

Data Standard KY IEP/PSP

Rev. 7/3/2023

Overview

Standard prepared by:

Amy Patterson

Data steward(s)

[Amy Patterson](#), (502) 564-4970 ext. 4513

Office(s)

Office of Special Education and Early Learning

Revision history:**July 3, 2023**

Updated Campus Path to Classic View

Added Search Terms

Updated The Kentucky Administrative Regulations Link

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

Updated all screenshots to the new look in Infinite Campus

March 7, 2023

Updated Visuals

November 3, 2022

Updated Visuals

Updated links

April 29, 2020

Updated links

Added QA SPED report.

August 17, 2018

Revised Alternate Assessment Participation Guidelines editor.

Added Learner Characteristics Inventory editor.

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Data Standard KY IEP/PSP

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Description

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

Regulation citation(s)

- [The Kentucky Administrative Regulations](#)

Data use

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

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

Related ad-hoc filters and reports

- KY State Reporting
 - *IDEA Dec 1 Count Extract*
 - *Special Ed Exit Report*
 - *Safe Schools*
- KY State Reporting | KDE Reports
 - *Alternate Assessment Tracking Report*
 - *QA SPED*
 - *SpEd_Evaluation_Detail*
- Student Information | Reports
 - *Caseload Summary Report*
 - *Testing Accommodations (KY)*

Training

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

Classic View: Student Information | Special Ed | General | Documents

Search Terms: Documents

Data Standard KY IEP/PSP

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Section A – KY IEP

The Individual Education Program (IEP) is a lockable editor-based document. Only the most recently locked IEP and the most recently locked KY Evaluation/Eligibility Determination will transfer as locked, editor-based documents. All other locked documents will transfer as PDF documents.

To create an IEP:

1. Go to *Student Information | Special Ed | General | Documents*
2. Click the *New Document* button
3. Select *Create New Plan*
4. Select *KY IEP*
5. Click the *Create Document* button

Create New Document Wizard

Please select one of the following documents:

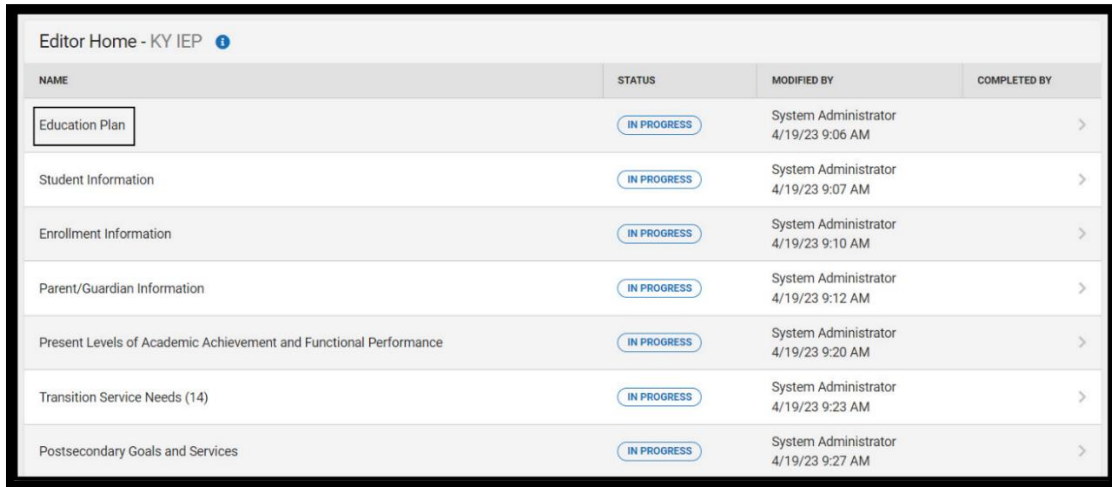
- Create New Conference Summary/Evaluation:**
Conference Summary, Referral, Consent for Evaluation, Evaluation/Eligibility Determination
- Create New Plan:**
Goals and Objectives, Services, Accommodations, Transition, and Other Information
 - KY IEP**
 - Private School Service Plan**
- Create New Progress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

DOCUMENT SELECTED FOR CREATION: KY IEP

Data Standard KY IEP/PSP

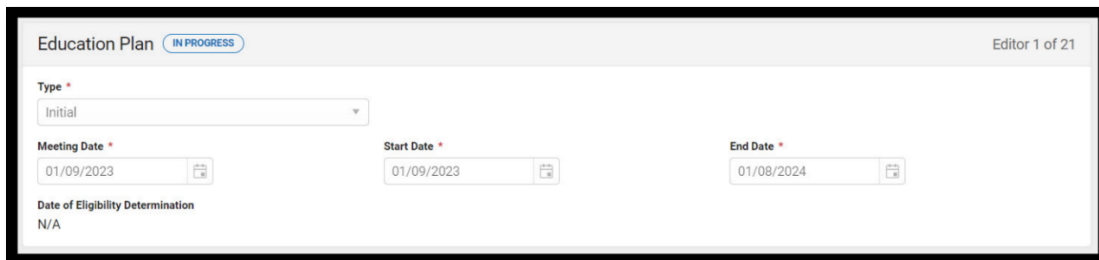
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IEP Editor: Education Plan



Editor Home - KY IEP

NAME	STATUS	MODIFIED BY	COMPLETED BY
Education Plan	IN PROGRESS	System Administrator 4/19/23 9:06 AM	>
Student Information	IN PROGRESS	System Administrator 4/19/23 9:07 AM	>
Enrollment Information	IN PROGRESS	System Administrator 4/19/23 9:10 AM	>
Parent/Guardian Information	IN PROGRESS	System Administrator 4/19/23 9:12 AM	>
Present Levels of Academic Achievement and Functional Performance	IN PROGRESS	System Administrator 4/19/23 9:20 AM	>
Transition Service Needs (14)	IN PROGRESS	System Administrator 4/19/23 9:23 AM	>
Postsecondary Goals and Services	IN PROGRESS	System Administrator 4/19/23 9:27 AM	>



Education Plan IN PROGRESS Editor 1 of 21

Type *
Initial

Meeting Date * 01/09/2023 Start Date * 01/09/2023 End Date * 01/08/2024

Date of Eligibility Determination
N/A

Meeting Date: Enter the date the Admissions and Release Committee (ARC) met to develop the current IEP. If the ARC meeting date changes after a draft IEP has been created, the date must be changed to reflect the actual meeting date.

Start Date: This date defaults to the Meeting Date entered and may be changed to a future date if necessary.

End Date: This date defaults to one year minus one day from the Meeting Date entered and may be changed to an earlier date if necessary.

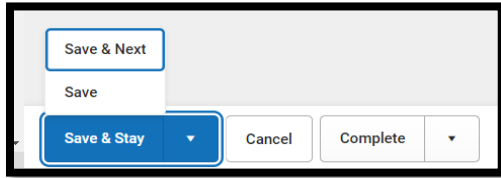
Type: From the drop list, select “Initial” or “Annual” or “Transferred”.

Note: “Transferred” refers to a student from out of state who is receiving services. When the district enrolls a student from out of state, create an IEP using “Transferred” until a new IEP can be created if the student meets Kentucky eligibility criteria. Once eligibility has been determined the “Transferred” IEP is no longer valid and an Initial IEP should be created

Note: The Save button MUST be clicked before proceeding.

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IEP Editor: Student Information

Editor Home - KY IEP

NAME	STATUS	MODIFIED BY	COMPLETED BY
Education Plan	IN PROGRESS	System Administrator 4/19/23 9:06 AM	>
Student Information	IN PROGRESS	System Administrator 4/19/23 9:07 AM	>
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Postsecondary Goals and Services	IN PROGRESS	System Administrator 4/19/23 9:27 AM	>

Student Information IN PROGRESS Editor 2 of 21

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

Last Name	First Name	Middle Name	Suffix
	Nam	Le	
Gender	Birthdate	Age	
M		16	
Race, Ethnicity	Home Primary Language		
3: Asian	1560: Vietnamese		
Address	Student Number	State ID	
LOUISVILLE, KY 40206			
Case Manager Information			
Name	Title		

Refresh Student Information: Click the *Refresh* button at the bottom of the editor to populate the fields with current information. This is required.



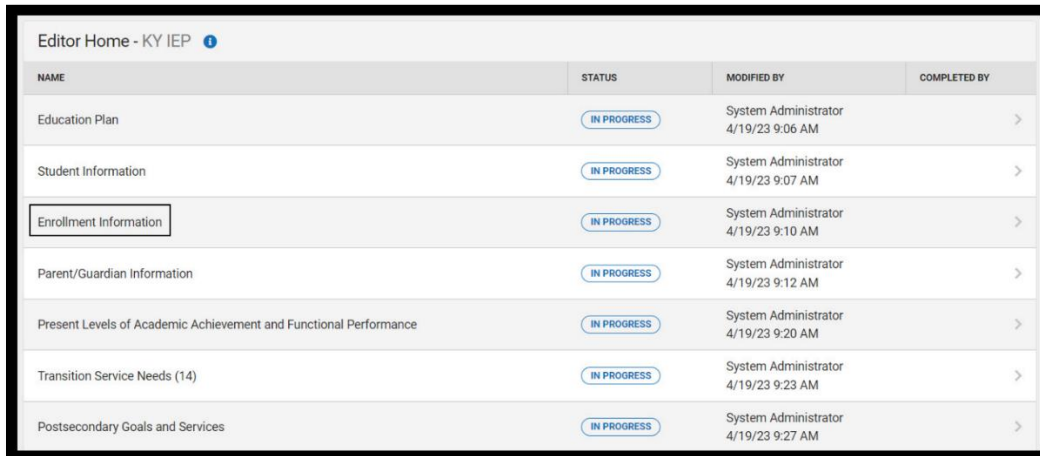
Note: The Save button MUST be clicked before proceeding.

Data Standard KY IEP/PSP

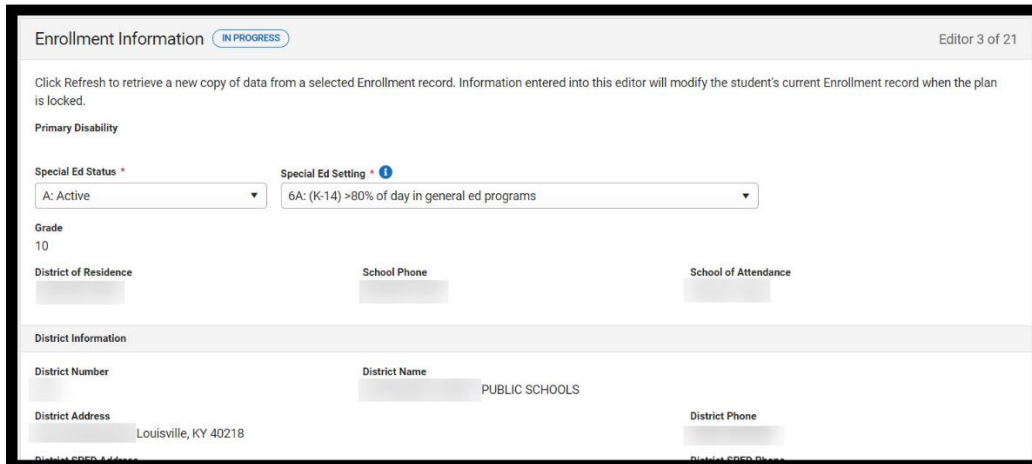
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IEP Editor: Enrollment Information



NAME	STATUS	MODIFIED BY	COMPLETED BY
Education Plan	IN PROGRESS	System Administrator 4/19/23 9:06 AM	>
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Enrollment Information IN PROGRESS Editor 3 of 21

Click Refresh to retrieve a new copy of data from a selected Enrollment record. Information entered into this editor will modify the student's current Enrollment record when the plan is locked.

Primary Disability

Special Ed Status * Special Ed Setting * 1

A: Active 6A: (K-14) >80% of day in general ed programs

Grade

10

District of Residence School Phone School of Attendance

District Information

District Number District Name PUBLIC SCHOOLS

District Address District Phone

Louisville, KY 40218

Primary Disability: Click the *Refresh* button to populate the *Primary Disability* as *Read only* from the student's most recent locked KY Evaluation/Eligibility Determination / Eligibility Determination editor.

Special Ed Status: From the drop list, select the option that defines the student's special education status.

Note: This assists in determining whether this student will be included in the district's December 1 Child Count. Only students with an "A: Active" status, "AR: Active/Referred" status or "I: Inactive" status will be included on Child Count. This will affect district funding.

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Enrollment Information NOT STARTED Editor 3 of 21

Click Refresh to retrieve a new copy of data from a selected Enrollment record. Information entered into this editor will modify the student's current Enrollment record when the plan is locked.

