N/A
<b>4. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.</b>	Indicates a lack of instruction in reading/math is not a determinant factor on the eligibility decision. Options are Yes or No.	N/A
<b>5. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.</b>	Indicates limited English proficiency is not a determinant factor in the eligibility decision. Options are Yes or No.	N/A
<p><b>Provide supporting documentation that demonstrates the ARC:</b></p> <ul style="list-style-type: none"> <li>• Used multiple sources to triangulate the data and substantiate the existence of the disability; and</li> <li>• 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.</li> </ul>		
<b>Supporting Documentation</b>	A text field used to describe the supporting documentation used to determine the student's emotional-behavioral disability eligibility status.	N/A

Field	Description	Validation
<p><b>The ARC used the interpretation of the evaluation data documented above to determine</b> <i>*Required</i></p>	<p>The ARC's determination. Options include:</p> <ul style="list-style-type: none"> <li>• The student meets the eligibility criteria for an emotional-behavioral disability, which adversely impacts her/her education, and is eligible for specially designed instruction and related services.</li> <li>• The student does not meet the eligibility criteria for an emotional-behavioral disability and is not eligible for specially designed instruction and related services.</li> <li>• The student has an emotional-behavioral disability, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.</li> <li>• Evaluation data are insufficient to determine eligibility. Additional assessments and data will be obtained in the area(s) of:</li> </ul>	<p>*This field is required in order to Complete the editor.</p> <p>Only one option can be selected.</p>
<p><b>Specify Additional Assessments and Data</b> <i>*Required</i></p>	<p>A description of the additional assessments and data used to make the determination.</p>	<p>*This field is available and required when Evaluation Data are insufficient...." is selected above.</p>
<p><b>Date ARC will reconvene to review and determine eligibility</b> <i>*Required</i></p>	<p>The date the ARC plans to meet again to review and determine the student's eligibility.</p>	<p>*This field is available and required when "Evaluation Data are insufficient...." is selected.</p>

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## Functional Mental Disability Eligibility

The following fields display when Functional Mental Disability is selected as the Eligible Disability.

▶ [Click here to expand...](#)

Field	Description	Validation
<p><b>Functional Mental Disability Eligibility</b>            The ARC determines a student to have a <b><i>functional mental disability</i></b> and is eligible for specially designed instruction and related services when:</p>		
<p><b>1a. Cognitive functioning is at least three standard deviations below the mean.</b></p>	<p>Indicates the student's cognitive functioning is at least three levels below the mean. Options are Yes or No.</p>	<p>N/A</p>
<p><b>1b. Adaptive behavior is at least three standard deviations below the mean.</b></p>	<p>Indicates the student's adaptive behavior is at least three levels below mean. Options are Yes or No.</p>	<p>N/A</p>
<p><b>1c. A severe deficit exists in overall academic performance including acquisition, retention and application of knowledge.</b></p>	<p>Indicates a severe deficit exists in the student's overall academic performance. Options include:</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Insufficient</li> </ul>	<p>N/A</p>
<p><b>1d. Manifestation is typically during the developmental period.</b></p>	<p>Indicates the manifestation of the deficit is during the student's developmental period. Options are Yes or No.</p>	<p>N/A</p>
<p><b>2. Evaluation information confirms there is an adverse effect on educational performance.</b></p>	<p>Indicates there is an adverse impact on the student's educational performance. Options are Yes or No.</p>	<p>N/A</p>
<p><b>3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.</b></p>	<p>Indicates a lack of instruction in reading/math is not a determinant factor on the eligibility decision. Options are Yes or No.</p>	<p>N/A</p>
<p><b>4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.</b></p>	<p>Indicates limited English proficiency is not a determinant factor in the eligibility decision. Options are Yes or No.</p>	<p>N/A</p>
<p><b>Provide supporting documentation that demonstrates the ARC:</b></p> <ul style="list-style-type: none"> <li>• Used multiple sources to triangulate the data and substantiate the existence of the disability; and</li> <li>• 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.</li> </ul>		

Field	Description	Validation
<b>Supporting Documentation</b>	A text field used to describe the supporting documentation used to determine the student's autism eligibility status.	N/A
<b>The ARC used the interpretation of the evaluation data documented above to determine</b> <i>*Required</i>	The ARC's determination. Options include: <ul style="list-style-type: none"> <li>• The student meets the eligibility criteria for a functional mental disability, which adversely impacts her/her education, and is eligible for specially designed instruction and related services.</li> <li>• The student does not meet the eligibility criteria for a functional mental disability and is not eligible for specially designed instruction and related services.</li> <li>• The student has a functional mental disability, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.</li> <li>• Evaluation data are insufficient to determine eligibility. Additional assessments and data will be obtained in the area(s) of:</li> </ul>	*This field is required in order to Complete the editor.  Only one option can be selected.
<b>Specify Additional Assessments and Data</b> <i>*Required</i>	A description of the additional assessments and data used to make the determination.	*This field is available and required when Evaluation Data are insufficient...." is selected above.
<b>Date ARC will reconvene to review and determine eligibility</b> <i>*Required</i>	The date the ARC plans to meet again to review and determine the student's eligibility.	*This field is available and required when "Evaluation Data are insufficient...." is selected.



## Hearing Impairment Eligibility

The following fields display when Autism is selected as the Eligible Disability.

