

Autism

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

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if:
 - assessments have been completed in the areas of verbal communication, nonverbal communication, and social interaction; AND
 - the assessment results indicate a significant deviation from the norm.

Note: The definition specifies that autism is generally evident before age 3; individual cases may vary.

	Yes	No
AUT 1. The student has a developmental disability, generally evident before age 3, significantly affecting verbal and nonverbal communication and social interaction.	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

AUT 2

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC determined emotional and behavioral disabilities was not primarily the cause of the child's disability.

	Yes	No
AUT 2. The deficits are not primarily the result of an emotional-behavior disability.	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

AUT 3

Look for: Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if ARC documented its review and analysis of the child's evaluation information to:
 - determine that the disability adversely affects the child's educational performance
 - show evidence of how the child's performance is significantly and consistently below that of peers.

Note:

- Adverse effect means that the progress of the child is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of similar age peers.
- Educational Performance includes academic, social, and functional performance. The Conference Summary/Action Notice or the Eligibility Determination Form must include the ARC's discussion of the review and analysis.
- Adverse effect statements describe the unique differences of the child that would warrant specially designed instruction.

	Yes	No
AUT 3. Deficits have an adverse effect on educational performance.		

Comments:

AUT 4

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, school records including attendance records, work samples.

Directions:

- Mark "YES" if the ARC reviewed and analyzed the information and determined the child's suspected disability was not the result of a lack of instruction in reading and/or math.

Note:

- The Conference Summary/Action Notice or the Eligibility Determination Form must include the ARC's discussion of the review and analysis.
- Complete this item only for initial eligibility determinations.

	Yes	No
AUT 4. Lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.		

Comments:

AUT 5

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, Social-Developmental History.

Directions:

- Mark "YES" if the ARC reviewed and analyzed the information and determined the child's suspected disability was not the result of limited English proficiency.

Note: The Conference Summary/Action Notice must include the ARC's discussion of the review and analysis.

	Yes	No
AUT 5. Limited English proficiency was not a determinant factor in the eligibility decision.		

Comments:

AUT 6

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documented the child meets eligibility criteria.

	Yes	No
AUT 6. The child is eligible for specially designed instruction and related services.		

Comments:

AUT 7

Look for: Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documents the parent(s) was provided a copy of the evaluation report and the documentation of eligibility.
- Mark "YES" if parent did not attend the ARC and a copy of the evaluation report and documentation of eligibility were sent home to the parent.

	Yes	No
AUT 7. _____ YES _____ NO The parent was provided a copy of the evaluation report AND documentation of eligibility is given to the parent(s). OR _____ YES _____ NO If parent did not attend the ARC, then a copy of the evaluation report and documentation of eligibility were sent home to the parent.		

Comments:

Deaf-Blindness
707 KAR 1:002, Section 1(21) & 707 KAR 1:310, Section 1
DB 1

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documents evidence of the eligibility criteria AND
- Eligibility Determination Forms are completed for the two (2) or more disability areas.

	Yes	No
DB 1. The child has a Hearing Impairment		
The child has a Visual Impairment		

Comments:

DB2

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC determined a hearing impairment program or a visual impairment program alone cannot accommodate the needs of the child.

	Yes	No
DB 2. The combination of the two impairments causes such severe communication, developmental and educational needs that the child cannot be accommodated in special education programs designed solely for the children with visual impairment or hearing impairments, unless supplementary assistance is provided to address educational needs resulting from the two disabilities.		

Comments:

DB3

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if ARC documented its review and analysis of the child's evaluation information to:
 - determine that the disability adversely affects the child's educational performance
 - show evidence of how the child's performance is significantly and consistently below that of peers.

Note:

- Adverse effect means that the progress of the child is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of similar age peers.
- Educational Performance includes academic, social, and functional performance. The Conference Summary/Action Notice or the Eligibility Determination Form must include the ARC’s discussion of the review and analysis.
- Adverse effect statements describe the unique differences of the child that would warrant specially designed instruction.

	Yes	No
DB 3. Deficits have an adverse effect on educational performance.		

Comments:

DB4

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, school records including attendance records, work samples.

Directions:

- Mark “YES” if the ARC reviewed and analyzed the information and determined the child’s suspected disability was not the result of a lack of instruction in reading and/or math.

Note:

- The Conference Summary/Action Notice or the Eligibility Determination Form must include the ARC’s discussion of the review and analysis.
- Complete this item only for initial eligibility determinations.

	Yes	No
DB 4. Lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.		

Comments:

DB 5

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, Social-Developmental History.

Directions:

- Mark “YES” if the ARC reviewed and analyzed the information and determined the child’s suspected disability was not the result of limited English proficiency.

Note: The Conference Summary/Action Notice must include the ARC's discussion of the review and analysis.

	Yes	No
DB 5. Limited English proficiency was not a determinant factor in the eligibility decision.		

Comments:

DB 6

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documented the child meets eligibility criteria.

	Yes	No
DB 6. The child is eligible for specially designed instruction and related services.		

Comments:

DB 7

Look for: Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documents the parent(s) was provided a copy of the evaluation report and the documentation of eligibility.
- Mark "YES" if parent did not attend the ARC and a copy of the evaluation report and documentation of eligibility were sent home to the parent.

	Yes	No
DB 7. <input type="checkbox"/> YES <input type="checkbox"/> NO The parent was provided a copy of the evaluation report AND documentation of eligibility is given to the parent(s). OR <input type="checkbox"/> YES <input type="checkbox"/> NO If parent did not attend the ARC, then a copy of the evaluation report and documentation of eligibility were sent home to the parent.		