Primary Disability

Special Ed Status *

A: Active

AR: Active/Referred

ER: Eligible - Parents refused

I: Inactive

Code	Title	Description
A	Active	Student is actively enrolled in special education.
AR	Active/Referred	Student is already enrolled in special education and is being referred for another reason (e.g., student currently identified as Speech or Language Impaired and in the reevaluation process for another categorical disability area).
ER	Eligible – Parent Refused	Student is eligible for special education services; however, parent refused services. Note: Students with this status will not be included on Child Count.
I	Inactive	Student no longer receives special education services (e.g., withdrawal, graduation, dropped out, exiting from Special Education services).

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Special Ed Setting: From the drop list, select the appropriate Least Restrictive Environment (LRE), as determined by the ARC. LRE settings are based upon student's grade as of the upcoming December 1st date.

Note: If a student will be in kindergarten on the upcoming December 1st, the Special Ed Setting (LRE) code should begin with a 6, even if the student will be 5 years-old on 12/1.

LRE Settings for Ages 3-21

Code	Description	Additional Info
3A1	10 hours or more in a regular early childhood program per week.	Majority of special education and related services provided within the early childhood program.
3A2	10 hours or more in a regular early childhood program per week.	Majority of special education and related services provided in another location
3B1	Less than 10 hours in a regular early childhood program per week.	Majority of special education and related services provided within the early childhood program
3B2	Less than 10 hours in a regular early childhood program per week.	Majority of special education and related services provided in another location
3F	Special Education Program	Residential Facility
3P	Special Education Program	Service Provider Location
3S	Special Education Program	Separate Class
3U	Separate School	Separate School
3X	Home	Home

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LRE Settings for Ages 6-21

Code	Description
6A	80% or more of the day in general ed programs
6B	40%-80% of the day in general ed programs
6C	<40% of the day in general ed programs
6F	Residential facility
6H	Homebound/Hospital
6I	Correctional facilities
6J	Parentally Placed in Private School
6U	Separate School

Note: The Save button MUST be clicked before proceeding.

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IEP Editor: Parent/Guardian Information

Editor Home - KY IEP ⓘ

- NAME
- Education Plan
- Student Information
- Enrollment Information
- Parent/Guardian Information**
- Present Levels of Academic Achievement and Functional Performance
- Transition Service Needs (14)
- Postsecondary Goals and Services

Parent/Guardian Information IN PROGRESS Editor 4 of 21

When a Plan 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.

Print Sequence Delete

Address

Home Phone Work Phone Cell Phone

E-mail

Refresh Parent/Guardian Information: Click the *Refresh* button to populate the fields with current information. This is required.

Save & Stay ▼ Refresh Cancel Complete

Note: The Save button MUST be clicked before proceeding.

Save & Next

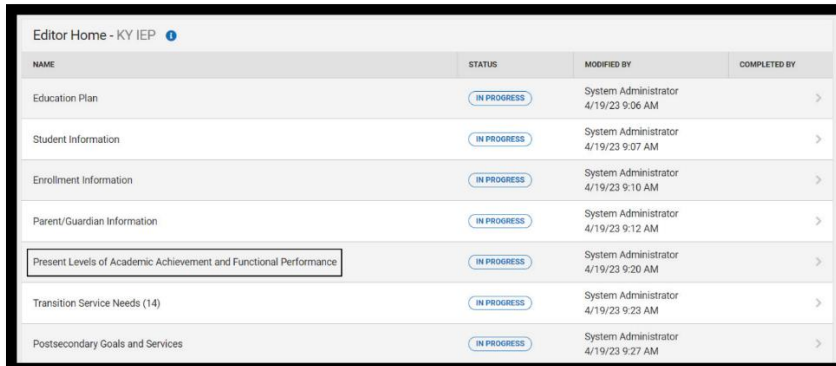
Save

Save & Stay ▼ Cancel Complete ▼

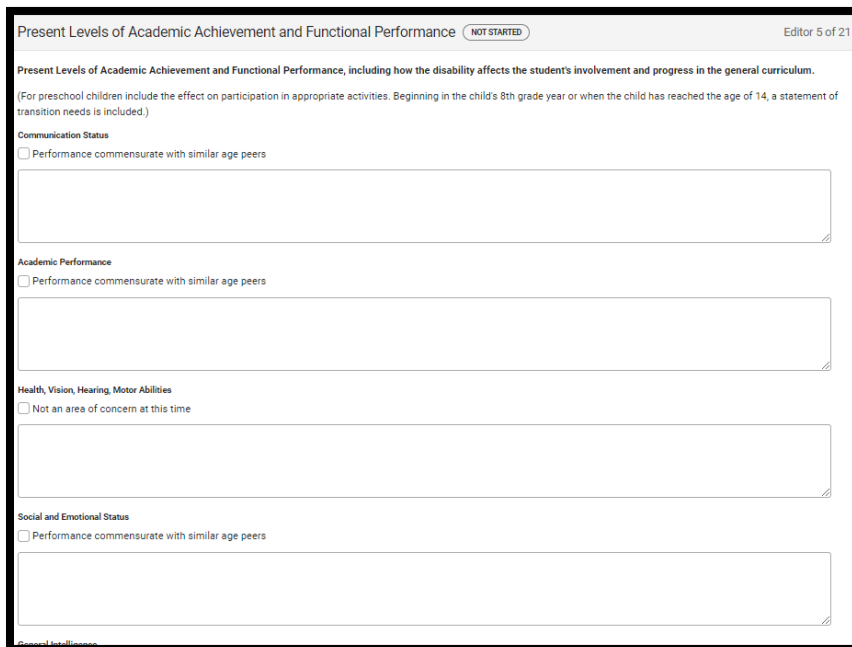
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IEP Editor: Present Levels



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Postsecondary Goals and Services	IN PROGRESS	System Administrator 4/19/23 9:27 AM	>



Present Levels of Academic Achievement and Functional Performance NOT STARTED Editor 5 of 21

Present Levels of Academic Achievement and Functional Performance, including how the disability affects the student's involvement and progress in the general curriculum.
(For preschool children include the effect on participation in appropriate activities. Beginning in the child's 8th grade year or when the child has reached the age of 14, a statement of transition needs is included.)

Communication Status
 Performance commensurate with similar age peers

Academic Performance
 Performance commensurate with similar age peers

Health, Vision, Hearing, Motor Abilities
 Not an area of concern at this time

Social and Emotional Status
 Performance commensurate with similar age peers

Present Levels of Academic Achievement and Functional Performance, including how the disability affects the student's involvement and progress in the general curriculum.

(For preschool children, include the effect on participation in appropriate activities; beginning in the child's 8th grade year or when the child has reached the age of 14, a statement of transition needs must be included.) **Note:** For each area, one of the following is required:

- check "Performance commensurate with similar age peers" or "Not an area of concern at this time"
- OR
- input text within the associated textbox

See the [IEP Guidance Document](#) and the [Compliance Record Review Document](#) for more information.

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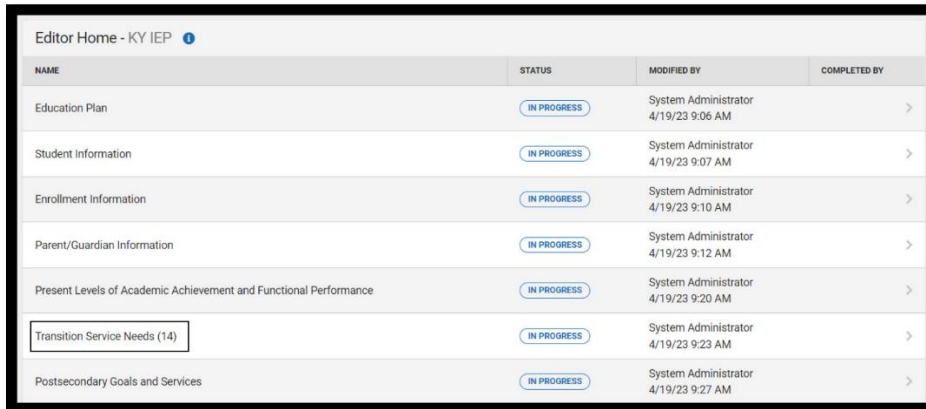
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It is acceptable to select the checkbox AND input text but be sure the text does not contradict the statement selected.

Note: The Save button MUST be clicked before proceeding.

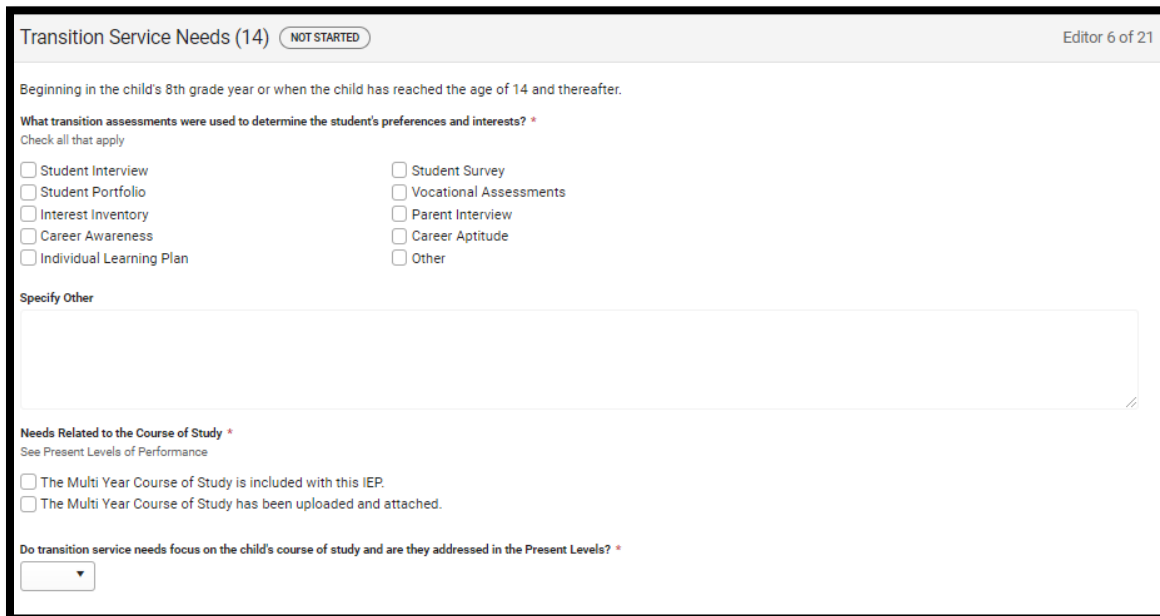


IEP Editor: Transition Service Needs (14)



NAME	STATUS	MODIFIED BY	COMPLETED BY
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Transition Needs: Focuses on the needs related to the student’s planned course of study. By the age of 16, the focus is also on postsecondary goals and transition services. Transition needs must include one or more of the items shown in the screen below.



Transition Service Needs (14) NOT STARTED Editor 6 of 21

Beginning in the child's 8th grade year or when the child has reached the age of 14 and thereafter.

What transition assessments were used to determine the student's preferences and interests? *
Check all that apply

- Student Interview
- Student Portfolio
- Interest Inventory
- Career Awareness
- Individual Learning Plan
- Student Survey
- Vocational Assessments
- Parent Interview
- Career Aptitude
- Other

Specify Other

Needs Related to the Course of Study *
See Present Levels of Performance

- The Multi Year Course of Study is included with this IEP.
- The Multi Year Course of Study has been uploaded and attached.

Do transition service needs focus on the child's course of study and are they addressed in the Present Levels? *

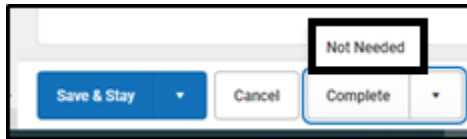
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Transition Assessments: Check which assessments were used to determine preferences and interests of the student.

Transition Service Needs: Required beginning in the child's 8th grade year or when the child has reached the age of 14 and thereafter. The ARC reviews (and revises if necessary) the student's multi-year course of study as outlined in the Individual Learning Plan (ILP).

If the student is not yet in the 8th grade or at least 14 years old, the ARC may select Not Needed instead of Complete on the bottom of the editor.