▶ [Click here to expand...](#)

Field	Description	Validation
<b>Hearing Impairment Eligibility</b> The ARC determines a student to have a <b>hearing impairment</b> and is eligible for specially designed instruction and related services when:		
<b>1. The student has a hearing loss that may be mild to profound, unilateral or bilateral, or permanent or fluctuating.</b>	Indicates the ARC analyzed the student's hearing loss information. Options are Yes or No.	N/A
<b>2. The hearing loss results in difficulty in identifying linguistic information through hearing.</b>	Indicates the student's hearing loss results in difficulty in identifying linguistic information through hearing. Options include: <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Insufficient</li> </ul>	N/A
<b>3. Evaluation information confirms there is an adverse effect on educational performance.</b>	Indicates there is an adverse impact on the student's educational performance. Options are Yes or No.	N/A
<b>4. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.</b>	Indicates a lack of instruction in reading/math is not a determinant factor on the eligibility decision. Options are Yes or No.	N/A
<b>5. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.</b>	Indicates limited English proficiency is not a determinant factor in the eligibility decision. Options are Yes or No.	N/A

Field	Description	Validation
<p><b>Provide supporting documentation that demonstrates the ARC:</b></p> <ul style="list-style-type: none"> <li>• Used multiple sources to triangulate the data and substantiate the existence of the disability; and</li> <li>• 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.</li> </ul>		
<p><b>Supporting Documentation</b></p>	<p>A text field used to describe the supporting documentation used to determine the student's hearing impairment eligibility status.</p>	<p>N/A</p>
<p><b>The ARC used the interpretation of the evaluation data documented above to determine</b> <i>*Required</i></p>	<p>The ARC's determination. Options include:</p> <ul style="list-style-type: none"> <li>• The student meets the eligibility criteria for a hearing impairment, which adversely impacts her/her education, and is eligible for specially designed instruction and related services.</li> <li>• The student does not meet the eligibility criteria for a hearing impairment and is not eligible for specially designed instruction and related services.</li> <li>• The student has a hearing impairment, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.</li> <li>• Evaluation data are insufficient to determine eligibility. Additional assessments and data will be obtained in the area(s) of:</li> </ul>	<p>*This field is required in order to Complete the editor.</p> <p>Only one option can be selected.</p>
<p><b>Specify Additional Assessments and Data</b> <i>*Required</i></p>	<p>A description of the additional assessments and data used to make the determination.</p>	<p>*This field is available and required when Evaluation Data are insufficient..." is selected above.</p>

Field	Description	Validation
<b>Date ARC will reconvene to review and determine eligibility</b> <i>*Required</i>	The date the ARC plans to meet again to review and determine the student's eligibility.	*This field is available and required when "Evaluation Data are insufficient..." is selected.

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## Mild Mental Disability Eligibility

The following fields display when Mild Mental Disability is selected as the Eligible Disability.

▶ [Click here to expand...](#)

Field	Description	Validation
<b>Mild Mental Disability Eligibility</b> The ARC determines a student to have a <i>mild mental disability</i> and is eligible for specially designed instruction and related services when:		
<b>1a. Cognitive functioning is at least two standard deviations, but not more than three standard deviations below the mean.</b>	Indicates the student's cognitive functioning is a least two levels, but no more than three levels below the mean. Options are Yes or No.	N/A
<b>1b. Adaptive behavior is at least two standard deviations below the mean.</b>	Indicates the student's adaptive behavior is a least two levels, but no more than three levels below the mean. Options are Yes or No.	N/A
<b>1c. Severe deficit exists in overall academic performance including acquisition, retention and application of knowledge.</b>	Indicates the student has severe deficits in their overall academic performance. Options are Yes or No.	N/A
<b>1d. Manifestation is typically during the developmental period.</b>	Indicates manifestation of the mild mental disability is typical during the student's developmental period. Options are Yes or No.	N/A
<b>2. Evaluation information confirms there is an adverse effect on educational performance.</b>	Indicates there is an adverse impact on the student's educational performance. Options are Yes or No.	N/A

Field	Description	Validation
<b>3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.</b>	Indicates a lack of instruction in reading/math is not a determinant factor on the eligibility decision. Options are Yes or No.	N/A
<b>4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.</b>	Indicates limited English proficiency is not a determinant factor in the eligibility decision. Options are Yes or No.	N/A
<p><b>Provide supporting documentation that demonstrates the ARC:</b></p> <ul style="list-style-type: none"> <li>• Used multiple sources to triangulate the data and substantiate the existence of the disability; and</li> <li>• 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.</li> </ul>		
<b>Supporting Documentation</b>	A text field used to describe the supporting documentation used to determine the student's mild mental disability eligibility status.	N/A

Field	Description	Validation
<p><b>The ARC used the interpretation of the evaluation data documented above to determine</b> <i>*Required</i></p>	<p>The ARC's determination. Options include:</p> <ul style="list-style-type: none"> <li>• The student meets the eligibility criteria for a mild mental disability, which adversely impacts her/her education, and is eligible for specially designed instruction and related services.</li> <li>• The student does not meet the eligibility criteria for a mild mental disability and is not eligible for specially designed instruction and related services.</li> <li>• The student has a mild mental disability, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.</li> <li>• Evaluation data are insufficient to determine eligibility. Additional assessments and data will be obtained in the area(s) of:</li> </ul>	<p>*This field is required in order to Complete the editor.</p> <p>Only one option can be selected.</p>
<p><b>Specify Additional Assessments and Data</b> <i>*Required</i></p>	<p>A description of the additional assessments and data used to make the determination.</p>	<p>*This field is available and required when Evaluation Data are insufficient...." is selected above.</p>
<p><b>Date ARC will reconvene to review and determine eligibility</b> <i>*Required</i></p>	<p>The date the ARC plans to meet again to review and determine the student's eligibility.</p>	<p>*This field is available and required when "Evaluation Data are insufficient...." is selected.</p>

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## Multiple Disabilities Eligibility

The following fields display when Multiple Disabilities Eligibility is selected as the Eligible Disability.