Comments:

Developmental Delay
KAR 1: 002 Section 1(22) & 707 KAR 1: 310 Section 1
DD 1

Look for: Referral for Multi-Disciplinary Evaluation, Social-Developmental History, IEP, Eligibility Determination Form.

Directions:

- Mark “YES” if the child is between the ages of 3 through 8 years.

	Yes	No
DD 1 The child is aged 3 years through 8 years of age.		

Comments:

DD 2

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark “YES” if the ARC documents evidence of the eligibility criteria

Note: Professional judgment is used only where normed scores are inconclusive AND the ARC documents in a written report the reasons for concluding that the child has a developmental delay.

	Yes	No	NA
There is a measurable, verifiable discrepancy between expected performance of the child’s chronological age and current level of performance:			
The child scores two standard deviations below the mean in one (1) of the areas: _____ Cognition _____ Communication _____ Motor development _____ Self-help adaptive _____ Social emotional development OR			
The child scores one and one-half standard deviations below the mean in two (2) more areas: _____ Cognition _____ Communication _____ Motor development _____ Self-help adaptive _____ Social emotional development OR			
The professional judgment of the ARC indicates there is a significant atypical quality or pattern of development			
Documentation shows the ARC considered the normed scores and found them inconclusive.			

Comments:

DD 3

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if ARC documented its review and analysis of the child's evaluation information to:
 - determine that the disability adversely affects the child's educational performance
 - show evidence of how the child's performance is significantly and consistently below that of peers.

Note:

- Adverse effect means that the progress of the child is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of similar age peers.
- Educational Performance includes academic, social, and functional performance. The Conference Summary/Action Notice or the Eligibility Determination Form must include the ARC's discussion of the review and analysis.
- Adverse effect statements describe the unique differences of the child that would warrant specially designed instruction.

	Yes	No
DD 3. Deficits have an adverse effect on educational performance.		

Comments:

DD 4

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, school records including attendance records, work samples.

Directions:

- Mark "YES" if the ARC reviewed and analyzed the information and determined the child's suspected disability was not the result of a lack of instruction in reading and/or math.

Note:

- The Conference Summary/Action Notice or the Eligibility Determination Form must include the ARC's discussion of the review and analysis.
- Complete this item only for initial eligibility determinations.

	Yes	No
DD 4. Lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.		

Comments:

DD 5

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, Social-Developmental History.

Directions:

- Mark "YES" if the ARC reviewed and analyzed the information and determined the child's suspected disability was not the result of limited English proficiency.

Note: The Conference Summary/Action Notice must include the ARC's discussion of the review and analysis.

	Yes	No
DD 5. Limited English proficiency was not a determinant factor in the eligibility decision.		

Comments:

DD 6

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documented the child meets eligibility criteria.

	Yes	No
DD 6. The child is eligible for specially designed instruction and related services.		

Comments:

DD 7

Look for: Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documents the parent(s) was provided a copy of the evaluation report and the documentation of eligibility.
- Mark "YES" if parent did not attend the ARC and a copy of the evaluation report and documentation of eligibility were sent home to the parent.

	Yes	No
DD 7. ____ YES ____ NO The parent was provided a copy of the evaluation report AND documentation of eligibility is given to the parent(s).		
OR ____ YES ____ NO If parent did not attend the ARC, then a copy of the evaluation report and documentation of eligibility were sent home to the parent.		

Comments:

Emotional-Behavioral Disability
707 KAR 1: 002 Section 1(24) & 707 KAR 1:310 Section 1
EBD 1

Look for: Referral for Multi-Disciplinary Evaluation including interventions.

Directions:

- Mark "YES" if documentation shows the implemented interventions, the length of time of intervention, and the result(s) of the interventions.
- For reevaluation purposes, documentation describes the specially designed instruction provided to the child and the progress monitoring data for each annual goal.

	Yes	No
EBD 1. The child was provided with interventions to meet social and emotional needs.		

Comments:

EBD 2

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, anecdotal records, parent(s) reports, teacher observations.

Directions:

- Mark "YES" if the ARC documents evidence of the eligibility criteria.

	Yes	No	NA
EBD 2. Compared to the child's peer and cultural group (across settings, over a long period of time, and to a marked degree), the child exhibits one or more of the following: (check Areas)			
Severe deficits in social competence or appropriate behavior which causes an inability to build or maintain satisfactory interpersonal relationships with peers or adults.			
Severe deficits in academic performance which are not commensurate with the child's ability level and are not solely the result of intellectual, sensory or other health factors but are related to the child's social-emotional problem.			
A general pervasive mood of unhappiness or depression.			
A tendency to develop physical symptoms or fears associated with personal or school problems.			

Comments:

EBD 3

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark “YES” if ARC documented its review and analysis of the child’s evaluation information to:
 - determine that the disability adversely affects the child’s educational performance
 - show evidence of how the child’s performance is significantly and consistently below that of peers.

Note:

- Adverse effect means that the progress of the child is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of similar age peers.
- Educational Performance includes academic, social, and functional performance. **The child’s educational performance may include one or more deficits in academic, social, or functional performance.** The Conference Summary/Action Notice or the Eligibility Determination Form must include the ARC’s discussion of the review and analysis.
- Adverse effect statements describe the unique differences of the child that would warrant specially designed instruction.

Example: “Ted’s emotional behavioral disability is so severe that it has resulted in hospitalizations, as well as disciplinary actions (time-out, being sent to the principal’s office). This behavior has been present since Ted first entered elementary school three years ago. He has received failing grades in all academic areas in spite of having typical intelligence. His ability to make and keep friends has also been significantly affected due to his hitting, kicking, and cursing classmates. Ted’s disability impedes his progress to the extent that his educational performance is significantly and consistently below that of his peers.”

	Yes	No
EBD 3. Deficits have an adverse effect on educational performance.		