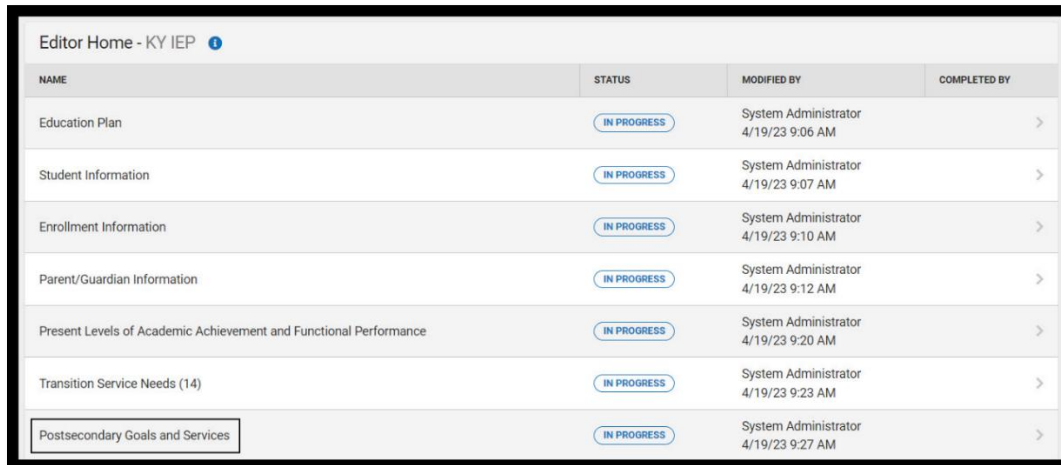


Note: The Save button MUST be clicked before proceeding.

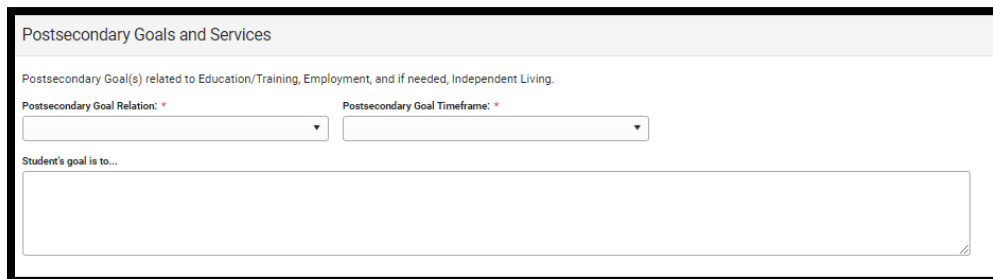


IEP Editor: Postsecondary Goals and Services

Post-Secondary Goals, Transition Services, and Agency Responsibilities List
Select **New Postsecondary Goal**.



NAME	STATUS	MODIFIED BY	COMPLETED BY
Education Plan	IN PROGRESS	System Administrator 4/19/23 9:06 AM	>
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Postsecondary Goals and Services	IN PROGRESS	System Administrator 4/19/23 9:27 AM	>



Postsecondary Goals and Services

Postsecondary Goal(s) related to Education/Training, Employment, and if needed, Independent Living.

Postsecondary Goal Relation: *

Postsecondary Goal Timeframe: *

Student's goal is to...

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Choose the type of *Postsecondary Goal* from the list.

The screenshot shows a form titled "Postsecondary Goals and Services". Below the title is a subtitle: "Postsecondary Goal(s) related to Education/Training, Employment, and if needed, Independent Living." There is a required field "Postsecondary Goal Relation: *" which is a dropdown menu. The menu is open, showing two options: "Education/Training & Employment" and "Independent Living".

Postsecondary Goal: Required by the student’s 16th birthday, or younger, if appropriate. The ARC must develop postsecondary goals in the areas of 1) education/training; 2) employment, and if needed, independent living. Postsecondary goals must be measurable and intended to occur after the student graduates from high school.

Education/Training & Employment Goal

The screenshot shows the "Postsecondary Goals and Services" form for an "Education/Training & Employment Goal". The subtitle is "Postsecondary Goal(s) related to Education/Training, Employment, and if needed, Independent Living." There are two dropdown menus: "Postsecondary Goal Relation: *" (set to "Education/Training & Employment") and "Postsecondary Goal Timeframe: *". Below these are two text areas: "Student's goal is to..." with the subtext "Education/Training behavior - where and how" and "to be able to..." with the subtext "Employment behavior - where and how".

Independent Living Goal

The screenshot shows the "Postsecondary Goals and Services" form for an "Independent Living Goal". The subtitle is "Postsecondary Goal(s) related to Education/Training, Employment, and if needed, Independent Living." There are two dropdown menus: "Postsecondary Goal Relation: *" (set to "Independent Living") and "Postsecondary Goal Timeframe: *". Below these is a text area: "Student's goal is to..." with the subtext "Independent Living behavior - where and how".

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Note: Click the save button to add transition service.



Click on a goal and click *New Transition Service*.

Note: If no transition services have been created, the Transition Service link will indicate “(No services added)”.

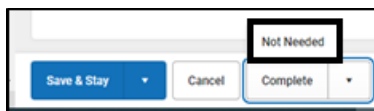


Transition Service: Required by the student’s 16th birthday, or younger, if appropriate, the ARC documents the transition services needed by the student to reasonably enable the student to reach postsecondary goals. Multiple transition services can be documented and numbered.

Agency Responsible: List the agency responsible for the Transition Service.

Add Service Objective: Click the *Add Service Objective* button list additional services.

If the student is not yet in the 8th grade or at least 14 years old, the ARC may select Not Needed instead of Complete on the bottom of the editor.



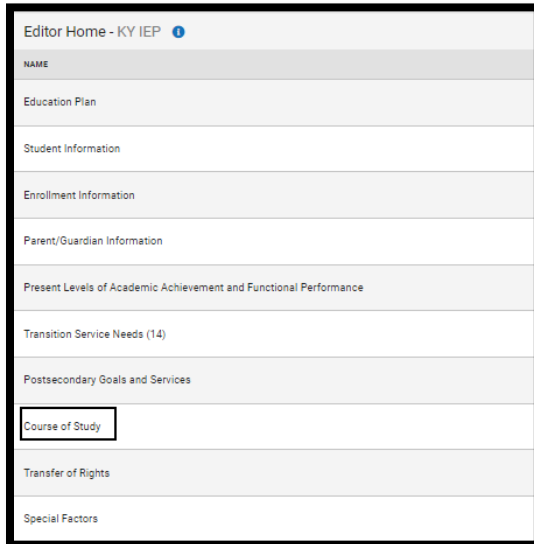
Note: The Save button MUST be clicked before proceeding.



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IEP Editor: Course of Study



Editor Home - KY IEP

NAME

Education Plan

Student Information

Enrollment Information

Parent/Guardian Information

Present Levels of Academic Achievement and Functional Performance

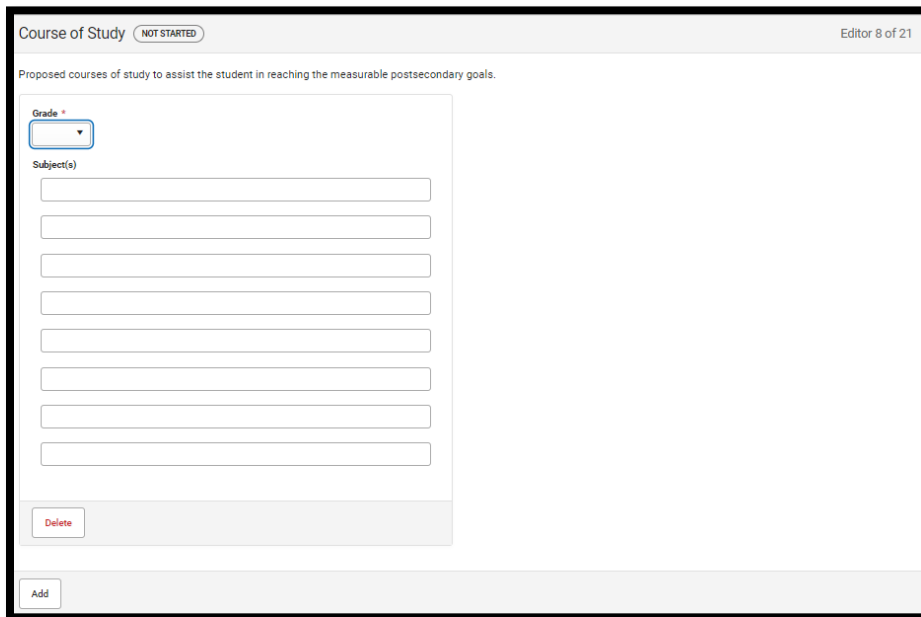
Transition Service Needs (14)

Postsecondary Goals and Services

Course of Study

Transfer of Rights

Special Factors



Course of Study NOT STARTED Editor 8 of 21

Proposed courses of study to assist the student in reaching the measurable postsecondary goals.

Grade *

Subject(s)

Delete

Add

Grade: Choose a grade level from the drop-down box.

This area can be used to plan for the student’s classes and modified as needed. This can also be used as the Multi-Year Course of Study.

Note: It is required for the student to have a projected course of study for each year through graduation.

Add Grade: Up to 4 additional years can be added as needed.

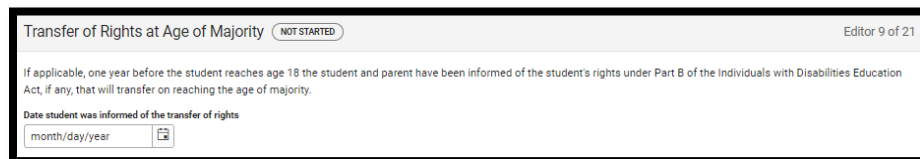
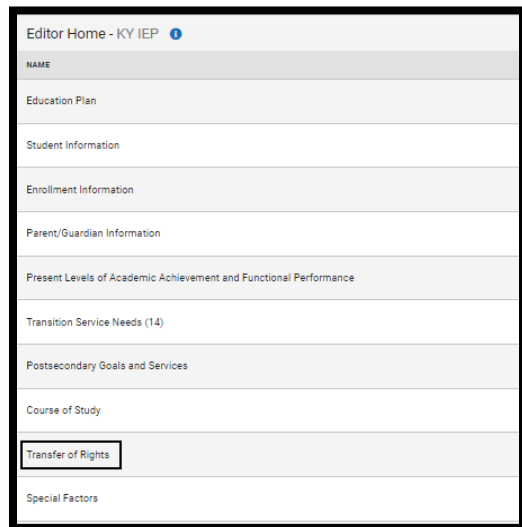
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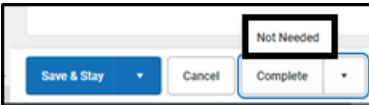


IEP Editor: Transfer of Rights



Enter the date that the student and parent(s) were informed of the student's rights once reaching the age of majority, making sure to do so at an ARC meeting at least one year prior to the student's 18th birthday.

Note: Once this date is entered, it will populate as a *Read Only* date on future IEPs.



Note: The Save button MUST be clicked before proceeding.



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IEP Editor: Special Factors

Course of Study
Transfer of Rights
Special Factors
Goals and Objectives
Reporting Progress
Supplementary Aids and Services
Accommodations for State/Classroom Assessments

Special Factors NOT STARTED Editor 10 of 21

Considerations of Special Factors for IEP Development

The ARC **MUST** address each question below and consider these issues in the review and revision of the IEP.

Does the child's behavior impede his/her learning or that of others?

If yes, consider, if appropriate, strategies, including positive behavioral intervention strategies and supports to address that behavior.

Does the child have limited English proficiency?

If yes, what is the relationship of language needs to the IEP?

Is the child blind or visually impaired?

If yes, the IEP Team must consider:

Is instruction in Braille needed? Is use of Braille needed? Will Braille be the student's primary mode of communication?
See evaluation data for supporting evidence

For Math & Science, student will need

Does the child have communication needs?

If yes, specify below

See Present Levels for Communication Status

Other

Specify:

Does the child's behavior impede his/her learning or that of others? If a child's behavior impedes his or her learning or that of others, the ARC develops strategies, including positive behavioral interventions, to address the behavior.

Does the child have limited English proficiency? For a child with limited English proficiency, the ARC describes the language needs as related to the student's IEP.

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Is the child blind or visually impaired? For a child who is blind or visually impaired, the ARC uses an evaluation of the student's reading and writing media (including an evaluation of the child's future needs for instruction in Braille), to determine the need for instruction in Braille and the use of Braille. The ARC will also need to determine if, for math and science only, *Unified English Braille (UEB)* or *UEB w/ Nemeth Code* will be used.

Does the child have communication needs? For students with communication needs, the ARC addresses the student's language and communication needs.

Is the child deaf or hard of hearing?

If yes, the IEP Team must consider:

1. The child's language and communication needs; Describe:

See Present Levels for Communication Status and Functional Hearing, Listening and Communication Assessment

Other

Specify:

2. Opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs; Describe:

3. Any necessary opportunities for direct instruction in the child's language and communication mode. Describe:

Are assistive technology devices and services necessary in order to implement the child's IEP?

If yes, include appropriate devices in the Statement of Devices/Services below.

Statement of Devices/Services

If the ARC answers Yes to any of the questions above, include a statement of services and/or devices to be provided to address the above special factors.

See Specially Designed Instruction

See Supplemental Aids and Services

See Behavior Intervention Plan

Other

Specify:

Is the child deaf or hard of hearing? For a child who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communication (with peers and professional personnel) in the student's language and communication mode.