▶ [Click here to expand...](#)

Field	Description	Validation
<p><b>Multiple Disabilities Eligibility</b>            The ARC determines a student to have <i>multiple disabilities</i> and is eligible for specially designed instruction and related services when:</p>		
<p><b>1a. Disabilities compared/analyzed by ARC</b></p>	<p>Indicates the ARC analyzed the student's disabilities data. Options are Yes or No.</p>	<p>N/A</p>
<p><b>The student has a combination of two or more of the following disabilities</b></p>	<p>Indicates which of the following combination of disabilities the student experiences. Options include:</p> <ul style="list-style-type: none"> <li>• autism</li> <li>• deaf-blindness</li> <li>• emotional-behavioral disability</li> <li>• functional mental disability</li> <li>• hearing impairment</li> <li>• mild mental disability</li> <li>• orthopedic impairment</li> <li>• other health impairment</li> <li>• specific learning disability</li> <li>• traumatic brain injury</li> <li>• visual impairment</li> </ul>	<p>N/A</p>
<p><b>1b. The student's disability is not solely a combination of deafness and blindness.</b></p>	<p>Indicates the student's disability is not a combination of deaf/blindness. Options are Yes or No.</p>	<p>N/A</p>
<p><b>1c. The student's disability is not a combination of speech or language impairment and one other disabling condition.</b></p>	<p>Indicates the student's disability is not a combination of speech/language impairment and one other condition. Options are Yes or No.</p>	<p>N/A</p>

Field	Description	Validation
<b>1d. The combination of these disabilities causes such severe educational needs that they cannot be accommodated through special education programs solely for one impairment.</b>	Indicates the combination of disabilities impacts the student severely where accommodation through special education for one impairment does not suffice. Options include: <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Insufficient</li> </ul>	N/A
<b>2. Evaluation information confirms there is an adverse effect on educational performance.</b>	Indicates there is an adverse impact on the student's educational performance. Options are Yes or No.	N/A
<b>3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.</b>	Indicates a lack of instruction in reading/math is not a determinant factor on the eligibility decision. Options are Yes or No.	N/A
<b>4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.</b>	Indicates limited English proficiency is not a determinant factor in the eligibility decision. Options are Yes or No.	N/A
<b>Provide supporting documentation that demonstrates the ARC:</b> <ul style="list-style-type: none"> <li>• Used multiple sources to triangulate the data and substantiate the existence of the disability; and</li> <li>• 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.</li> </ul>		
<b>Supporting Documentation</b>	A text field used to describe the supporting documentation used to determine the student's multiple disabilities eligibility status.	N/A

Field	Description	Validation
<p><b>The ARC used the interpretation of the evaluation data documented above to determine</b> <i>*Required</i></p>	<p>The ARC's determination. Options include:</p> <ul style="list-style-type: none"> <li>• The student meets the eligibility criteria for multiple disabilities, which adversely impacts her/her education, and is eligible for specially designed instruction and related services.</li> <li>• The student does not meet the eligibility criteria for multiple disabilities and is not eligible for specially designed instruction and related services.</li> <li>• The student has multiple disabilities, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.</li> <li>• Evaluation data are insufficient to determine eligibility. Additional assessments and data will be obtained in the area(s) of:</li> </ul>	<p>*This field is required in order to Complete the editor.</p> <p>Only one option can be selected.</p>
<p><b>Specify Additional Assessments and Data</b> <i>*Required</i></p>	<p>A description of the additional assessments and data used to make the determination.</p>	<p>*This field is available and required when Evaluation Data are insufficient...." is selected above.</p>
<p><b>Date ARC will reconvene to review and determine eligibility</b> <i>*Required</i></p>	<p>The date the ARC plans to meet again to review and determine the student's eligibility.</p>	<p>*This field is available and required when "Evaluation Data are insufficient...." is selected.</p>

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## Orthopedic Impairment Eligibility

The following fields display when Orthopedic Impairment is selected as the Eligible Disability.



▶ [Click here to expand...](#)

Field	Description	Validation
<b>Orthopedic Impairment Eligibility</b> The ARC determines a student to have an <i>orthopedic impairment</i> and is eligible for specially designed instruction and related services when:		
<b>1. Orthopedic Impairment existence and causes compared/analyzed by ARC</b>	Indicates the ARC analyzed the student's orthopedic impairment data. Options are Yes or No.	N/A
<b>A severe orthopedic impairment exists and is caused by one or more of the following</b>	Indicates an orthopedic impairment exists and is caused by one or more of the following. Options include: <ul style="list-style-type: none"> <li>• 1a. congenital anomaly such as clubfoot or absence of some member</li> <li>• 1b. disease such as poliomyelitis or bone tuberculosis</li> <li>• 1c. other causes such as cerebral palsy, amputations, fractures or burns that cause contractures</li> </ul>	N/A
<b>2. Evaluation information confirms there is an adverse effect on educational performance.</b>	Indicates there is an adverse impact on the student's educational performance. Options are Yes or No.	N/A
<b>3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.</b>	Indicates a lack of instruction in reading/math is not a determinant factor on the eligibility decision. Options are Yes or No.	N/A
<b>4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.</b>	Indicates limited English proficiency is not a determinant factor in the eligibility decision. Options are Yes or No.	N/A