Comments:

EBD 4

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, school records including attendance records, work samples.

Directions:

- Mark “YES” if the ARC reviewed and analyzed the information and determined the child’s suspected disability was not the result of a lack of instruction in reading and/or math.

Note:

- The Conference Summary/Action Notice or the Eligibility Determination Form must include the ARC’s discussion of the review and analysis.

- Complete this item only for initial eligibility determinations.

	Yes	No
EBD 4. Lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.		

Comments:

EBD 5

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, Social-Developmental History.

Directions:

- Mark “YES” if the ARC reviewed and analyzed the information and determined the child’s suspected disability was not the result of limited English proficiency.

Note: The Conference Summary/Action Notice must include the ARC’s discussion of the review and analysis.

	Yes	No
EBD 5. Limited English proficiency was not a determinant factor in the eligibility decision.		

Comments:

EBD 6

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark “YES” if the ARC documented the child meets eligibility criteria.

	Yes	No
EBD 6. The child is eligible for specially designed instruction and related services.		

Comments:

EBD 7

Look for: Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documents the parent(s) was provided a copy of the evaluation report and the documentation of eligibility.
- Mark "YES" if parent did not attend the ARC and a copy of the evaluation report and documentation of eligibility were sent home to the parent.

	Yes	No
EBD 7. _____ YES _____ NO The parent was provided a copy of the evaluation report AND documentation of eligibility is given to the parent(s).		
OR _____ YES _____ NO If parent did not attend the ARC, then a copy of the evaluation report and documentation of eligibility were sent home to the parent.		

Comments:

Functional Mental Disability
707 KAR 1:002, Section 1(37b) & 707 KAR 1:310, Section 1
FMD 1

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark “YES” if the ARC documents evidence of the eligibility criteria

Note: Upon reevaluation, it is not necessary to continue to meet the three standard deviation deficit in the measure of adaptive behavior as long as the ARC considers the increase in the adaptive behavior score and documents the reasons it believes the student continues to have a functional mental disability. The ARC must determine if (a) the child continues to have the disability (including whether the child’s progress is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of similar age peers (Adverse Effect); and, (b) the child continues to need special education and related services.

	Yes	No
FMD 1. Cognitive functioning is at least three (3) standard deviations below the mean; AND		
Adaptive behavior deficits are at least three (3) standard deviations below the mean; AND		
A severe deficit exists in overall academic performance, including acquisition, retention, and application of knowledge; AND		
The mental disability was manifested between birth and age twenty-one.		

Comments:

FMD 2

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark “YES” if ARC documented its review and analysis of the child’s evaluation information to:
 - determine that the disability adversely affects the child’s educational performance
 - show evidence of how the child’s performance is significantly and consistently below that of peers.

Note:

- Adverse effect means that the progress of the child is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of similar age peers.
- Educational Performance includes academic, social, and functional performance. The Conference Summary/Action Notice [or Eligibility Determination Form](#) must include the ARC’s discussion of the review and analysis.

- Adverse effect statements describe the unique differences of the child that would warrant specially designed instruction.

	Yes	No
FMD 2. Deficits have an adverse effect on educational performance.		

Comments:

FMD3

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, school records including attendance records, work samples.

Directions:

- Mark “YES” if the ARC reviewed and analyzed the information and determined the child’s suspected disability was not the result of a lack of instruction in reading and/or math.

Note:

- The Conference Summary/Action Notice [or the Eligibility Determination Form](#) must include the ARC’s discussion of the review and analysis.
- [Complete this item only for initial eligibility determinations.](#)

	Yes	No
FMD 3. Lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.		

Comments:

FMD 4

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, Social-Developmental History.

Directions:

- Mark “YES” if the ARC reviewed and analyzed the information and determined the child’s suspected disability was not the result of limited English proficiency.

Note: The Conference Summary/Action Notice must include the ARC’s discussion of the review and analysis.

	Yes	No
FMD 4. Limited English proficiency was not a determinant factor in the eligibility decision.		

Comments:

FMD 5

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documented the child meets eligibility criteria.

	Yes	No
FMD 5. The child is eligible for specially designed instruction and related services.	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

FMD 6

Look for: Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documents the parent(s) was provided a copy of the evaluation report and the documentation of eligibility.
- Mark "YES" if parent did not attend the ARC and a copy of the evaluation report and documentation of eligibility were sent home to the parent.

	Yes	No
FMD 6. <input type="checkbox"/> YES <input type="checkbox"/> NO The parent was provided a copy of the evaluation report AND documentation of eligibility is given to the parent(s). OR <input type="checkbox"/> YES <input type="checkbox"/> NO If parent did not attend the ARC, then a copy of the evaluation report and documentation of eligibility were sent home to the parent.	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Hearing Impairment

707 KAR 1: 002 Section 1(29) & 707 KAR 1:310 Section 1 HI 1

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documents evidence of the eligibility criteria

	Yes	No	NA
HI 1. An average pure tone hearing loss in the speech range (500Hz, 1000Hz, and 2000Hz) of at least 25 dB in the better ear; OR			
An average pure-tone hearing loss in the high-frequency range (2000Hz, 4000Hz, and 6000Hz) of at least 45dB in the better ear; OR			
An average pure-tone unilateral hearing loss in the speech range (500Hz, 1000Hz, and 2000Hz) of at least 60dB in the impaired ear.			

Comments:

HI 2

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if documentation shows evidence of the impact of the hearing loss on identifying linguistic information.

	Yes	No
HI 2 The hearing loss results in difficulty identifying linguistic information through hearing.		

Comments:

HI 3

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if ARC documented its review and analysis of the child's evaluation information to:
 - determine that the disability adversely affects the child's educational performance
 - show evidence of how the child's performance is significantly and consistently below that of peers.