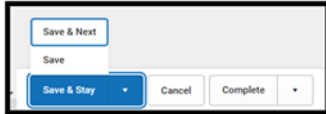
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Are assistive technology devices and services necessary in order to implement the child's IEP? For students who may need assistive technology the ARC must determine the type(s) of device(s) and/or amount of services needed. The ARC documents the assistive technology in the IEP and indicates the type of service in the *Statement of Devices/Services* box below.

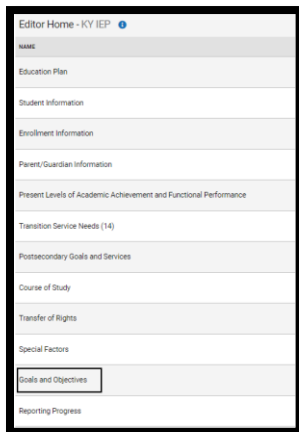
Statement of Devices/Services: This box provides a summary and location of the services identified based on the student's special factors.

Note: The Save button MUST be clicked before proceeding.

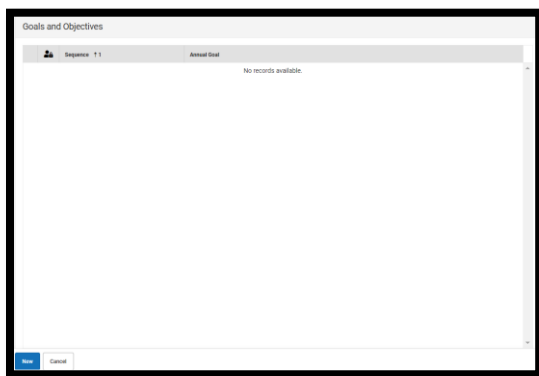


IEP Editor: Goals and Objectives

Select New Plan Goal



Click the New button.



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Goals

Sequence *

1

Area

Annual Goal *

Method(s) of Measurement

Select Method(s) of Measurement...

Specially Designed Instruction

For the IEP to be in effect by the child's 16th birthday and thereafter:
This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of

Education/Training
 Employment
 Independent Living

Sequence: This is used to numerically order the goals for display and print purposes.

Area: Enter the Content Area for the specified goal.

Annual Goal: Enter statement of anticipated results to be achieved in a calendar year or less, as determined by the ARC. Follow the A, B, C, D, E, F method outlined in the [IEP Guidance Document](#) on page 41.

Method(s) of Measurement: Select the evaluation method in which the student's progress toward reaching the annual goal will be measured.

- Authentic Assessment
- Curriculum Based Measurement
- Direct Measures
- Indirect Measures

Specifically Designed Instruction: Explain what the teacher does to instruct, assess, and modify instruction for the student. The SDI describes what the teacher does, as appropriate, to adapt the content, methodology, or the delivery of instruction. SDI is based on peer-reviewed research to the extent possible.

Note: Students 16 or over will have a prompt to indicate the linkage between annual goals and postsecondary goals.

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For the IEP to be in effect by the child's 16th birthday and thereafter:

This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of

- Education/Training
- Employment
- Independent Living

To create objectives for this goal, click the Add button.

Objectives

No saved records.

Add

Objectives

Objective

Sequence Delete

▲▼

Objective *

Additional goals may be created. Each goal will appear in the **Goals and Objectives** list as it is created and saved.

Save & New

Save & Next

Save

Save & Stay

Note: The Save button MUST be clicked before proceeding.

Save & Next

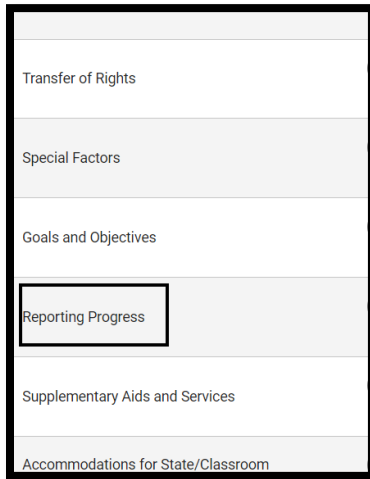
Save

Save & Stay ▼ Cancel Complete ▼

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IEP Editor: Reporting Progress



Transfer of Rights

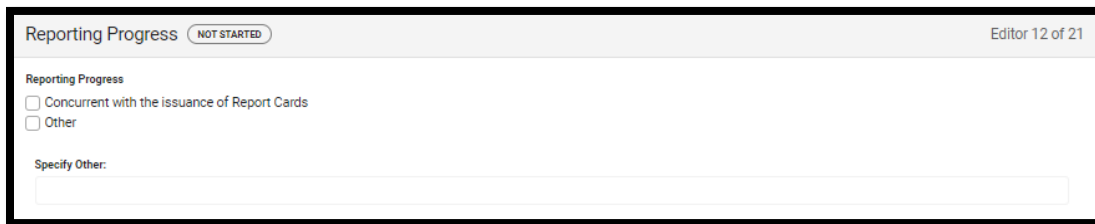
Special Factors

Goals and Objectives

Reporting Progress

Supplementary Aids and Services

Accommodations for State/Classroom



Reporting Progress NOT STARTED Editor 12 of 21

Reporting Progress

Concurrent with the issuance of Report Cards

Other

Specify Other:

The ARC informs the parent(s) if they will be informed of student progress toward the goal concurrent with the issuance of report cards or the ARC may identify another means of reporting progress toward the goal.

Note: The Save button MUST be clicked before proceeding.



Save & Next

Save

Save & Stay

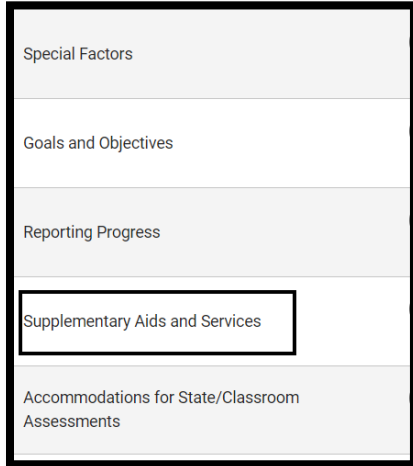
Cancel

Complete

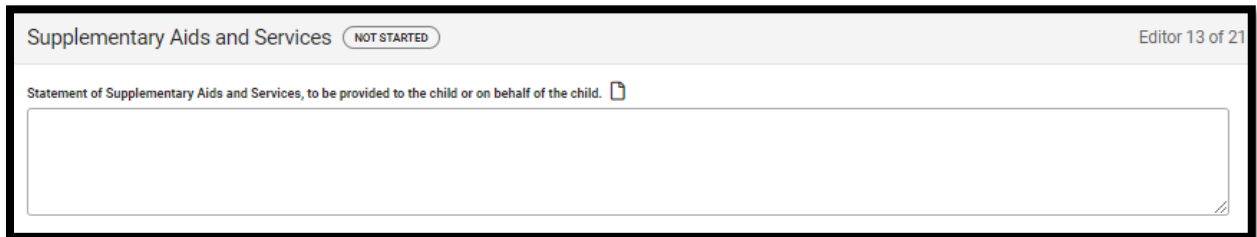
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IEP Editor: Supplementary Aids and Services



- Special Factors
- Goals and Objectives
- Reporting Progress
- Supplementary Aids and Services**
- Accommodations for State/Classroom Assessments

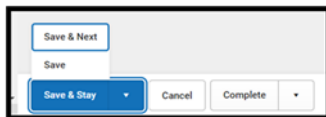


Supplementary Aids and Services NOT STARTED Editor 13 of 21

Statement of Supplementary Aids and Services, to be provided to the child or on behalf of the child. 

Enter aids and services the student needs to advance appropriately toward attaining the goal(s) and be involved and make progress in the general curriculum, to participate in extracurricular and other nonacademic activities, and be educated and participate with other students with and without disabilities.

Note: The Save button MUST be clicked before proceeding.



Save & Next
Save
Save & Stay  Cancel Complete 

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IEP Editor: Accommodations for State/Classroom Assessments

Accommodations for State/Classroom Assessments

Alternate Assessment Participation Guidelines

Learner Characteristics Inventory

Supports and Modifications

Least Restrictive Environment

Special Ed Services

Accommodations for State/Classroom Assessments NOT STARTED Editor 14 of 21

Accommodations for Administration of State Assessments and Assessments in the Classroom

ARC determined no accommodations needed

In order to justify appropriateness of accommodations for any state mandated tests, the testing accommodations must be used consistently as part of routine instruction and classroom assessment as well as meet all additional requirements established by the *Inclusion of Special Population in the State-Required Assessment and Accountability Programs, 703 KAR 5:070* document.

Note: The Kentucky Administrative Regulations regarding accommodations on state testing dictate whether a student may use a particular accommodation during the administration of state tests. Any IEP test accommodation that the regulations determine will invalidate a particular test or type of test **shall not** be utilized in administration of such tests to the student.

Accommodations

<input type="checkbox"/> Paraphrasing	<input type="checkbox"/> Scribes
<input type="checkbox"/> Manipulatives	<input type="checkbox"/> Use of Technology
<input type="checkbox"/> Braille	<input type="checkbox"/> Large Print
<input type="checkbox"/> Reinforcement and behavior modification strategies	<input type="checkbox"/> Extended Time (select one)
<input type="checkbox"/> Readers (select one)	<input type="checkbox"/> Time and a Half
<input type="checkbox"/> Online / Text Reader	<input type="checkbox"/> Double Time
<input type="checkbox"/> Human Reader	<input type="checkbox"/> Calculator (select one)
<input type="checkbox"/> Interpreters (select one)	<input type="checkbox"/> Online Calculator
<input type="checkbox"/> American Sign Language	<input type="checkbox"/> Handheld Calculator
<input type="checkbox"/> Other Language	<input type="checkbox"/> Special Calculator
Specify Other Language	Specify Special Calculator

Other

Specify Other

Mark all that apply; if there are no assessment accommodations, then “ARC determined no accommodations needed” MUST be checked.

Note: The Save button MUST be clicked before proceeding.

Save & Next

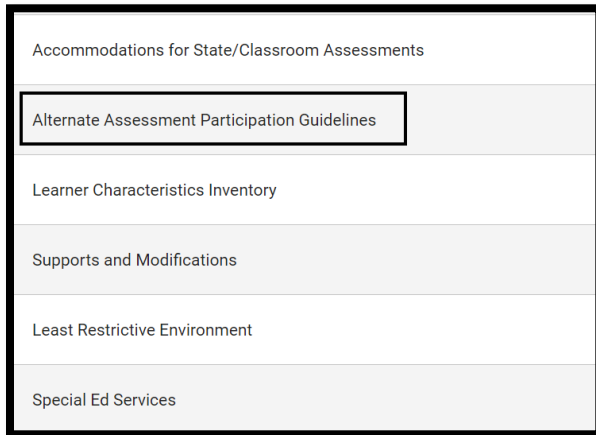
Save

Save & Stay Cancel Complete

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IEP Editor: Alternate Assessment Participation Guidelines



Accommodations for State/Classroom Assessments

Alternate Assessment Participation Guidelines

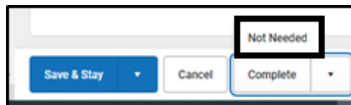
Learner Characteristics Inventory

Supports and Modifications

Least Restrictive Environment

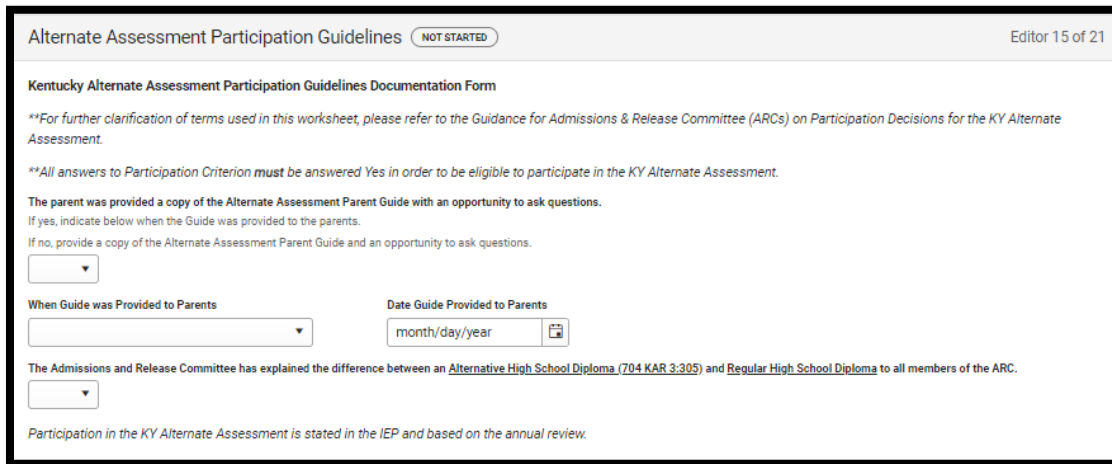
Special Ed Services

If the student is not being considered for Alternate Assessment Participation, the ARC may mark this editor Not Needed.