Field	Description	Validation
<p><b>Provide supporting documentation that demonstrates the ARC:</b></p> <ul style="list-style-type: none"> <li>• Used multiple sources to triangulate the data and substantiate the existence of the disability; and</li> <li>• 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.</li> </ul>		
<p><b>Supporting Documentation</b></p>	<p>A text field used to describe the supporting documentation used to determine the student's autism eligibility status.</p>	<p>N/A</p>
<p><b>The ARC used the interpretation of the evaluation data documented above to determine</b> <i>*Required</i></p>	<p>The ARC's determination. Options include:</p> <ul style="list-style-type: none"> <li>• The student meets the eligibility criteria for an orthopedic impairment, which adversely impacts her/her education, and is eligible for specially designed instruction and related services.</li> <li>• The student does not meet the eligibility criteria for an orthopedic impairment and is not eligible for specially designed instruction and related services.</li> <li>• The student has an orthopedic impairment, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.</li> <li>• Evaluation data are insufficient to determine eligibility. Additional assessments and data will be obtained in the area(s) of:</li> </ul>	<p>*This field is required in order to Complete the editor.</p> <p>Only one option can be selected.</p>
<p><b>Specify Additional Assessments and Data</b> <i>*Required</i></p>	<p>A description of the additional assessments and data used to make the determination.</p>	<p>*This field is available and required when Evaluation Data are insufficient...." is selected above.</p>

Field	Description	Validation
<b>Date ARC will reconvene to review and determine eligibility</b> <i>*Required</i>	The date the ARC plans to meet again to review and determine the student's eligibility.	*This field is available and required when "Evaluation Data are insufficient...." is selected.

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## Other Health Impairment Eligibility

The following fields display when Other Health Impairment is selected as the Eligible Disability.

▶ [Click here to expand...](#)

Field	Description	Validation
<b>Other Health Impairment Eligibility</b> The ARC determines a student to have an <b>other health impairment</b> and is eligible for specially designed instruction and related services when:		
<b>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.</b>	Indicates the ARC determined the student has a health impairment caused by chronic or acute health problems. Options are Yes or No.	N/A
<b>The other health impairment is</b>	A description of the student's medical condition.	N/A
<b>1b. Health problem limitations compared/analyzed by ARC</b>	Indicates the ARC analyzed the health problem limitations. Options are Yes or No.	N/A

Field	Description	Validation
<b>Due to the chronic or acute health problem, the student has limited</b>	Based on the student' medical condition, the student is limited in the following areas. Options include: <ul style="list-style-type: none"> <li>• strength</li> <li>• vitality</li> <li>• alertness (including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment)</li> </ul>	N/A
<b>2. Evaluation information confirms there is an adverse effect on educational performance.</b>	Indicates there is an adverse impact on the student's educational performance. Options are Yes or No.	N/A
<b>3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.</b>	Indicates a lack of instruction in reading/math is not a determinant factor on the eligibility decision. Options are Yes or No.	N/A
<b>4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.</b>	Indicates limited English proficiency is not a determinant factor in the eligibility decision. Options are Yes or No.	N/A
<b>Provide supporting documentation that demonstrates the ARC:</b> <ul style="list-style-type: none"> <li>• Used multiple sources to triangulate the data and substantiate the existence of the disability; and</li> <li>• 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.</li> </ul>		
<b>Supporting Documentation</b>	A text field used to describe the supporting documentation used to determine the student's other health impairment eligibility status.	N/A

Field	Description	Validation
<p><b>The ARC used the interpretation of the evaluation data documented above to determine</b> <i>*Required</i></p>	<p>The ARC's determination. Options include:</p> <ul style="list-style-type: none"> <li>• The student meets the eligibility criteria for an other health impairment, which adversely impacts her/her education, and is eligible for specially designed instruction and related services.</li> <li>• The student does not meet the eligibility criteria for an other health impairment and is not eligible for specially designed instruction and related services.</li> <li>• The student has an other health impairment, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.</li> <li>• Evaluation data are insufficient to determine eligibility. Additional assessments and data will be obtained in the area(s) of:</li> </ul>	<p>*This field is required in order to Complete the editor.</p> <p>Only one option can be selected.</p>
<p><b>Specify Additional Assessments and Data</b> <i>*Required</i></p>	<p>A description of the additional assessments and data used to make the determination.</p>	<p>*This field is available and required when Evaluation Data are insufficient...." is selected above.</p>
<p><b>Date ARC will reconvene to review and determine eligibility</b> <i>*Required</i></p>	<p>The date the ARC plans to meet again to review and determine the student's eligibility.</p>	<p>*This field is available and required when "Evaluation Data are insufficient...." is selected.</p>

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## Specific Learning Disability Eligibility

The following fields display when Specific Learning Disability Eligibility is selected as the Eligible Disability.