Note:

- Adverse effect means that the progress of the child is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of similar age peers.
- Educational Performance includes academic, social, and functional performance. The Conference Summary/Action Notice or Eligibility Determination Form must include the ARC’s discussion of the review and analysis.
- Adverse effect statements describe the unique differences of the child that would warrant specially designed instruction.

	Yes	No
HI 3 Deficits have an adverse effect on educational performance.		

Comments:

HI 4

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, school records including attendance records, work samples.

Directions:

- Mark “YES” if the ARC reviewed and analyzed the information and determined the child’s suspected disability was not the result of a lack of instruction in reading and/or math.

Note:

- The Conference Summary/Action Notice or the Eligibility Determination Form must include the ARC’s discussion of the review and analysis.
- Complete this item only for initial eligibility determinations.

	Yes	No
HI 4. Lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.		

Comments:

HI 5

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, Social-Developmental History.

Directions:

- Mark “YES” if the ARC reviewed and analyzed the information and determined the child’s suspected disability was not the result of limited English proficiency.

Note: The Conference Summary/Action Notice must include the ARC's discussion of the review and analysis.

	Yes	No
HI 5 Limited English proficiency was not a determinant factor in the eligibility decision.		

Comments:

HI 6

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documented the child meets eligibility criteria.

	Yes	No
HI 6. The child is eligible for specially designed instruction and related services.		

Comments:

HI 7

Look for: Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documents the parent(s) was provided a copy of the evaluation report and the documentation of eligibility.
- Mark "YES" if parent did not attend the ARC and a copy of the evaluation report and documentation of eligibility were sent home to the parent.

	Yes	No
HI 7. <input type="checkbox"/> YES <input type="checkbox"/> NO The parent was provided a copy of the evaluation report AND documentation of eligibility is given to the parent(s). OR <input type="checkbox"/> YES <input type="checkbox"/> NO If parent did not attend the ARC, then a copy of the evaluation report and documentation of eligibility were sent home to the parent.		

Comments:

Mild Mental Disability
707 KAR 1:002 Section 1(37a) & 707 KAR 1:310 Section 1
MMD 1

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documents evidence of the eligibility criteria.

Note: Upon reevaluation, it is not necessary to continue to meet the two standard deviation deficit in the measure of adaptive behavior as long as the ARC considers the increase in the adaptive behavior score and documents the reasons it believes the student continues to have a mild mental disability. The ARC must determine if (a) the child continues to have the disability (including whether the child's progress is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of similar age peers (Adverse Effect); and, (b) the child continues to need special education and related services.

	Yes	No
MMD 1. Cognitive functioning is at least two (2) standard deviations below the mean; AND		
Adaptive behavior deficits are at least two (2) standard deviations below the mean; AND		
A severe deficit exists in overall academic performance, including acquisition, retention, and application of knowledge; AND		
The mental disability was manifested between birth and age twenty-one.		

Comments:

MMD 2

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if ARC documented its review and analysis of the child's evaluation information to:
 - determine that the disability adversely affects the child's educational performance
 - show evidence of how the child's performance is significantly and consistently below that of peers.

Note:

- Adverse effect means that the progress of the child is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of similar age peers.

- Educational Performance includes academic, social, and functional performance. The Conference Summary/Action Notice or [Eligibility Determination Form](#) must include the ARC's discussion of the review and analysis.
- Adverse effect statements describe the unique differences of the child that would warrant specially designed instruction.

	Yes	No
MMD 2. Deficits have an adverse effect on educational performance.		

Comments:

MMD 3

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, school records including attendance records, work samples.

Directions:

- Mark "YES" if the ARC reviewed and analyzed the information and determined the child's suspected disability was not the result of a lack of instruction in reading and/or math.

Note:

- The Conference Summary/Action Notice or the Eligibility Determination Form must include the ARC's discussion of the review and analysis.
- Complete this item only for initial eligibility determinations.

	Yes	No
MMD 3. Lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.		

Comments:

MMD 4

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, Social-Developmental History.

Directions:

- Mark "YES" if the ARC reviewed and analyzed the information and determined the child's suspected disability was not the result of limited English proficiency.

Note: The Conference Summary/Action Notice must include the ARC's discussion of the review and analysis.

	Yes	No
MMD 4. Limited English proficiency was not a determinant factor in the eligibility decision.		

Comments:

MMD 5

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documented the child meets eligibility criteria.

	Yes	No
MMD5. The child is eligible for specially designed instruction and related services.		

Comments:

MMD 6

Look for: Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documents the parent(s) was provided a copy of the evaluation report and the documentation of eligibility.
- Mark "YES" if parent did not attend the ARC and a copy of the evaluation report and documentation of eligibility were sent home to the parent.

	Yes	No
MMD 6. <input type="checkbox"/> YES <input type="checkbox"/> NO The parent was provided a copy of the evaluation report AND documentation of eligibility is given to the parent(s). OR <input type="checkbox"/> YES <input type="checkbox"/> NO If parent did not attend the ARC, then a copy of the evaluation report and documentation of eligibility were sent home to the parent.		

Comments:

Multiple Disabilities
707 KAR 1:002, Section 1(39) & 707 KAR 1:310, Section 1
MD 1

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Forms, Conference Summary/ Action Notice.

Directions:

- Mark “YES” if the ARC documents evidence of the eligibility criteria, AND.
- Eligibility Determination Forms are completed for the two (2) or more disability areas.

Note:

- The Multiple Disability category should only be used when the impairments cause severe educational needs that cannot be accommodated in special education programs **solely for one of the impairments**.
- Examples of MD include mental disability-blindness, and mental disability-orthopedic impairment. It does **not** include deaf-blindness or speech or language impairment and another disability area.