Save & Stay Cancel Complete

Not Needed



Alternate Assessment Participation Guidelines NOT STARTED Editor 15 of 21

Kentucky Alternate Assessment Participation Guidelines Documentation Form

***For further clarification of terms used in this worksheet, please refer to the Guidance for Admissions & Release Committee (ARCs) on Participation Decisions for the KY Alternate Assessment.*

***All answers to Participation Criterion must be answered Yes in order to be eligible to participate in the KY Alternate Assessment.*

The parent was provided a copy of the Alternate Assessment Parent Guide with an opportunity to ask questions.
If yes, indicate below when the Guide was provided to the parents.
If no, provide a copy of the Alternate Assessment Parent Guide and an opportunity to ask questions.

When Guide was Provided to Parents Date Guide Provided to Parents
month/day/year

The Admissions and Release Committee has explained the difference between an Alternative High School Diploma (704 KAR 3:305) and Regular High School Diploma to all members of the ARC.

Participation in the KY Alternate Assessment is stated in the IEP and based on the annual review.

Check *Yes* if the parent was provided a copy of the Alternate Assessment Parent Guide. Check *No* if the parent was not provided a copy of the Alternate Assessment Parent Guide.

Note: The only time *No* should be checked is if the parent was not in attendance at the ARC. Document in the conference summary that the parent was not at the ARC and the Parent Guide will be sent home.

Check when the parent was provided a copy of the Alternate Assessment Parent Guide, *Prior to Meeting, During Meeting or Other.*

Date Guide Provided to Parents: Enter the date the district provided a copy of the Alternate Assessment Parent Guide to the parent.

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Check *Yes* if the difference between an Alternate High School Diploma (704 KAR 3:305) and a Regular High School Diploma was explained to all members of the ARC.

Check *No* if the difference between an Alternate High School Diploma (704 KAR 3:305) and a Regular High School Diploma was not explained to all members of the ARC. The reason why it wasn't explained should be documented in the conference summary. Even if the parent is not in attendance, this should still be discussed among all members of the ARC.

Note: If the difference between an Alternate High School Diploma (704 KAR 3:305) and a Regular High School Diploma was not explained to all members of the ARC, it is important to do so as soon as possible.

Participation Criterion #1

Participation Criterion #1

Questions to determine eligibility.

1. Has the student been determined to be a student with a disability eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA)?

2. Is a current Individual Education Program (IEP) in place or being developed for the student?

Response
Answer to Criterion

If **NO to either question, stop here.** The student must meet Special Education Determination for Eligibility criteria in one or more disability categories defined in Kentucky Administrative Regulations (KAR). The student is **not eligible** to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.

If **YES to both.** If the student meets the Special Education Determination for Eligibility criteria in one or more disability categories, **continue to Criterion #2.**

Sources of Evidence and Justification
Check and complete after sources have been reviewed and documented in the conference summary.

Evaluation Data
Date: month/day/year

Disability Eligibility Determination Form (required)
Date: month/day/year

Individual Education Program (required)
Date: month/day/year

Other
Specify Other

If the ARC answered *No* to EITHER question 1 or question 2 in *Participation Criterion #1*, then your *Response (Answer to Criterion)* should be to check the box next to the first statement *If NO to either question, Stop here.* This indicates that the student is not eligible to participate in the KY Alternate Assessment. Document this in the IEP and conference summary.

If the ARC answered *Yes* to both questions 1 and 2 in *Participation Criterion #1*, then your *Response (Answer to Criterion)* should be to check the box next to the statement *If YES to both.*

Note: If this step is not completed, the student will not be eligible for participation in the Alternate Assessment.

Sources of Evidence and Justification: Check and complete after sources have been reviewed and documented in the conference summary.

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Evaluation Data: Enter the date of the Multi-Disciplinary report.

Disability Eligibility Determination Form: Enter the date of the most current *Disability Eligibility Determination Form*. This is a required field.

Individual Education Program: Enter the date of the most current *Individual Education Program*. This is a required field.

Other: List any other sources of evidence used by the ARC.

Note: Once the *If YES to both* box is checked, Participation Criterion #2 will appear below the *Other* box.

Note: Once the *If NO to either question. Stop here* box is checked, the ARC Eligibility Determination section will appear below the *Other* box.

Participation Criterion #2

Participation Criterion #2

1. The student's demonstrated cognitive functioning and adaptive behavior in the home, school and community environments are significantly below age expectations, even with program modifications and accommodations.

2. ARC reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) in all academic areas AND adaptive behavior(s), to inform the ARC decision.

Response
Answer to Criterion

If NO to either question, stop here. The student does not have a significant cognitive disability. The student is not eligible to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.

If YES to both, continue to Criterion #3.

If the ARC answered *No* to EITHER question 1 or question 2 in *Participation Criterion #2*, then your *Response (Answer to Criterion)* should be to check the box next to the first statement *If NO to either question, Stop here*. This indicates that the student is not eligible to participate in the KY Alternate Assessment. Document this in the IEP and conference summary.

If the ARC answered *Yes* to BOTH questions 1 and 2 in *Participation Criterion #2*, then your *Response (Answer to Criterion)* should be to check the box next to the statement *If YES to both*.

Note: If this step is not completed, the student will not be eligible for participation in the Alternate Assessment.

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Sources of Evidence and Justification

Evaluation Data (required)
Date:

Individual Education Program (required)
Date:

Previous IEP (required if available)
Date:

Progress Monitoring Data (required)
Specify Progress Monitoring Data

Teacher Observations (optional)
Specify Teacher Observations

Other
Specify Other

Supporting Comments (optional)
Specify Supporting Comments

Sources of Evidence and Justification: Check and complete after sources have been reviewed and documented in the conference summary.

Disability Eligibility Determination Form: Enter the date of the most current *Disability Eligibility Determination Form*. **This is a required field.**

Evaluation Data: Enter the date of the Multi-Disciplinary report.

Individual Education Program: Enter the date of the most current *Individual Education Program*. **This is a required field.**

Previous IEP: Enter the date of the previous IEP. If no previous IEP is available, document in the supporting comments section or in the conference summary. **This is a required field if available.**

Progress Monitoring Data: Any progress monitoring data the ARC uses to support their decisions must be documented here OR the conference summary, OR the ARC may note that they have attached it to the conference summary. **This is a required field.**

Teacher Observations: This is an optional field.

Other: This is an optional field.

Supporting Comments: This is an optional field.

Note: Once the *If YES to both* box is checked, Participation Criterion #3 will appear below the *Supporting Comments* box.

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Note: Once the *If NO to either question. Stop here* box is checked, the ARC Eligibility Determination section will appear below the *Supporting Comments* box.

Participation Criterion #3

Participation Criterion #3

1. Does the student require extensive individual direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access and make progress on the Kentucky Academic Standards and to maintain and generalize learning.

2. ARC reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) to inform the ARC decision.

Response
Answer to Criterion

If NO to either question, stop here. The ARC determines that the student **does not** require direct instruction across multiple settings and/or accommodations, modifications, and supports that **exceed** what is allowed on the general assessments for students as described in the "Inclusion Document" and set forth in 703 KAR 5:070. The student is **not eligible** to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.

If YES to both. The student requires extensive direct individual instruction in multiple settings and substantial supports to achieve measurable gains in the grade and age appropriate curriculum that **do exceed** what is allowed on the general assessments for students as described in the "Inclusion Document" and set forth in 703 KAR 5:070, **continue to Criterion #4.**

If the ARC answered *No* to EITHER question 1 or question 2 in *Participation Criterion #3*, then your *Response (Answer to Criterion)* should be to check the box next to the first statement *If NO to either question, Stop here*. This indicates that the student is **not** eligible to participate in the KY Alternate Assessment. Document this in the IEP and conference summary.

If the ARC answered *Yes* to BOTH questions 1 and 2 in *Participation Criterion #3*, then your *Response (Answer to Criterion)* should be to check the box next to the statement *If YES to both*.

Note: If this step is not completed, the student will not be eligible for participation in the Alternate Assessment.

Sources of Evidence and Justification

<input type="checkbox"/> Evaluation Data Date: month/day/year	<input type="checkbox"/> Disability Eligibility Determination Form Date: month/day/year	<input type="checkbox"/> Individual Education Program (required) Date: month/day/year
<input type="checkbox"/> Assistive Technology Consideration Guide (optional) Date: month/day/year	<input type="checkbox"/> Documentation of Accommodations Determination (required) Date: month/day/year	

Progress Monitoring (required)
Specify Progress Monitoring

Parent Input (required)
Specify Parent Input

Teacher Observations
Specify Teacher Observations

Other
Specify Other

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Sources of Evidence and Justification: Check and complete after sources have been reviewed and documented in the conference summary.

Evaluation Data: Enter the date of the Multi-Disciplinary report.

Disability Eligibility Determination Form: Enter the date of the most current *Disability Eligibility Determination Form*. **This is a required field.**

Individual Education Program: Enter the date of the most current *Individual Education Program*. **This is a required field.**

Progress Monitoring Data: Any progress monitoring data the ARC uses to support their decisions must be documented here OR the conference summary, OR the ARC may note that they have attached it to the conference summary. **This is a required field.**

Assistive Technology Consideration Guide: Enter the date the ARC discussed the Assistive Technology Consideration Guide. This is optional.

Documents of Accommodations Determination: Enter the date the Accommodations Determination was completed. **This is a required field.**

Parent Input: Enter parent input here. **This is a required field.**

Teacher Observations: This is an optional field.

Other: This is an optional field.

Note: Once the *If YES to both* box is checked, Participation Criterion #4 will appear below the *Other* box.

Note: Once the *If NO to either question. Stop here* box is checked, the ARC Eligibility Determination section will appear below the *Other* box.

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Participation Criterion #4

Participation Criterion #4

1. Did the ARC carefully consider each of these items
Check as considered

- Excessive or extended absences
- Disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment
- Native language, social, cultural, and economic differences
- Those identified as English Language Learners (ELL)
- Pre-determined poor performance on the grade-level assessment
- The student displays disruptive behaviors or experiences emotional duress during testing
- Administrator decision
- Educational placement or instructional setting

2. The ARC's decision for the student to participate in the KY Alternate Assessment is not primarily the result of any of the exclusions listed above.

Response
Answer to Criterion

If NO to either question, stop here. Any criterion that is not checked means that the student is not eligible to participate in the KY Alternate Assessment. The student is not eligible to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.

If YES to both. All necessary exclusions were considered. **Continue to ARC Eligibility Determination.**

Sources of Evidence and Justification

Supporting Comments (optional)
Specify Supporting Comments

Did the ARC carefully consider each of these items:

The ARC must consider each of the exclusionary factors listed and document in the conference summary or in the Supporting Comments section of the guidelines that the ARC carefully considered all exclusions listed and did not base the decision to participate in the alternate assessment on any of the descriptions.

If any of the statements in question 1 were not checked OR the ARC answered *No* to question 2 in *Participation Criterion #4*, then your *Response (Answer to Criterion)* should be to check the box next to the first statement *If NO to either question, Stop here*. This indicates that the student is not eligible to participate in the KY Alternate Assessment. Document this in the IEP and conference summary.

If ALL of the statements in question 1 were checked AND the ARC answered *Yes* to question 2 in *Participation Criterion #4*, then your *Response (Answer to Criterion)* should be to check the box next to the statement *If YES to both*.

Sources of Evidence and Justification: Check and complete after sources have been reviewed and documented in the conference summary.

Supporting Comments: This is optional.

Note: Once the *If YES to both* box is checked, The ARC Eligibility Determination information will appear below the *Supporting Comments* box.

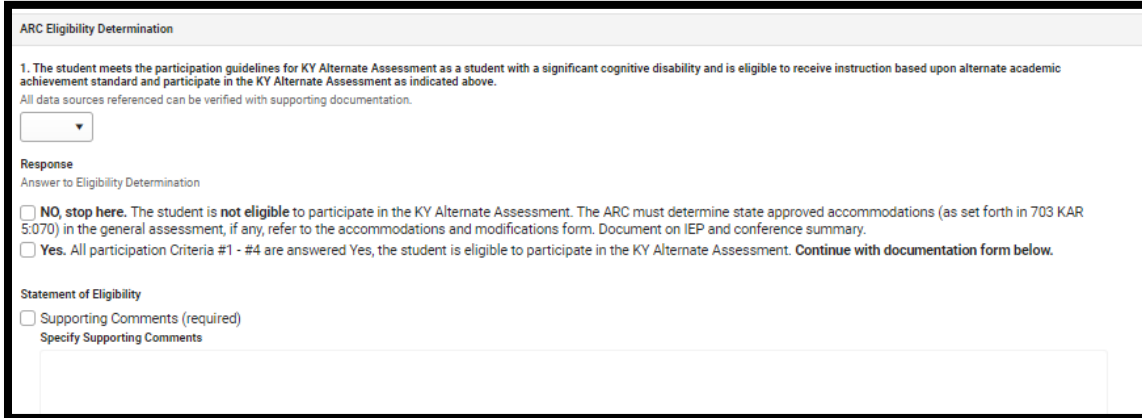
Note: If this step is not completed, the student will not be eligible for participation in the Alternate Assessment.