▶ [Click here to expand...](#)

Field	Description	Validation
<p><b>Specific Learning Disability Eligibility</b>            The ARC determines a student to have a <i>specific learning disability</i> and is eligible for specially designed instruction and related services when:</p>		
<p><b>1. The student is provided with learning experiences and instruction appropriate for the student's age or state-approved grade level standards.</b></p>	<p>Indicates the student is provided with learning experiences/instruction appropriate for age and state-approved grade level standards. Options include:</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Insufficient</li> </ul>	<p>N/A</p>
<p><b>2. Method A or B compared/analyzed by ARC</b></p>	<p>Indicates the ARC analyzed method A or B data. Options are Yes or No.</p>	<p>N/A</p>
<p><b>Methods</b></p>	<p>The method of data. Options include:</p> <ul style="list-style-type: none"> <li>• <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. <u>Note:</u> The ARC must use the SLD Reference Tables when choosing this method. <b>OR</b></li> <li>• <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 below when assessed using a response to scientific, research-based intervention process.</li> </ul>	<p>Only one option can be selected.</p>
<p><b>3. Student Achievement compared/analyzed by ARC</b></p>	<p>Indicates the ARC analyzed student achievement data. Options include:</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Insufficient</li> </ul>	<p>N/A</p>

Field	Description	Validation
<p><b>The student does not achieve adequately, as indicated on multiple data sources, for the student's age or grade level standards aligned with KAS in one or more of the following areas</b></p>	<p>Indicates the student does not achieve adequately in one or more of the following areas. Options include:</p> <ul style="list-style-type: none"> <li>• oral expression</li> <li>• listening comprehension</li> <li>• written expression</li> <li>• basic reading skills</li> <li>• reading fluency skills</li> <li>• reading comprehension</li> <li>• mathematics calculation</li> <li>• mathematics reasoning</li> </ul>	<p>N/A</p>
<p><b>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.</b></p>	<p>Indicates the deficits in achievement are not the result of the listed disabilities. Options include:</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Insufficient</li> </ul>	<p>N/A</p>
<p><b>5. Evaluation information confirms there is an adverse effect on educational performance.</b></p>	<p>Indicates there is an adverse impact on the student's educational performance. Options are Yes or No.</p>	<p>N/A</p>
<p><b>6. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.</b></p>	<p>Indicates a lack of instruction in reading/math is not a determinant factor on the eligibility decision. Options are Yes or No.</p>	<p>N/A</p>
<p><b>7a. The following relevant behavior was noted during the observations of the student</b></p>	<p>A description of the student noted behavior during observation.</p>	<p>N/A</p>
<p><b>7b. What is the ARC's interpretation of the relationship of the observed behavior (7a) to the student's educational functioning?</b></p>	<p>A description of the ARC's interpretation of the relationship between the observed behavior to the student's academic performance.</p>	<p>N/A</p>

Field	Description	Validation
<b>8. Educationally relevant medical findings, if any</b>	A description of any applicable medical findings.	N/A
<b>9. Document the instructional strategies implemented and the student-centered data collected based on the student's response to scientific, research-based intervention.</b>	A description of the instructional strategies implemented.	N/A
<b>10a. The student's parents have been notified of the policies regarding</b>	Indicates the student's parent(s)/guardian(s) have been notified of policies. Options include: <ul style="list-style-type: none"> <li>• amount and nature of the student performance data that is collected and the general education services that are provided</li> <li>• strategies for increasing the student's rate of learning</li> <li>• parent's right to request an evaluation</li> </ul>	N/A
<b>10b. Describe how the information above was provided to the parent.</b>	A description of how the parent(s)/guardian(s) were notified.	N/A
<b>Provide supporting documentation that demonstrates the ARC:</b> <ul style="list-style-type: none"> <li>• Used multiple sources to triangulate the data and substantiate the existence of the disability; and</li> <li>• 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.</li> </ul>		
<b>Supporting Documentation</b>	A text field used to describe the supporting documentation used to determine the student's specific learning disability eligibility status.	N/A



Field	Description	Validation
<p><b>The ARC used the interpretation of the evaluation data documented above to determine</b> <i>*Required</i></p>	<p>The ARC's determination. Options include:</p> <ul style="list-style-type: none"> <li>• The student meets the eligibility criteria for a specific learning disability, which adversely impacts her/her education, and is eligible for specially designed instruction and related services.</li> <li>• The student does not meet the eligibility criteria for a specific learning disability and is not eligible for specially designed instruction and related services.</li> <li>• The student has a specific learning disability, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.</li> <li>• Evaluation data are insufficient to determine eligibility. Additional assessments and data will be obtained in the area(s) of:</li> </ul>	<p>*This field is required in order to Complete the editor.</p> <p>Only one option can be selected.</p>
<p><b>Specify Additional Assessments and Data</b> <i>*Required</i></p>	<p>A description of the additional assessments and data used to make the determination.</p>	<p>*This field is available and required when Evaluation Data are insufficient...." is selected above.</p>
<p><b>Date ARC will reconvene to review and determine eligibility</b> <i>*Required</i></p>	<p>The date the ARC plans to meet again to review and determine the student's eligibility.</p>	<p>*This field is available and required when "Evaluation Data are insufficient...." is selected.</p>
<p><b>Admission and Release Committee Members</b> All ARC members shall certify with their signature below whether the report reflects each members conclusion. A member who disagrees shall submit a separate statement explaining the member's conclusion. Each differing conclusion <i>must</i> be attached (associated in Infinite Campus) to the Eligibility Determination Form and Written Report.</p>		
<p><b>Name</b></p>	<p>The name of the ARC member.</p>	<p>N/A</p>

Field	Description	Validation
<b>Role</b>	The role of the ARC member	N/A
<b>Conclusion</b>	The ARC member's conclusion. Options are Agree or Disagree.	N/A

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## Speech or Language Impairment Eligibility

The following fields display when Speech or Language Eligibility is selected as the Eligible Disability.