	Yes	No
MD 1. The child has two (2) or more disabilities		
The ARC documented that the child has needs that cannot be accommodated in special education programs solely for one of the impairments.		

Comments:

MD 2

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark “YES” if ARC documented its review and analysis of the child’s evaluation information to:
 - determine that the disability adversely affects the child’s educational performance
 - show evidence of how the child’s performance is significantly and consistently below that of peers.

Note:

- Adverse effect means that the progress of the child is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of similar age peers.
- Educational Performance includes academic, social, and functional performance. The Conference Summary/Action Notice or Eligibility Determination Form must include the ARC’s discussion of the review and analysis.
- Adverse effect statements describe the unique differences of the child that would warrant specially designed instruction.

	Yes	No
MD 2. Deficits have an adverse effect on educational performance		

Comments:

MD 3

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, school records including attendance records, work samples.

Directions:

- Mark "YES" if the ARC reviewed and analyzed the information and determined the child's suspected disability was not the result of a lack of instruction in reading and/or math.

Note:

- The Conference Summary/Action Notice or the Eligibility Determination Form must include the ARC's discussion of the review and analysis.
- Complete this item only for initial eligibility determinations.

	Yes	No
MD 3. Lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.		

Comments:

MD 4

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, Social-Developmental History.

Directions:

- Mark "YES" if the ARC reviewed and analyzed the information and determined the child's suspected disability was not the result of limited English proficiency.

Note: The Conference Summary/Action Notice must include the ARC's discussion of the review and analysis.

	Yes	No
MD 4. Limited English proficiency was not a determinant factor in the eligibility decision		

Comments:

MD 5

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documented the child meets eligibility criteria.

	Yes	No
MD 5. The child is eligible for specially designed instruction and related services.		

Comments:

MD 6

Look for: Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documents the parent(s) was provided a copy of the evaluation report and the documentation of eligibility.
- Mark "YES" if parent did not attend the ARC and a copy of the evaluation report and documentation of eligibility were sent home to the parent.

	Yes	No
MD 6. <input type="checkbox"/> YES <input type="checkbox"/> NO The parent was provided a copy of the evaluation report AND documentation of eligibility is given to the parent(s). OR <input type="checkbox"/> YES <input type="checkbox"/> NO If parent did not attend the ARC, then a copy of the evaluation report and documentation of eligibility were sent home to the parent.		

Comments:

Orthopedic Impairment

707 KAR 1:002, Section 1(41) & 707 KAR 1:310, Section 1 OI 1

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documents evidence of the eligibility criteria.

	Yes	No	NA
OI 1. The ARC compared and analyzed evaluation data and documented the existence of a severe orthopedic or physical impairment caused by:			
a. congenital anomaly (i.e., clubfoot, absence of members); OR			
b. disease (i.e., polio, bone tuberculosis); OR			
c. impairment from other causes (i.e., cerebral palsy, amputation, fractures, burns causing contractures).			

Comments:

OI 2

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if ARC documented its review and analysis of the child's evaluation information to:
 - determine that the disability adversely affects the child's educational performance
 - show evidence of how the child's performance is significantly and consistently below that of peers.

Note:

- Adverse effect means that the progress of the child is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of similar age peers.
- Educational Performance includes academic, social, and functional performance. The Conference Summary/Action Notice or Eligibility Determination Form must include the ARC's discussion of the review and analysis.
- Adverse effect statements describe the unique differences of the child that would warrant specially designed instruction.

	Yes	No
OI 2. Deficits have an adverse effect on educational performance		

Comments:

OI 3

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, school records including attendance records, work samples.

Directions:

- Mark "YES" if the ARC reviewed and analyzed the information and determined the child's suspected disability was not the result of a lack of instruction in reading and/or math.

Note:

- The Conference Summary/Action Notice or the Eligibility Determination Form must include the ARC's discussion of the review and analysis.
- Complete this item only for initial eligibility determinations.

	Yes	No
OI 3. Lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.		

Comments:

OI 4

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, Social-Developmental History.

Directions:

- Mark "YES" if the ARC reviewed and analyzed the information and determined the child's suspected disability was not the result of limited English proficiency.

Note: The Conference Summary/Action Notice must include the ARC's discussion of the review and analysis.

	Yes	No
OI 4. Limited English proficiency was not a determinant factor in the eligibility decision.		

Comments:

OI 5

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documented the child meets eligibility criteria.

	Yes	No
OI 5. The child is eligible for specially designed instruction and related services.		

Comments:

OI 6

Look for: Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documents the parent(s) was provided a copy of the evaluation report and the documentation of eligibility.
- Mark "YES" if parent did not attend the ARC and a copy of the evaluation report and documentation of eligibility were sent home to the parent.

	Yes	No
OI 6. ____ YES ____ NO The parent was provided a copy of the evaluation report AND documentation of eligibility is given to the parent(s). OR ____ YES ____ NO If parent did not attend the ARC, then a copy of the evaluation report and documentation of eligibility were sent home to the parent.		

Comments:

Other Health Impairment
707 KAR 1:002, Section 1(42) & 707 KAR 1:310, Section 1(2)
OHI 1

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documents evidence of the eligibility criteria.

	Yes	No	NA
OHI 1. The ARC documented the existence of one or more of the following:			
a. limited strength, OR			
b. vitality, OR			
c. alertness, including a heightened alertness to environmental stimuli, resulting in limited alertness with respect to the educational environment.			

Comments:

OHI 2

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if evidence shows a documented health condition as determined by qualified personnel.

	Yes	No
OHI 2. The condition is due to a chronic or acute health problem (e.g., acquired immune deficiency syndrome, asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourettes Syndrome, or tuberculosis).		