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Note: Once the *If NO to either question. Stop here* box is checked, the ARC Eligibility Determination section will appear below the *Supporting Comments* box.

ARC Eligibility Determination



The screenshot shows a form titled "ARC Eligibility Determination". It contains the following sections:

- 1. The student meets the participation guidelines for KY Alternate Assessment as a student with a significant cognitive disability and is eligible to receive instruction based upon alternate academic achievement standard and participate in the KY Alternate Assessment as indicated above.**
All data sources referenced can be verified with supporting documentation.
A dropdown menu is present below this text.
- Response**
Answer to Eligibility Determination
 NO, stop here. The student is **not eligible** to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.
 Yes. All participation Criteria #1 - #4 are answered Yes, the student is eligible to participate in the KY Alternate Assessment. **Continue with documentation form below.**
- Statement of Eligibility**
 Supporting Comments (required)
Specify Supporting Comments
A large text input field is provided for this section.

The student meets the participation guidelines for KY Alternate Assessment...: Check **Yes** if the student meets all 4 required participation criterion and if all data sources can be verified with supporting documentation. Check **No** if any participation criterion is checked no or if the data cannot be verified.

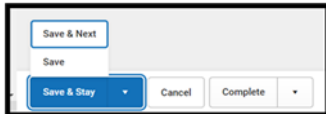
Response (Answer to Eligibility Determination) – *this is how a student is flagged in Infinite Campus as participating in the KY Alternate Assessment*****

If the ARC has checked **No** in any of the Participation Criteria (#1 – 4), your *Response (Answer to Eligibility Determination)* will be to check **NO. Stop here. The student is not eligible to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.**

If the ARC has checked **Yes** in each of the Participation Criteria (#1 – 4), your *Response (Answer to Eligibility Determination)* will be to check **Yes. All Participation Criterion #1 - #4 are answered Yes, the student is eligible to participate in the KY Alternate Assessment.** The ARC must document in the conference summary the decision that the student is eligible to participate in the alternate assessment.

Statement of Eligibility: Enter *Supporting Comments*. This is a required field.

Note: The Save button MUST be clicked before proceeding.

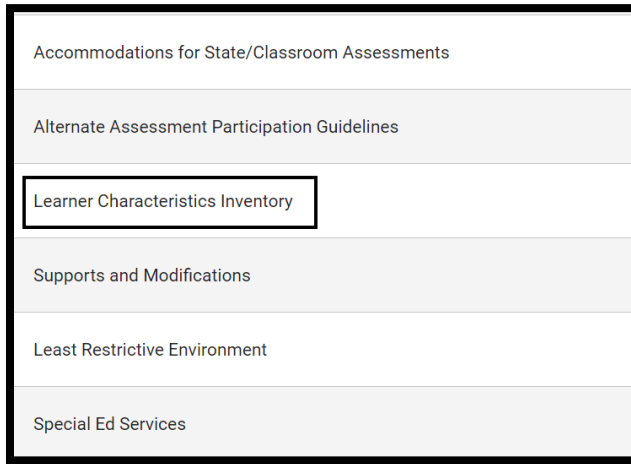


The screenshot shows a row of buttons: "Save & Next", "Save", "Save & Stay" (with a dropdown arrow), "Cancel", and "Complete" (with a dropdown arrow).

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IEP Editor: Learner Characteristics Inventory



Accommodations for State/Classroom Assessments

Alternate Assessment Participation Guidelines

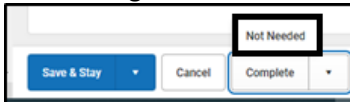
Learner Characteristics Inventory

Supports and Modifications

Least Restrictive Environment

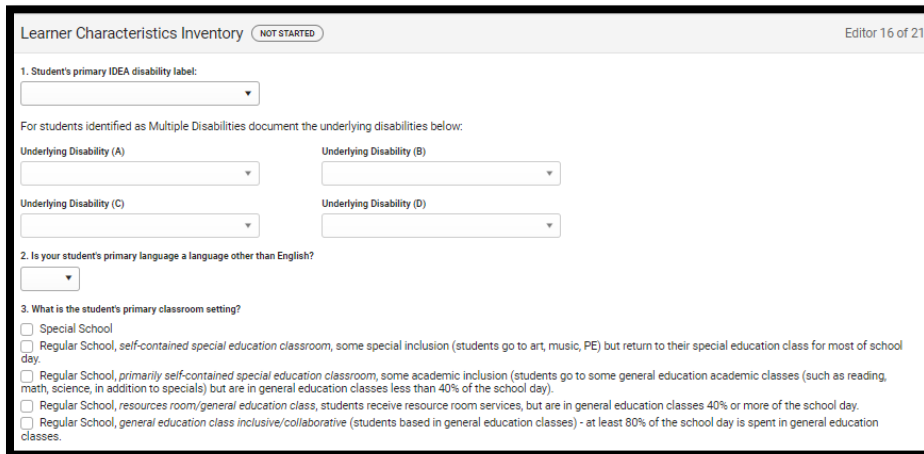
Special Ed Services

Note: This editor is only required for students being considered for KY Alternate Assessment. If student is not being considered for Alternate Assessment Participation, the ARC may select Not Needed.



Not Needed

Save & Stay Cancel Complete



Learner Characteristics Inventory NOT STARTED Editor 16 of 21

1. Student's primary IDEA disability label:

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

Underlying Disability (A) Underlying Disability (B)

Underlying Disability (C) Underlying Disability (D)

2. Is your student's primary language a language other than English?

3. What is the student's primary classroom setting?

- Special School
- Regular School, self-contained special education classroom, some special inclusion (students go to art, music, PE) but return to their special education class for most of school day.
- Regular School, primarily self-contained special education classroom, some academic inclusion (students go to some general education academic classes (such as reading, math, science, in addition to specials) but are in general education classes less than 40% of the school day).
- Regular School, resources room/general education class, students receive resource room services, but are in general education classes 40% or more of the school day.
- Regular School, general education class inclusive/collaborative (students based in general education classes) - at least 80% of the school day is spent in general education classes.

Student's primary IDEA disability label: Select the appropriate disability from the choices listed. More than one may be selected.

Is your student's primary language a language other than English? Select Yes or No.

What is the student's primary classroom setting? Select the appropriate setting.

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4. Expressive Communication
Check the best description

- Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
- Uses intentional communication, but not as a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
- Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.

5. Does your student use oral speech to communicate?
Student uses his/her vocal cords to produce words

6. Does your student use an augmentative communication system in addition to or in place of oral speech?

7. Receptive Language
Check the best description

- Independently follows 1-2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
- Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions.
- Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
- Uncertain response to sensory stimuli (e.g., sound/voice; sigh/gesture; touch; movement; smell.)

8. Motor
Check the best description

- No significant motor dysfunction that requires adaptations.
- Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).
- Uses wheelchair, positioning equipment, and/or assistive devices for most activities.
- Needs personal assistance for most/all motor activities.

Expressive Communication: Check the best description of the student’s communication.

Does your student use oral speech to communicate? Check Yes or No.

Does your student use an augmentative system in addition to or in place of oral speech? Check Yes or No.

Receptive Language: Check the best description of the student’s receptive language.

Motor: Check the best description of the student’s motor activities.

9. Engagement
Check the best description

- Initiates and sustains social interactions.
- Responds with social interaction, but does not initiate or sustain social interactions.
- Alerts to others.
- Does not alert to others.

10. Health Issues / Attendance
Check the best description

- Attends at least 90% of school days.
- Attends approximately 75% of school days; absences primarily due to health issues.
- Attends approximately 50% or less of school days; absences primarily due to health issues.
- Receives Homebound instruction due to health issues.
- Highly irregular attendance or homebound instruction due to issues other than health.

11. Reading
Check the best description

- Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.)
- Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.
- Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille.
- Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.
- No observable awareness of print or Braille.

12. Mathematics
Check the best description

- Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- Does computational procedures with or without a calculator.
- Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
- Counts by rote to 5.
- No observable awareness or use of numbers.

Engagement: Check the best description of the student’s engagement with others.

Data Standard KY IEP/PSP

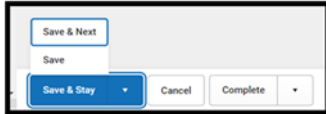
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Health Issues/Attendance: Check the best description of the student’s attendance with regards to health issues.

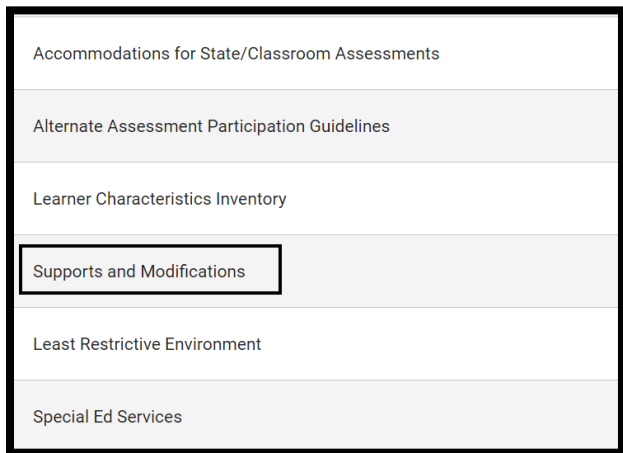
Reading: Check the best description of the student’s reading abilities.

Mathematics: Check the best description of the student’s mathematical abilities.

Note: The Save button MUST be clicked before proceeding.

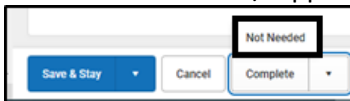


IEP Editor: Supports and Modifications



To meet the unique needs of the student, the ARC must identify program modifications and supports for school personnel that will be provided on behalf of the student. This may include specialized training, use of school time, or use of school staff, and may involve specialized training for any staff that comes in contact with the student. If no needs are identified, select, “*Not needed at this time*”.

Note: A modification/support must be identified or marked as “*Not needed at this time*”.



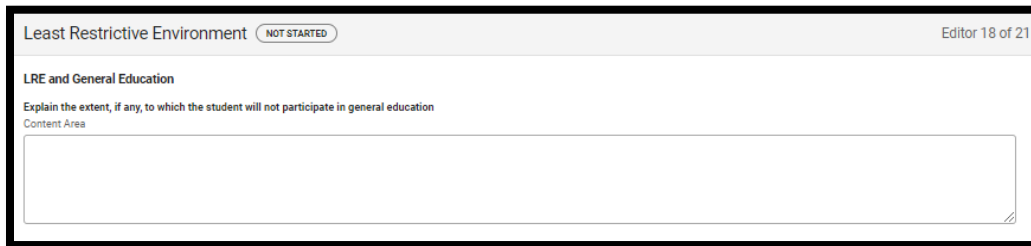
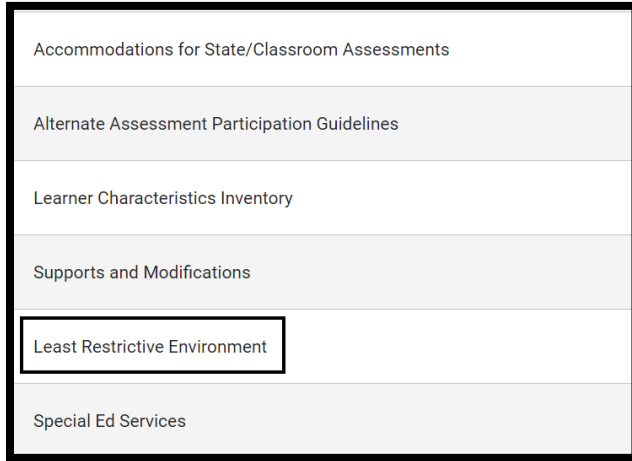
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Note: The Save button MUST be clicked before proceeding.



IEP Editor: Least Restrictive Environment



Note: The Save button MUST be clicked before proceeding.