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Field	Description	Validation
<p><b>Speech or Language Impairment Eligibility</b>  <i>This form documents the student's eligibility for SLI as a <b>disability category only</b>. This form is not required for speech or language as a related service.</i>                      The ARC determines a student to have a <b>speech or language impairment</b> and is eligible for specially designed instruction and related services when:</p>		
<b>Communication disorder areas compared/analyzed by ARC</b>	Indicates the ARC analyzed communication disorder data. Options are Yes or No	N/A
<b>Communication disorder in one or more of the following</b>	The type of communication disorder. Options include: <ul style="list-style-type: none"> <li>• absence of language</li> <li>• delayed acquisition of language</li> <li>• impaired articulation</li> <li>• language impairment</li> <li>• stuttering</li> <li>• voice impairment</li> </ul>	N/A
<b>2. Evaluation information confirms there is an adverse effect on educational performance.</b>	Indicates there is an adverse impact on the student's educational performance. Options are Yes or No.	N/A
<b>3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.</b>	Indicates a lack of instruction in reading/math is not a determinant factor on the eligibility decision. Options are Yes or No.	N/A

Field	Description	Validation
<b>4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.</b>	Indicates limited English proficiency is not a determinant factor in the eligibility decision. Options are Yes or No.	N/A
<p><b>Provide supporting documentation that demonstrates the ARC:</b></p> <ul style="list-style-type: none"> <li>• Used multiple sources to triangulate the data and substantiate the existence of the disability; and</li> <li>• 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.</li> </ul>		
<b>Supporting Documentation</b>	A text field used to describe the supporting documentation used to determine the student's speech or language impairment eligibility status.	*Note: The guidelines in the <i>Kentucky Eligibility Guidelines - Revised for Students with Speech Language Impairment, 2009</i> may be used as supporting evidence to verify speech language impairment.

Field	Description	Validation
<p><b>The ARC used the interpretation of the evaluation data documented above to determine</b>  <i>*Required</i></p>	<p>The ARC's determination. Options include:</p> <ul style="list-style-type: none"> <li>• The student meets the eligibility criteria for a speech or language impairment, which adversely impacts her/her education, and is eligible for specially designed instruction and related services.</li> <li>• The student does not meet the eligibility criteria for a speech or language impairment and is not eligible for specially designed instruction and related services.</li> <li>• The student has a speech or language impairment, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.</li> <li>• Evaluation data are insufficient to determine eligibility. Additional assessments and data will be obtained in the area(s) of:</li> </ul>	<p>*This field is required in order to Complete the editor.</p> <p>Only one option can be selected.</p>
<p><b>Specify Additional Assessments and Data</b>  <i>*Required</i></p>	<p>A description of the additional assessments and data used to make the determination.</p>	<p>*This field is available and required when Evaluation Data are insufficient...." is selected above.</p>
<p><b>Date ARC will reconvene to review and determine eligibility</b>  <i>*Required</i></p>	<p>The date the ARC plans to meet again to review and determine the student's eligibility.</p>	<p>*This field is available and required when "Evaluation Data are insufficient...." is selected.</p>

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## Traumatic Brain Injury Eligibility

The following fields display when Traumatic Brain Injury is selected as the Eligible Disability.

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Field	Description	Validation
<b>Traumatic Brain Injury Eligibility</b> The ARC determines a student to have a <i>traumatic brain injury</i> and is eligible for specially designed instruction and related services when:		
<b>1a. Evaluation information collected across multiple settings verifies an acquired injury to the brain caused by external physical force, resulting in total or partial functional disability or psychosocial impairment or both. This is not a congenital, degenerative, or brain injury induced by birth trauma.</b>	Indicates the student acquired a severe injury to the brain resulting in a total or partial disability and/or psychosocial impairment. Options are Yes or No.	N/A
<b>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</b>	The are in which the impairment impacts. Options include: <ul style="list-style-type: none"> <li>• cognition</li> <li>• judgement</li> <li>• language</li> <li>• problem-solving</li> <li>• memory</li> <li>• sensory, perceptual and motor abilities</li> <li>• attention</li> <li>• reasoning</li> <li>• psychosocial behavior</li> <li>• physical functions</li> <li>• abstract thinking</li> <li>• information processing</li> <li>• speech</li> </ul>	N/A
<b>1b. The extent of the brain injury is compared/analyzed by ARC</b>	Indicates the ARC analyzed the extent of the brain injury data. Options are Yes or No.	N/A
<b>The extent of the brain injury is</b>	A description of the extent of the injury.	N/A

Field	Description	Validation
<b>2. Evaluation information confirms there is an adverse effect on educational performance.</b>	Indicates there is an adverse impact on the student's educational performance. Options are Yes or No.	N/A
<b>3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.</b>	Indicates a lack of instruction in reading/math is not a determinant factor on the eligibility decision. Options are Yes or No.	N/A
<b>4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.</b>	Indicates limited English proficiency is not a determinant factor in the eligibility decision. Options are Yes or No.	N/A
<p><b>Provide supporting documentation that demonstrates the ARC:</b></p> <ul style="list-style-type: none"> <li>• Used multiple sources to triangulate the data and substantiate the existence of the disability; and</li> <li>• 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.</li> </ul>		
<b>Supporting Documentation</b>	A text field used to describe the supporting documentation used to determine the student's traumatic brain injury eligibility status.	N/A