Comments:

OHI 3

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark “YES” if ARC documented its review and analysis of the child’s evaluation information to:
 - determine that the disability adversely affects the child’s educational performance
 - show evidence of how the child’s performance is significantly and consistently below that of peers.

Note:

- Adverse effect means that the progress of the child is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of similar age peers.
- Educational Performance includes academic, social, and functional performance. The Conference Summary/Action Notice or the Eligibility Determination Form must include the ARC’s discussion of the review and analysis.
- Adverse effect statements describe the unique differences of the child that would warrant specially designed instruction.

	Yes	No
OHI 3. Deficits have an adverse effect on educational performance.		

Comments:

OHI 4

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, school records including attendance records, work samples.

Directions:

- Mark “YES” if the ARC reviewed and analyzed the information and determined the child’s suspected disability was not the result of a lack of instruction in reading and/or math.

Note:

- The Conference Summary/Action Notice or the Eligibility Determination Form must include the ARC’s discussion of the review and analysis.
- Complete this item only for initial eligibility determinations.

	Yes	No
OHI 4. Lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.		

Comments:

OHI 5

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, Social-Developmental History.

Directions:

- Mark "YES" if the ARC reviewed and analyzed the information and determined the child's suspected disability was not the result of limited English proficiency.

Note: The Conference Summary/Action Notice must include the ARC's discussion of the review and analysis.

	Yes	No
OHI 5. Limited English proficiency was not a determinant factor in the eligibility decision.		

Comments:

OHI 6

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documented the child meets eligibility criteria.

	Yes	No
OHI 6. The child is eligible for specially designed instruction and related services.		

Comments:

OHI 7

Look for: Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documents the parent(s) was provided a copy of the evaluation report and the documentation of eligibility.
- Mark "YES" if parent did not attend the ARC and a copy of the evaluation report and documentation of eligibility were sent home to the parent.

			Yes	No
OHI 7.				
<input type="checkbox"/> YES	<input type="checkbox"/> NO	The parent was provided a copy of the evaluation report AND documentation of eligibility is given to the parent(s).		
OR				
<input type="checkbox"/> YES	<input type="checkbox"/> NO	If parent did not attend the ARC, then a copy of the evaluation report and documentation of eligibility were sent home to the parent.		

Comments:

Specific Learning Disability
707 KAR 1:002, Section 1(59) & 707 KAR 1:310, Section 1 and 2
SLD 1

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

Mark "YES" if multiple data sources give evidence of at least one of the above areas.

	Yes	No
SLD 1. The child does not achieve adequately, as indicated on multiple data sources, as appropriate, for the child's age or grade level standards aligned with the Kentucky Program of Studies in one or more of the following areas when provided with learning experiences and instruction appropriate for the child's age or state-approved grade level standards. (Check areas indicated.) <input type="checkbox"/> Oral Expression <input type="checkbox"/> Listening Comprehension <input type="checkbox"/> Written Expression <input type="checkbox"/> Basic Reading Skills <input type="checkbox"/> Reading Fluency Skills <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Mathematics Calculation <input type="checkbox"/> Mathematics Reasoning		

Comments:

SLD 2A OR 2B

Look for: Referral for Multi-Disciplinary Evaluation, supporting documentation of interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

NOTE: Mark either SLD 2A or 2B. **DO NOT MARK BOTH.**

2A Directions (utilizing Rtl data):

- Mark 2A "YES" if the ARC documented evidence of student progress to meet grade level standards in one or more of the above areas.

	Yes	No	NA
SLD 2A. The student fails to achieve a rate of learning to make sufficient progress to meet grade level standards aligned with the Kentucky Program of Studies in one or more of the areas identified above when assessed using a response to scientific, research-based intervention processes;			

2B Directions (utilizing the Kentucky SLD Reference Tables) :

- Mark "YES" if student met SLD discrepancy model criteria using the Kentucky SLD Reference Tables.

Note: For districts using the discrepancy model to determine SLD eligibility, **interventions must be provided** prior to or as a part of the referral process as required by items 61 and 62 in the Compliance Record Review Document.

	Yes	No	NA
SLD 2B. The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to ability level or intellectual development.			

Comments:

SLD 3

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documented evidence that excludes all the factors (a-g) listed below.

	Yes	No
SLD 3. Deficits in achievement are not primarily the result of:		
a. vision		
b. hearing		
c. motor impairments		
d. mental disability		
e. emotional behavioral disability		
f. cultural factors		
g. environmental or economic disadvantage		

Comments:

SLD 4

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, school records including attendance records, work samples.

Directions:

- Mark "YES" if the ARC reviewed and analyzed the information and determined the child's suspected disability was not the result of a lack of instruction in reading and/or math.

Note:

- The Conference Summary/Action Notice or the Eligibility Determination Form must include the ARC's discussion of the review and analysis.
- Complete this item only for initial eligibility determinations.

	Yes	No
SLD 4. Lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.		

Comments:

SLD 5

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, Social-Developmental History.

Directions:

- Mark "YES" if the ARC reviewed and analyzed the information and determined the child's suspected disability was not the result of limited English proficiency.

Note: The Conference Summary/Action Notice must include the ARC's discussion of the review and analysis.

	Yes	No
SLD 5. Limited English proficiency was not a determinant factor in the eligibility decision.		

Comments:

SLD 6

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark “YES” if ARC documented its review and analysis of the child’s evaluation information to:
 - determine that the disability adversely affects the child’s educational performance
 - show evidence of how the child’s performance is significantly and consistently below that of peers.

Note:

- Adverse effect means that the progress of the child is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of similar age peers.
- Educational Performance includes academic, social, and functional performance. The Conference Summary/Action Notice or Eligibility Determination Form must include the ARC’s discussion of the review and analysis.
- Adverse effect statements describe the unique differences of the child that warrant specially designed instruction.