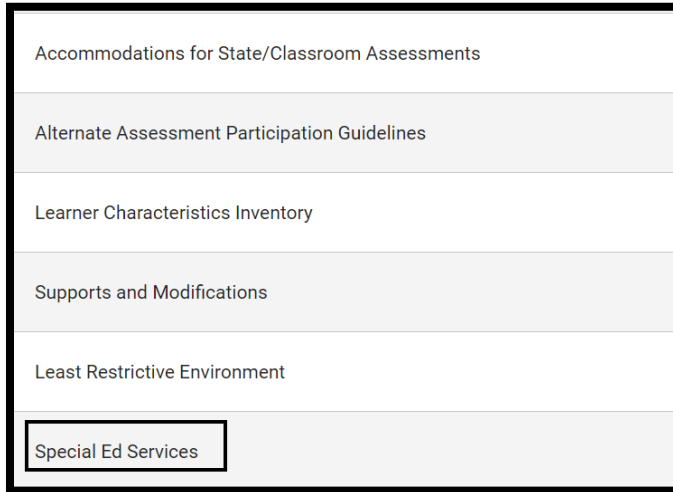


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IEP Editor: Special Ed Services

***NOTE:** This editor is required.



Accommodations for State/Classroom Assessments

Alternate Assessment Participation Guidelines

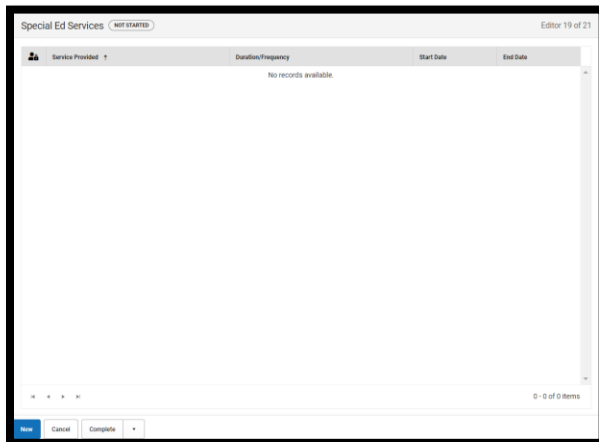
Learner Characteristics Inventory

Supports and Modifications

Least Restrictive Environment

Special Ed Services

Click **New** button at the bottom of the screen.

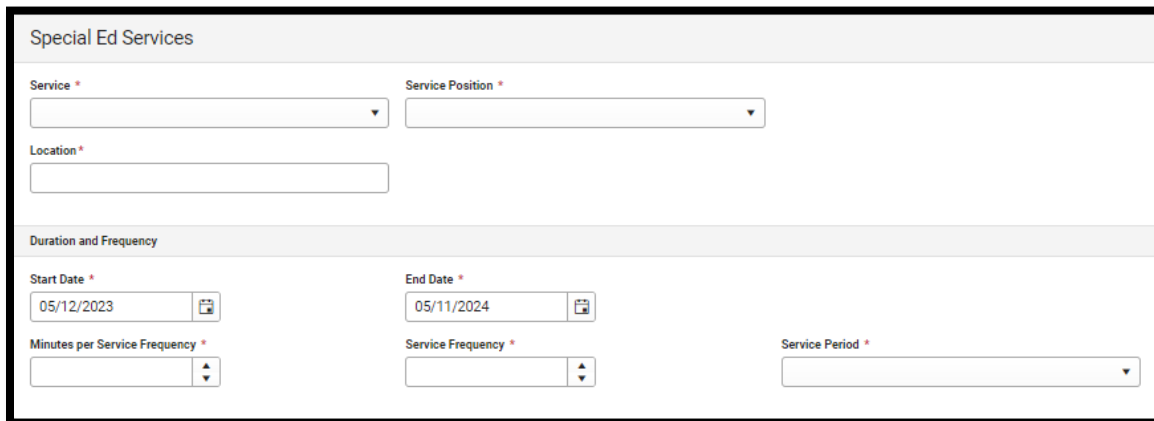


Special Ed Services (NEW STARTED) Editor 19 of 21

Service Provider	Duration/Frequency	Start Date	End Date
No records available.			

0 - 0 of 0 items

New Cancel Complete



Special Ed Services

Service *

Service Position *

Location *

Duration and Frequency

Start Date *

End Date *

Minutes per Service Frequency *

Service Frequency *

Service Period *

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Service: “Special Education” is the default value. If other options appear in the drop list, they should be removed via *System Administration | Special Ed | Services*. This field will not print on the IEP.

Service Position: Select the position of the person responsible for the services provided to the student.

Location: Identify the setting (i.e., regular classroom, special classroom, community) in which the majority of services will be provided. Include the content class (i.e., language arts, science, PE) in which the student will receive Specially Designed Instruction (SDI).

Note: The *Location* for co-teaching is in the regular classroom and the *Service Position* is a special education teacher.

Start Date: Defaults to the *Start Date* on the Education Plan editor.

End Date: Defaults to the *End Date* on the Education Plan editor.

Minutes per Service Frequency, Service Frequency, and Service Period are used to identify the amount of service provided to the student.

Minutes per Service Frequency: Enter the number of minutes the SDI will be provided PER SESSION.

Note: This amount must be a whole number and cannot be a range.

Service Frequency: Enter the number of sessions that will be provided based on the Service Period.

Service Period: Identify the *Service Period* as a “day”, “week”, “month”, or “year”.

Examples for Documenting Trimester Scheduling

	Anticipated Frequency and Duration Of Service					Service Provider (by Position)	Location (e.g., Regular Classroom, Resource Room, Separate Class)
	Service Minutes (per Service Frequency)	Service Frequency (Daily, Weekly, Monthly, Annually)	Service Frequency (Number of times provided per Service Period)	Start Date	End Date		
Special Education	72.0 minutes	1.0 times per	day	8/4/2011	8/3/2012	Special Education Teacher	Resource English Class 2 of 3 trimesters
	72.0 minutes	1.0 times per	day	8/4/2010	8/3/2011	Special Education Teacher	Regular Math Class Co-Teaching 2 of 3 trimesters

Note: The Save button MUST be clicked before proceeding.



IEP Editor: Related Services



Click *New* button at the bottom of the screen.

A screenshot of the "Related Services" form. The form is divided into several sections. The top section contains two dropdown menus: "Service *" and "Service Position *". Below these is a text input field for "Location *". The next section is titled "Duration and Frequency" and contains: "Start Date *" with a date picker showing "05/12/2023"; "End Date *" with a date picker showing "05/11/2024"; "Minutes per Service Frequency *" with a spinner control; "Service Frequency *" with a spinner control; and "Service Period *" with a dropdown menu.

Service: Select from the drop list the related service that is provided.

Service Position: Select the position of the person responsible for the services provided to the student.

Location: Identify the setting (i.e., regular classroom, special classroom, community) in which the majority of services will be provided. Include the content class (i.e., language arts, science, PE) in which the student will receive Specially Designed Instruction (SDI).

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Note: The **Location** for co-teaching is in the regular classroom and the *Service Position* is a special education teacher.

Start Date: Defaults to the *Start Date* on the Education Plan editor.

End Date: Defaults to the *End Date* on the Education Plan editor.

Minutes per Service Frequency, Service Frequency, and Service Period are used to identify the amount of service provided to the student.

Minutes per Service Frequency: Enter the estimated number of minutes the service will be provided per session.

Note: This amount must be a whole number and cannot be a range.

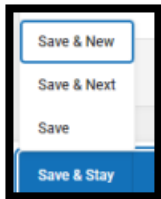
Service Frequency: Enter the number of sessions that will be provided based on the Service Period.

Service Period: Identify the Service Period as a “day”, “week”, “month”, or “year”.

For example: As pictured on the previous page, this student is receiving 30 minutes of service 4 times per month.

Note: Student must have Transportation as a related service on current IEP, if student’s Transportation Code is indicated as T5-Special Transported. See the [Guidance for Special Transportation in Kentucky](#).

Additional Related Services may be added by clicking Save & New at the bottom of the screen.



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

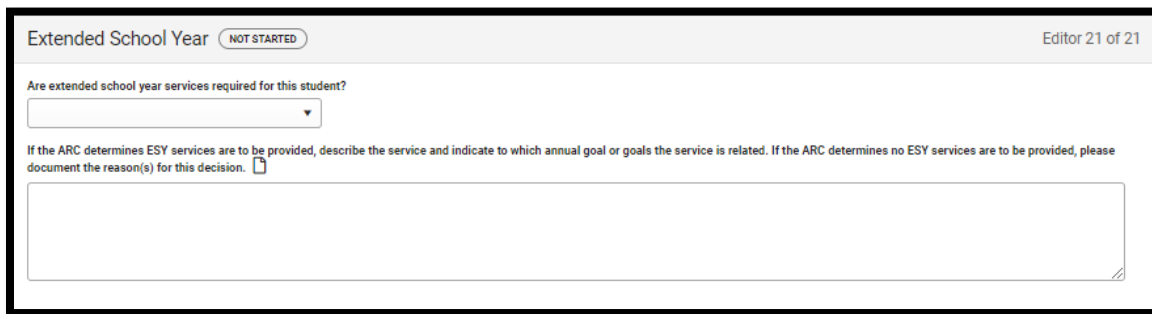


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IEP Editor: Extended School Year

Note: This is a required editor.



Extended School Year (ESY): means SDI and related services are provided to a child with a disability beyond the normal school year in accordance with the child's IEP and at no cost to the parents.

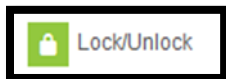
Note: The Save button MUST be clicked before proceeding.



NOTE: To lock the IEP, all editors must be marked either Complete or Not Needed.

Once the IEP is completed, select the Documents tab.

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



Section B – KY Private School Service Plan

Kentucky Administrative Regulations: 707 KAR 1:370

- A private school child with a disability does not have the individual right to receive all of the special education and related services that he/she would receive if enrolled in a public school.
- A private school child with a disability may receive a different amount of services than children with disabilities enrolled in public schools. These services are specified on a Service Plan, not an IEP.
- When a parent decides to place his/her child with a disability in a private school after the district offered a free and appropriate public education, the district is not required to pay for the cost of the private education.
- Parents may file a state-level complaint if the district failed in its responsibilities to evaluate and determine eligibility for private school children with disabilities. Parents may not file state-level complaints on other IDEA issues, such as failure to provide services contained in a Service Plan.
- Services provided to a private school child with a disability may be provided at a site determined by the district.

***Note: Under Kentucky law preschoolers in private schools are not eligible for service plans. If the district chooses to provide services to preschool students, please create IEPs for them.**

To create a Private School Service Plan (PSP):

1. Go to *Student Information | Special Ed | General | Documents*
2. Click the *New Document* Button
3. Select *Create New Plan*
4. Select *Private School Service Plan*
5. Click the *Create Document* button

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Create New Document Wizard

Please select one of the following documents:

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

DOCUMENT SELECTED FOR CREATION: Private School Service Plan

PSP Editor: Service Plan

Editor Home - Private School Service Plan ⓘ

NAME

- Service Plan**
- Student Information
- Parent/Guardian Information
- Enrollment Information
- Goals and Objectives
- Services
- Team Meeting

Service Plan NOT STARTED Editor 1 of 7

Meeting Date *

Start Date *

End Date *

Date of Eligibility Determination
N/A

Proposed Action *

Meeting Date: Enter the date the Admissions and Release Committee (ARC) met to develop the current PSP.

Start Date: This date defaults to the Meeting Date entered and may be changed to a future date if necessary.

Data Standard KY IEP/PSP

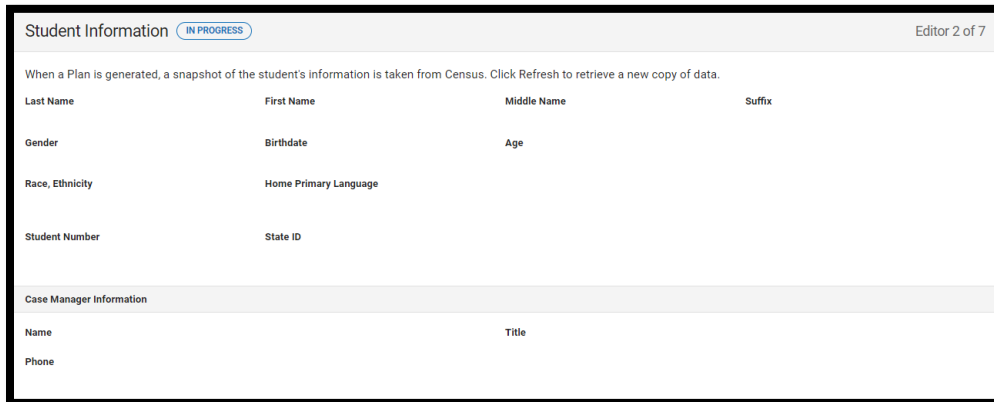
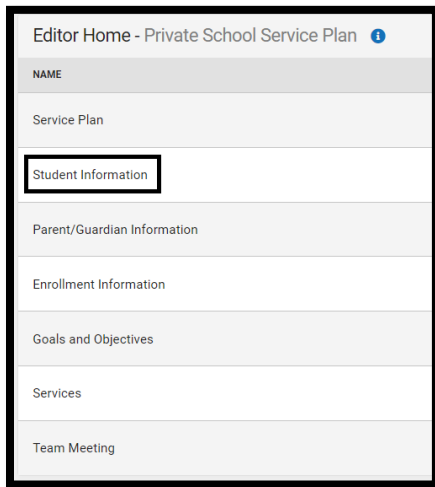
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End Date: This date defaults to one year minus one day from the Meeting Date entered and may be changed if necessary.