Field	Description	Validation
<p><b>The ARC used the interpretation of the evaluation data documented above to determine</b> <i>*Required</i></p>	<p>The ARC's determination. Options include:</p> <ul style="list-style-type: none"> <li>• The student meets the eligibility criteria for a traumatic brain injury, which adversely impacts her/her education, and is eligible for specially designed instruction and related services.</li> <li>• The student does not meet the eligibility criteria for a traumatic brain injury and is not eligible for specially designed instruction and related services.</li> <li>• The student has a traumatic brain injury, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.</li> <li>• Evaluation data are insufficient to determine eligibility. Additional assessments and data will be obtained in the area(s) of:</li> </ul>	<p>*This field is required in order to Complete the editor.</p> <p>Only one option can be selected.</p>
<p><b>Specify Additional Assessments and Data</b> <i>*Required</i></p>	<p>A description of the additional assessments and data used to make the determination.</p>	<p>*This field is available and required when Evaluation Data are insufficient...." is selected above.</p>
<p><b>Date ARC will reconvene to review and determine eligibility</b> <i>*Required</i></p>	<p>The date the ARC plans to meet again to review and determine the student's eligibility.</p>	<p>*This field is available and required when "Evaluation Data are insufficient...." is selected.</p>

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## Visual Impairment Eligibility

The following fields display when Visual Impairment is selected as the Eligible Disability.

▶ [Click here to expand...](#)

Field	Description	Validation
<p><b>Visual Impairment Eligibility</b> The ARC determines a student to have a <b>visual impairment</b> and is eligible for specially designed instruction and related services when:</p>		
<p><b>1. There is documentation of a visual impairment/loss and the child demonstrates the characteristics of blindness or visual impairment/loss (which includes both partial sight and blindness).</b></p>	<p>Indicates the student has a documented visual impairment. Options are Yes or No.</p>	<p>N/A</p>
<p><b>2. Evaluation information confirms, even with correction, there is an adverse effect on educational performance.</b></p>	<p>Indicates the evaluation confirms the adverse impact of the visual impairment on the student's educational performance. Options are Yes or No.</p>	<p>N/A</p>
<p><b>3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.</b></p>	<p>Indicates a lack of instruction in reading/math is not a determinant factor on the eligibility decision. Options are Yes or No.</p>	<p>N/A</p>
<p><b>4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.</b></p>	<p>Indicates limited English proficiency is not a determinant factor in the eligibility decision. Options are Yes or No.</p>	<p>N/A</p>
<p><b>Provide supporting documentation that demonstrates the ARC:</b></p> <ul style="list-style-type: none"> <li>• Used multiple sources to triangulate the data and substantiate the existence of the disability; and</li> <li>• 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.</li> </ul>		
<p><b>Supporting Documentation</b></p>	<p>A text field used to describe the supporting documentation used to determine the student's visual impairment eligibility status.</p>	<p>N/A</p>



Field	Description	Validation
<p><b>The ARC used the interpretation of the evaluation data documented above to determine</b> <i>*Required</i></p>	<p>The ARC's determination. Options include:</p> <ul style="list-style-type: none"> <li>• The student meets the eligibility criteria for a visual impairment, which adversely impacts her/her education, and is eligible for specially designed instruction and related services.</li> <li>• The student does not meet the eligibility criteria for a visual impairment and is not eligible for specially designed instruction and related services.</li> <li>• The student has a visual impairment, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.</li> <li>• Evaluation data are insufficient to determine eligibility. Additional assessments and data will be obtained in the area(s) of:</li> </ul>	<p>*This field is required in order to Complete the editor.</p> <p>Only one option can be selected.</p>
<p><b>Specify Additional Assessments and Data</b> <i>*Required</i></p>	<p>A description of the additional assessments and data used to make the determination.</p>	<p>*This field is available and required when Evaluation Data are insufficient...." is selected above.</p>
<p><b>Date ARC will reconvene to review and determine eligibility</b> <i>*Required</i></p>	<p>The date the ARC plans to meet again to review and determine the student's eligibility.</p>	<p>*This field is available and required when "Evaluation Data are insufficient...." is selected.</p>

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## Eligibility Determination

The Eligibility Determination editor records the ARC team's review of current available data about the student, whether that data is sufficient to come to an eligibility conclusion, and what that determination is.

Eligibility Determination IN PROGRESS
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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 \***

03/24/2023

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

**Primary Disability**

Autism ▼

**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)**

▼

▶ [Click here to expand...](#)

Field	Description	Validation
<p><b><i>Eligibility Determination</i></b></p> <p><i>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.)</i></p>		
<p><b>Date of Eligibility Determination</b> <i>Required</i></p>	<p>The date of determination.</p>	<p>N/A</p>
<p><b>Student does not have an educational disability requiring special education and related services</b></p>	<p>Indicates the student does have a disability that required special ed or related services.</p>	<p>*Users must select this field or a Primary Disability.</p>