	Yes	No
SLD 6. Deficits have an adverse effect on educational performance.		

Comments:

SLD 7 a, b, c

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, Behavior Observation(s).

Directions:

- Mark “YES” if the ARC has documented evidence of the following:

Note: This observation should be specifically targeted to the student’s area of suspected disability. It may be included within the classroom **observations** required in item 67.

	Yes	No
SLD 7a. The relevant behavior(s) noted during the observation are documented.		
SLD 7b. The relationship of that behavior to the child’s academic functioning is documented.		
SLD 7c. A member of the ARC (not the child’s regular education teacher) conducted a behavior observation in the learning environment .		

Comments:

SLD 8 and 9

Look for: Multi-Disciplinary Evaluation Report, Eligibility Determination Form, Referral, Intervention documentation, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC has documented evidence of the following:

	Yes	No	NA
SLD 8. The educationally relevant medical findings, if any.			
SLD 9. The instructional strategies used and the student-centered data collected in response to scientific, research-based intervention process.			

Comments:

Note: For reevaluation purposes, documentation describes the specially designed instruction provided to the child and the progress monitoring data for each annual goal.

SLD 10 a, b, c

Look for: Multi-Disciplinary Evaluation Report, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC has documented evidence of the following:

	Yes	No
SLD 10a. The student has a specific learning disability		
SLD 10b. The student is eligible for specially designed instruction and related services.		
SLD 10c. The ARC documented the basis for making the determination.		

Comments:

SLD 11 a, b

Look for: Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC has documented evidence of the following:

	Yes	No
SLD 11a. The ARC includes other professionals relative to the area(s) of concern, such as a school psychologist, speech-language pathologist, or educational specialist.		
SLD 11b. Each ARC member certifies in writing whether the report reflects his/her conclusion		

Comments:

SLD 12 a, b, c

Look for: Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC has documented evidence of the following:

	Yes	No
SLD 12a. Documentation of the instructional strategies, educational services, and data collected on student performance is provided to the parent(s).		
SLD 12b. Notification to the student's parent(s) concerning the policies regarding the amount and nature of student performance data that is collected and the general education services that are provided; strategies for increasing the child's rate of learning; AND the parent(s)' right to request an evaluation.		
SLD 12c. <input type="checkbox"/> YES <input type="checkbox"/> NO The parent was provided a copy of the evaluation report AND documentation of eligibility is given to the parent(s). OR <input type="checkbox"/> YES <input type="checkbox"/> NO If parent did not attend the ARC, then a copy of the evaluation report and documentation of eligibility were sent home to the parent.		

Comments:

Speech or Language Impairment
707 KAR 1:002, Section 1(60) and 707 KAR 1:310, Section 1(2)
SL 1

Note: This section addresses eligibility for Speech/ Language as a category of disability only. It does not apply to eligibility for speech as a related service.

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documents evidence of the eligibility criteria

	Yes	No
SL 1. the child exhibits a communication disorder in one or more of the following areas (check appropriate areas below): <input type="checkbox"/> Stuttering <input type="checkbox"/> Voice <input type="checkbox"/> Articulation <input type="checkbox"/> Delayed acquisition of language <input type="checkbox"/> Language <input type="checkbox"/> An absence of language		

Comments:

SL 2

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if ARC documented its review and analysis of the child's evaluation information to:
 - determine that the disability adversely affects the child's educational performance
 - show evidence of how the child's performance is significantly and consistently below that of peers.

Note:

- Adverse effect means that the progress of the child is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of similar age peers.
- Educational Performance includes academic, social, and functional performance. The Conference Summary/Action Notice or Eligibility Determination Form must include the ARC's discussion of the review and analysis.
- Adverse effect statements describe the unique differences of the child that would warrant specially designed instruction.

	Yes	No
SL 2. Deficits have an adverse effect on educational performance.		

Comments:

SL 3

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, school records including attendance records, work samples.

Directions:

- Mark “YES” if the ARC reviewed and analyzed the information and determined the child’s suspected disability was not the result of a lack of instruction in reading and/or math.

Note:

- The Conference Summary/Action Notice or the Eligibility Determination Form must include the ARC’s discussion of the review and analysis.
- Complete this item only for initial eligibility determinations.

	Yes	No
SL 3. Lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.		

Comments:

SL 4

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, Social-Developmental History.

Directions:

- Mark “YES” if the ARC reviewed and analyzed the information and determined the child’s suspected disability was not the result of limited English proficiency.

Note: The Conference Summary/Action Notice must include the ARC’s discussion of the review and analysis.

	Yes	No
SL 4. Limited English proficiency was not a determinant factor in the eligibility decision.		

Comments:

SL 5

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documented the child meets eligibility criteria.

	Yes	No
SL 5. The child is eligible for specially designed instruction and related services.		

Comments:

SL 6

Look for: Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documents the parent(s) was provided a copy of the evaluation report and the documentation of eligibility.
- Mark "YES" if parent did not attend the ARC and a copy of the evaluation report and documentation of eligibility were sent home to the parent.

	Yes	No
SL 6. <input type="checkbox"/> YES <input type="checkbox"/> NO The parent was provided a copy of the evaluation report AND documentation of eligibility is given to the parent(s). OR <input type="checkbox"/> YES <input type="checkbox"/> NO If parent did not attend the ARC, then a copy of the evaluation report and documentation of eligibility were sent home to the parent.		

Comments:

Traumatic Brain Injury
707 KAR 1:002, Section 1(63) & 707 KAR 1:310, Section 1
TBI 1

Look for: Multi-Disciplinary Evaluation; Eligibility Determination Form; Conference Summary Form/Action Notice.