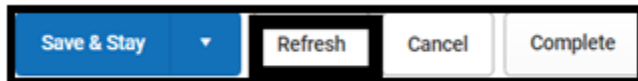
Note: The Save button MUST be clicked before proceeding.



PSP Editor: Student Information



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

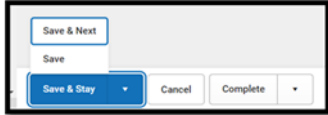


Data Standard KY IEP/PSP

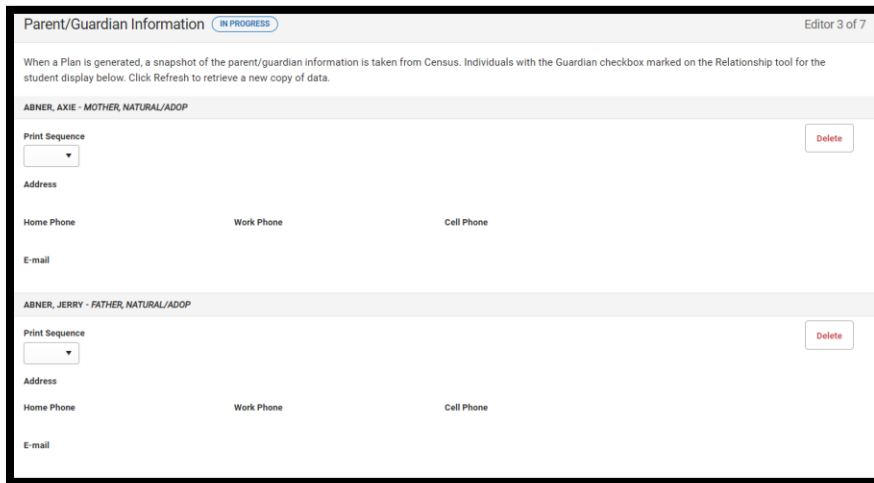
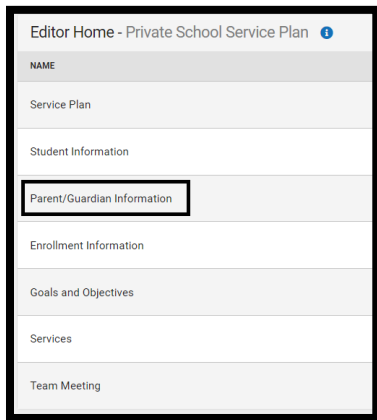
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Primary Mode of Communication of the Student: This is the only editable field in this editor. The student's preferred language may be selected.

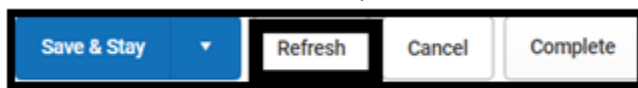
Note: The Save button MUST be clicked before proceeding.



PSP Editor: Parent/Guardian Information



Refresh Guardian Information: This will populate parent/guardian demographics from the student's current household/relationship.



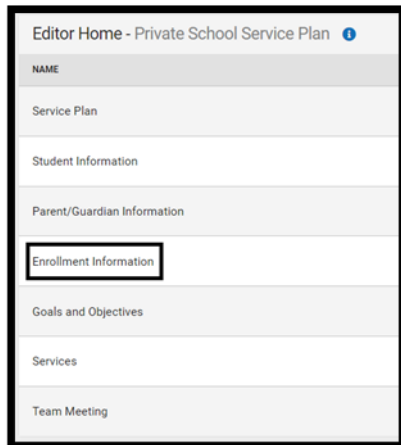
Data Standard KY IEP/PSP

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Note: The Save button MUST be clicked before proceeding.



PSP Editor: Enrollment Information

A screenshot of the 'Enrollment Information' form in the PSP Editor. The form is titled 'Enrollment Information' and has a 'NOT STARTED' status. It includes a 'Click Refresh' button and a warning message: 'Click Refresh to retrieve a new copy of data from a selected Enrollment record. Information entered into this editor will modify the student's current Enrollment record when the plan is locked.' The form is divided into sections: 'Primary Disability' with fields for 'Special Ed Status' and 'Special Ed Setting'; 'Grade' and 'School Year'; 'District of Residence' and 'Private School Placement'; and 'District of Placement Information' with fields for 'District Number', 'District Name', 'District Address', and 'District Phone'. The 'Editor 4 of 7' label is visible in the top right corner.

Primary Disability: Click *Get Disability from Evaluation* to populate the *Date of Eligibility Determination* and the *Primary Disability* as Read only from the student's *KY Evaluation/Eligibility Determination > Eligibility Determination editor*.

Special Ed Status: From the drop list, select the option that defines the student's special education status.

Note: This assists in the determination as to whether this student will be included in the school's December 1 Child Count. Only students with an "A: Active" status or "AR: Active/Referred" status will be included on Child Count. This will affect district funding.

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Code	Title	Description
A	Active	The student is actively enrolled in special education.
AR	Active/Referred	Student is already enrolled in special education and is being referred for another reason (e.g., student currently identified as Speech or Language Impaired and in the reevaluation process for another categorical disability area).
ER	Eligible – Parent Refused	Student eligible for special education services; however, parent refused services.
I	Inactive	Student no longer receives special education services (e.g., withdrawal, graduation, dropped out, exiting from Special Education services).

Special Ed Setting: Select 6J from the drop list.

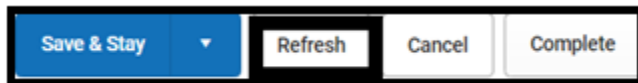
Note: The only valid Setting for a student in the age range of 6-21 is “6J: Parentally Placed in Private School”

Resident District: Auto-populates from *Enrollment > State Reporting Fields*

District of Placement: Auto-populates district name in which the service plan is created

Private School Placement: Enter the private school in which the student receives general education

Refresh Guardian Information: This will populate parent/guardian demographics from the student’s current household/relationship.



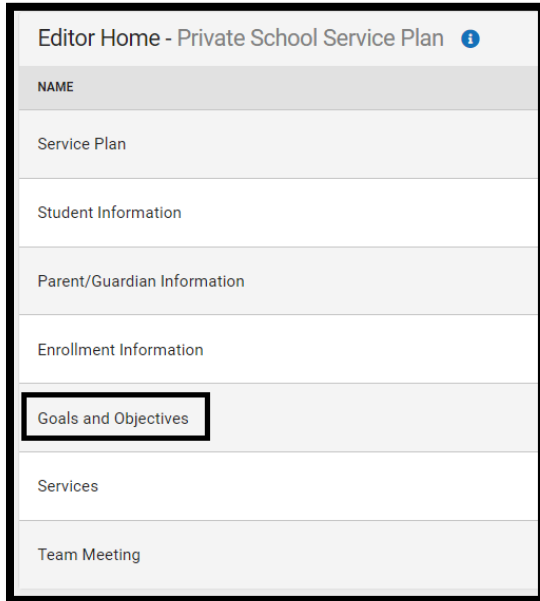
Note: The Save button MUST be clicked before proceeding.



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PSP Editor: Goals and Objectives



Select **New** button at the bottom of the screen.



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Goal Name: Enter the name of the goal.

Annual Goal: Enter statement of anticipated results to be achieved in a calendar year or less as determined by the ARC. **Additional goals may be created. Each goal will appear in the Goals and Objectives list as it is created.**

Once a goal has been created and saved, at least one *Plan Goal Objective* must be created for each goal. To create a *Plan Goal Objective*,

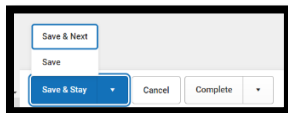
- click on the goal in the *Goals and Objectives* list,
- click *New Plan Goal Objective*,



- Enter *Objective/Benchmarks*.



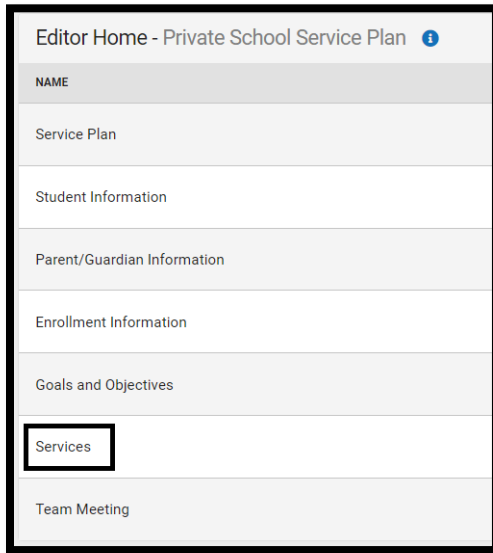
Note: The Save button MUST be clicked before proceeding.



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PSP Editor: Services



Select *New* button at the bottom of the screen.



The screenshot shows the 'Services' form with the following fields:

- Service ***: A dropdown menu.
- Service Position**: A dropdown menu.
- Location**: A text input field.

Service: Select from drop list Special Education.

Service Position: Select the position of the person responsible for the services provided to the student.

Location: Identify the setting (i.e., regular classroom, special classroom, community) in which the service(s) will be provided.

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The screenshot shows a form titled "Duration and Frequency". It contains the following fields:

- Start Date ***: A date input field with the value "05/22/2023" and a calendar icon.
- End Date ***: A date input field with the value "05/21/2024" and a calendar icon.
- Minutes per Service Frequency ***: A numeric input field with up and down arrows.
- Service Frequency ***: A numeric input field with up and down arrows.
- Service Period ***: A dropdown menu.

Start Date: Enter the date on which services begin.

End Date: Enter the date on which services are anticipated to end.

Minutes per Service Frequency: List the number of minutes the service will be provided per session in each Service Period. This may be an approximation of time in terms of minutes, hours, or blocks of time, but may not be a range of time. Service Minutes does not equal total minutes; it is a subset of total minutes of class time.

Service Frequency: List the number of times the service will be provided in a Service Period.

Service Period: Identify the Service Period as daily, weekly, monthly, or annually.

Note: The Save button MUST be clicked before proceeding.

The screenshot shows a row of buttons:

- Save & Next** (light blue)
- Save** (light blue)
- Save & Stay** (dark blue) with a dropdown arrow
- Cancel** (light gray)
- Complete** (light gray) with a dropdown arrow

PSP Editor: Team Meeting

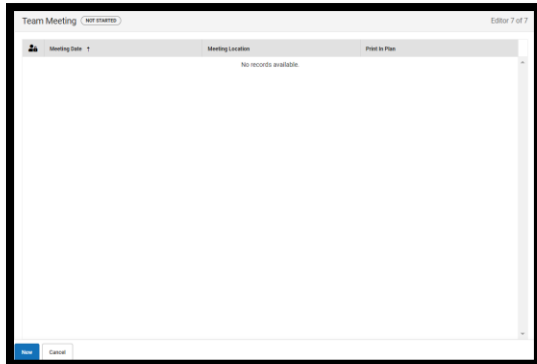
The screenshot shows the "Editor Home - Private School Service Plan" interface. It features a sidebar menu with the following items:

- NAME
- Service Plan
- Student Information
- Parent/Guardian Information
- Enrollment Information
- Goals and Objectives
- Services
- Team Meeting** (highlighted with a black box)

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Select *New* button at the bottom of the screen.

A screenshot of the "Team Meeting" form. It includes a "Print in Plan" checkbox (checked), a "Meeting Date" field (month/day/year), a "Meeting Time" field (hour:minute AM), a "Meeting Location" text input, an "Invite Date" field (month/day/year), and a "Comments" text area.

Meeting Time, Date, Location and Invite Date: Enter meeting information.

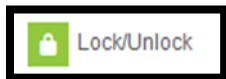
A screenshot of the "Attendance" table. It has columns for "First Name", "Last Name", "Role", and "Parent/Guardian". Two rows are shown: one for "AXIE ABNER" with role "MOTHER, NATURAL/ADOP (GUARDIAN)" and one for "JERRY ABNER" with role "FATHER, NATURAL/ADOP (GUARDIAN)". Each row has a checkbox for "Parent/Guardian" and a red "X" icon. "Add" and "Refresh" buttons are at the bottom.

Person Attending Meeting Editor: Enter *Role* and *Name* of meeting participants. If the participant is a parent, check the *Parent/Guardian* checkbox.

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



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



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