Field	Description	Validation
<p><b>Primary Disability</b> <i>*Required</i></p>	<p>The student's primary disability. Options include:</p> <ul style="list-style-type: none"> <li>• Autism</li> <li>• Deaf-Blindness</li> <li>• Developmental Delay</li> <li>• Emotional-Behavioral Disability</li> <li>• Functional Mental Disability</li> <li>• Hearing Impairment</li> <li>• Mild Mental Disability</li> <li>• Multiple Disabilities</li> <li>• Orthopedic Impairment</li> <li>• Other Health Impairment</li> <li>• Specific Learning Disability</li> <li>• Speech or Language Impairment</li> <li>• Traumatic Brain Injury</li> <li>• Visual Impairment</li> </ul>	<p>*Users must select either a Primary Disability or the checkbox indicating they do not have a disability.</p> <p>The Primary Disability auto-populates when there is an existing, locked Evaluation upon initial creation of the Evaluation.</p> <p>The options available in the dropdown are located in a locked Attribute Dictionary, Enrollment &gt; Primary Disability.</p>

Field	Description	Validation
<p><b>List Current Disability Area(s)</b> <i>*Required</i></p>	<p>When <b>Developmental Delay</b> is selected, the options available include:</p> <ul style="list-style-type: none"> <li>• Cognition</li> <li>• Motor development</li> <li>• Self-help/adaptive behavior</li> <li>• Communication</li> <li>• Social-emotional development</li> </ul> <p>When <b>Specific Learning Disability</b> is selected, the options available include:</p> <ul style="list-style-type: none"> <li>• Oral Expression</li> <li>• Written Expression</li> <li>• Reading Fluency Skills</li> <li>• Mathematics Calculation</li> <li>• Listening Comprehension</li> <li>• Basic Reading Skills</li> <li>• Reading Comprehension</li> <li>• Mathematics Reasoning</li> </ul> <p>When <b>Speech or Language Impairment</b> is selected, the options available include:</p> <ul style="list-style-type: none"> <li>• Speech Sound Production and Use</li> <li>• Language</li> <li>• Fluency</li> <li>• Voice</li> </ul>	<p>*This field is available and required when Developmental Delay, Specific Learning Disability or Speech or Language Impairment are selected as the Primary Disability.</p> <p>The options available are located in a locked Attribute Dictionary, Evaluation &gt; Speech Language/Developmental Delay/Specific Learning Disability.</p>

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

Field	Description	Validation
<p><b>Underlying Disability (A)</b> <i>*Required</i></p>	<p>The first underlying disability. Options include:</p> <ul style="list-style-type: none"> <li>• Autism</li> <li>• Deaf-Blindness</li> <li>• Emotional-Behavioral Disability</li> <li>• Functional Mental Disability</li> <li>• Hearing Impairment</li> <li>• Mild Mental Disability</li> <li>• Orthopedic Impairment</li> <li>• Other Health Impairment</li> <li>• Specific Learning Disability</li> <li>• Traumatic Brain Injury</li> <li>• Visual Impairment</li> </ul>	<p>*When Multiple Disabilities is selected as Primary Disability, Underlying Disability A and B are required.</p> <p>The options available in the dropdown are located in a locked Attribute Dictionary, Enrollment &gt; Primary Disability (excluding Multiple Disability, Developmental Delay, and Speech or Language Impairment).</p>
<p><b>Underlying Disability (B)</b> <i>*Required</i></p>	<p>The second underlying disability. Options include:</p> <ul style="list-style-type: none"> <li>• Autism</li> <li>• Deaf-Blindness</li> <li>• Emotional-Behavioral Disability</li> <li>• Functional Mental Disability</li> <li>• Hearing Impairment</li> <li>• Mild Mental Disability</li> <li>• Orthopedic Impairment</li> <li>• Other Health Impairment</li> <li>• Specific Learning Disability</li> <li>• Traumatic Brain Injury</li> <li>• Visual Impairment</li> </ul>	<p>*When Multiple Disabilities is selected as Primary Disability, Underlying Disability A and B are required.</p> <p>The options available in the dropdown are located in a locked Attribute Dictionary, Enrollment &gt; Primary Disability (excluding Multiple Disability, Developmental Delay, and Speech or Language Impairment).</p>
<p><b>Underlying Disability (C)</b></p>	<p>The third underlying disability. Options include:</p> <ul style="list-style-type: none"> <li>• Autism</li> <li>• Deaf-Blindness</li> <li>• Emotional-Behavioral Disability</li> <li>• Functional Mental Disability</li> <li>• Hearing Impairment</li> <li>• Mild Mental Disability</li> <li>• Orthopedic Impairment</li> <li>• Other Health Impairment</li> <li>• Specific Learning Disability</li> <li>• Traumatic Brain Injury</li> <li>• Visual Impairment</li> </ul>	<p>The options available in the dropdown are located in a locked Attribute Dictionary, Enrollment &gt; Primary Disability (excluding Multiple Disability, Developmental Delay, and Speech or Language Impairment).</p>

Field	Description	Validation
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<p><b>Underlying Disability (D)</b></p>	<p>The fourth underlying disability. Options include:</p> <ul style="list-style-type: none"> <li>• Autism</li> <li>• Deaf-Blindness</li> <li>• Emotional-Behavioral Disability</li> <li>• Functional Mental Disability</li> <li>• Hearing Impairment</li> <li>• Mild Mental Disability</li> <li>• Orthopedic Impairment</li> <li>• Other Health Impairment</li> <li>• Specific Learning Disability</li> <li>• Traumatic Brain Injury</li> <li>• Visual Impairment</li> </ul>	<p>The options available in the dropdown are located in a locked Attribute Dictionary, Enrollment &gt; Primary Disability (excluding Multiple Disability, Developmental Delay, and Speech or Language Impairment).</p>
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## Previous Versions

[Evaluation \(Kentucky\) \[.2315 and previous\]](#)