Directions:

- Mark "YES" if the ARC documents evidence of the eligibility criteria.

	Yes	No
TBI 1. The child has an acquired injury to the brain caused by an external physical force which results in total or partial functional disability or psychosocial impairment, or both; AND		
The child's brain injury results in impairments in one or more of the following areas: ___ Cognition ___ Problem Solving ___ Language ___ Sensory, Perceptual, & Motor abilities ___ Memory ___ Psychosocial behavior ___ Attention ___ Physical functions ___ Reasoning ___ Information Processing ___ Abstract thinking ___ Speech ___ Judgment		

Comments:

TBI 2

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if ARC documented its review and analysis of the child's evaluation information to:
 - determine that the disability adversely affects the child's educational performance
 - show evidence of how the child's performance is significantly and consistently below that of peers.

Note:

- Adverse effect means that the progress of the child is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of similar age peers.

- Educational Performance includes academic, social, and functional performance. The Conference Summary/Action Notice or Eligibility Determination Form must include the ARC's discussion of the review and analysis.
- Adverse effect statements describe the unique differences of the child that would warrant specially designed instruction.

	Yes	No
TBI 2. Deficits have an adverse effect on educational performance.		

Comments:

TBI 3

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, school records including attendance records, work samples.

Directions:

- Mark "YES" if the ARC reviewed and analyzed the information and determined the child's suspected disability was not the result of a lack of instruction in reading and/or math.

Note:

- The Conference Summary/Action Notice or the Eligibility Determination Form must include the ARC's discussion of the review and analysis.
- Complete this item only for initial eligibility determinations.

	Yes	No
TBI 3. Lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.		

Comments:

TBI 4

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, Social-Developmental History.

Directions:

- Mark "YES" if the ARC reviewed and analyzed the information and determined the child's suspected disability was not the result of limited English proficiency.

Note: The Conference Summary/Action Notice must include the ARC's discussion of the review and analysis.

	Yes	No
TBI 4. Limited English proficiency was not a determinant factor in the eligibility decision.		

Comments:

TBI 5

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documented the child meets eligibility criteria.

	Yes	No
TBI 5. The child is eligible for specially designed instruction and related services.		

Comments:

TBI 6

Look for: Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documents the parent(s) was provided a copy of the evaluation report and the documentation of eligibility.
- Mark "YES" if parent did not attend the ARC and a copy of the evaluation report and documentation of eligibility were sent home to the parent.

	Yes	No
TBI 6. <input type="checkbox"/> YES <input type="checkbox"/> NO The parent was provided a copy of the evaluation report AND documentation of eligibility is given to the parent(s). OR <input type="checkbox"/> YES <input type="checkbox"/> NO If parent did not attend the ARC, then a copy of the evaluation report and documentation of eligibility were sent home to the parent.		

Comments:

Visual Impairments

707 KAR 1:002, Section 1 (65) & 707 KAR 1:310, Section 1 VI 1

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documents evidence of the eligibility criteria

	Yes	No	NA
VI 1. Visual acuity even with prescribed lenses is 20/70 or worse in the better eye; OR			
Visual acuity is better than 20/70 and the child has one of the following conditions: <ul style="list-style-type: none"> • A medically diagnosed progressive loss of vision. • A visual field of 20 degrees or worse. • A medically diagnosed condition of cortical blindness. • A functional vision loss. 			

Comments:

VI 2

Look for: Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if ARC documented its review and analysis of the child's evaluation information to:
 - determine that the disability adversely affects the child's educational performance
 - show evidence of how the child's performance is significantly and consistently below that of peers.

Note:

- Adverse effect means that the progress of the child is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of similar age peers.
- Educational Performance includes academic, social, and functional performance. The Conference Summary/Action Notice or Eligibility Determination Form must include the ARC's discussion of the review and analysis.
- Adverse effect statements describe the unique differences of the child that would warrant specially designed instruction.

	Yes	No
VI 2. Deficits have an adverse effect on educational performance.		

Comments:

VI 3

Look for:

Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, school records including attendance records, work samples

Directions:

- Mark "YES" if the ARC reviewed and analyzed the information and determined the child's suspected disability was not the result of a lack of instruction in reading and/or math.

Note:

- The Conference Summary/Action Notice or the Eligibility Determination Form must include the ARC's discussion of the review and analysis.
- Complete this item only for initial eligibility determinations.

	Yes	No
VI 3. Lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.		

Comments:

VI 4

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice, Social-Developmental History.

Directions:

- Mark "YES" if the ARC reviewed and analyzed the information and determined the child's suspected disability was not the result of limited English proficiency.

Note: The Conference Summary/Action Notice must include the ARC's discussion of the review and analysis.

	Yes	No
VI 4. Limited English proficiency was not a determinant factor in the eligibility decision.		

Comments:

VI 5

Look for: Referral for Multi-Disciplinary Evaluation including interventions, Multi-Disciplinary Evaluation, Eligibility Determination Form, Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documented the child meets eligibility criteria.

	Yes	No
VI 5. The child is eligible for specially designed instruction and related services.		

Comments:

VI 6

Look for: Conference Summary/Action Notice.

Directions:

- Mark "YES" if the ARC documents the parent(s) was provided a copy of the evaluation report and the documentation of eligibility.
- Mark "YES" if parent did not attend the ARC and a copy of the evaluation report and documentation of eligibility were sent home to the parent.

	Yes	No
VI 6. ____ YES ____ NO The parent was provided a copy of the evaluation report AND documentation of eligibility is given to the parent(s).		
OR ____ YES ____ NO If parent did not attend the ARC, then a copy of the evaluation report and documentation of eligibility were sent home to the parent.		

Comments: