

# Data Standard Special Education Processes

## Rev. 7/3/2023

### Overview

**Standard prepared by:**

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**Data steward(s)**

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**Office(s)**

Office of Special Education and Early Learning

**Revision history:****July 3, 2023**

Updated Campus Path to Classic View

Added Search Terms

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

Updated Waiver Link

Updated screenshots to the new look in IC

**March 7, 2023**

Updated Visuals.

**December 16, 2022**

Updated Visuals

Added Links

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## Data Standard Special Education Processes

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### Description

The purpose of the Special Education Data Standards is to give Kentucky schools and districts a set of guidelines for entering data into the student information system. The Standards provide a series of screen shots and an explanation of the data elements required for state and federal reporting. 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 Title 707](#)

### 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
- 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*
  - *SpEd\_Evaluation\_Detail*
- KY State Reporting / KDE Reports
  - *SPED EOY Behavior Data*
  - *QA SPED*
- 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](#).

## Section A – Enrolling a Student

Classic View: Student Information | General | Enrollments | Special Ed Fields

Search Terms: Enrollments

Please refer to the [Student Enrollment data standard](#) for information on how to enroll a new student.

### Special education specific considerations:

- **Grade 14:** This grade level may only be selected for Special Education students participating in Alternate Assessment, as determined by the student’s Admissions and Release Committee (ARC) and documented on their IEP. This student must turn 17 on or before August 1st of the current school year and must have progressed through a grade 12 assessment.
- **Service Type:** Remember that the default Service Type is “*P: Primary*”. If a student is a private school or home school student attending the school for special education/related services only, the enrollment type should be “*N: Special Ed Services Only*”.
- **District of Residence:** This element will be used on the IEP Enrollment Editor and the Private School Service Plan.
- **Home Language:** This element will be used on the IEP Enrollment Editor and the Private School Service Plan.

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### Special Ed Fields:

#### Special Ed Fields

Special Ed Status A: Active	Full Funding <input type="checkbox"/>	
Primary Disability 01: Mild Mental Disability		
Setting 6A: (K-14) >80% of day in general ed programs		
Date Eligible but Refused <input type="text"/>	Special Ed Exit Status <input type="text"/>	Special Ed Exit Date <input type="text"/>
PartC ID <input type="text"/>		

**Note:** The IDEA December 1 Child Count pulls *Special Ed Status* and *Special Ed Setting* from the student's IEP Enrollment Status editor. To be included on the child count report, data for the child must be populated on the *IEP Enrollment Status* editor.

#### Enrollment Status

Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy, click the button below.

The editable values will change the values in the IEP and it will update the special ed status values in any enrollments that intersect the dates of the plan. The update of the enrollment will only occur when the plan is marked locked.

State ID

Date of Eligibility Determination

Primary Disability

:

\*Special Ed Status  
A: Active

\*Special Ed Setting ⓘ  
6A: (K-14) >80% of day in general ed programs

Resident District

:

*Special Ed Status:* From the drop list, select the option that defines the student's status within the special education process at a specific school location. This information is used to determine if the student will be included in the December 1 Child Count.

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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 – Parents 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).

**Note:** When a student participating in special education re-enrolls in a district or if a student who was previously released from special education resumes special education services, the *Special Ed Exit Status* and *Special Ed Exit Date* fields must be changed to blank. The *Special Ed Status* must also be changed back to “A: Active” if appropriate.

**Note:** Due to an amendment to IDEA in 2008, parents who have revoked consent for special education and related services may later request that their child be re-enrolled in special education. However, the Office of Special Education Programs (OSEP) guidance states the district must treat the request for re-enrollment as a request for an initial evaluation, not a reevaluation. See [IDEA Part B Supplemental Regulations, OSEP Non-Regulatory Guidance, March 2009](#).

*Primary Disability:* This is a read-only field populated from the [KY IEP](#) > *Enrollment Status* editor.

*Full Funding:* Check this box if the ARC has determined the student needs a shortened school day/week and the appropriate documentation ([waiver](#)) has been forwarded to the Office of Special Education and Early Learning (OSEEL). The school is eligible for full funding for this student. This selection is required to determine the adjustment to be made to the Superintendent’s Annual Attendance Report (SAAR).

**Note:** This student MUST also be placed in the Partial Day Attendance Group by the school attendance clerk.

*Setting:* This is a read-only field populated from the [KY IEP](#) > *Enrollment Status* editor.

*Date Eligible but Refused:* If the parent has declined special education services for the student, enter the date services were declined.

*Special Ed Exit Status:* From the drop list, select the reason the student is no longer receiving Special Education and Related Services.

**Note:** Please verify that the special education exit status corresponds with the appropriate general enrollment end status, if applicable.

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Code	Description
01	Transferred to Regular Education
02	Graduated with Diploma
03	Alternative High School Diploma
04	Maximum Age
05	Deceased
06	Moved, Known to Continue
07	Dropped Out

*Special Ed Exit Date:* Enter the date on which the student was released from special education services.

**Note:** If special education services end because enrollment within the district has ended, please verify that the special education exit date corresponds with the appropriate general enrollment end date.

**Note:** When a student participating in special education re-enrolls in a district or if a student who was previously released from special education resumes special education services, the *Special Ed Exit Status* and *Special Ed Exit Date* fields must be changed to blank. The *Special Ed Status* must also be changed back to "A: Active" if appropriate.

*Part C ID:* This is the Student Identification number assigned to infants and toddlers who have been identified and receive services under the state's Part C Program known as First Steps. Part C refers to the part of the Individuals with Disabilities Education Act (IDEA) that provides for services to infants and toddlers with disabilities ages birth through two (until their third birthday). Schools and districts must track and report if these children have been referred for services under Part B and if so, when Part B eligibility status is determined; and if eligible, when services began. The Part C ID number is currently provided to either the district's Preschool Coordinator or Director of Special Education four times during the school year. This information is made possible through a Memorandum of Understanding between the Kentucky Department of Education and the Cabinet for Health and Family Services, which administers the Part C program in Kentucky.

## Section B – Procedures for Releasing a Student from Special Education Services

Classic View: Student Information | General | Enrollments | Special Ed Fields

Classic View: Student Information | General | Transportation

Search Terms: Transportation

Classic View: Student Information | Special Ed | General | Team Members

Search Terms: Special Ed Team Members

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

Search Terms: Documents

To exit a student from special education services, please follow the steps below:

- *Student Information | Special Ed | General | Documents*
  - Amend the IEP to end date it, if appropriate. Any changes in the IEP must be completed as part of an ARC meeting.  
**Note:** Do NOT change the *Special Ed Status* in the original IEP; leave it *Active*.
  - End date the IEP ONLY if the *Special Ed Exit Status* is
    - “01: Transferred to Regular Education”
    - “04: Maximum Age”
    - “05: Deceased”
  - If the student is transferring to private school or homeschool and continuing to receive services, end date the IEP and create a Private School Service Plan (PSP), as appropriate.
  - Do NOT end date the IEP if the *Special Ed Exit Status* is
    - “02: Graduated with Diploma”
    - “03: Alternative High School Diploma”
    - “06: Moved, Known to Continue”
    - “07: Dropped Out”  
**Note:** Be sure the *Special Ed Exit Date* is the same date as the *Enrollment End Date*.  
**Note:** According to OSEP, a student who graduates with a regular diploma is no longer eligible for special education services.
- *Student Information | General | Enrollments | Special Ed Fields*  
**Note:** The IEP must be locked before the following changes occur.
  - Change the *Special Ed Status* in the Enrollments tab to “*I: Inactive*”, if desired.



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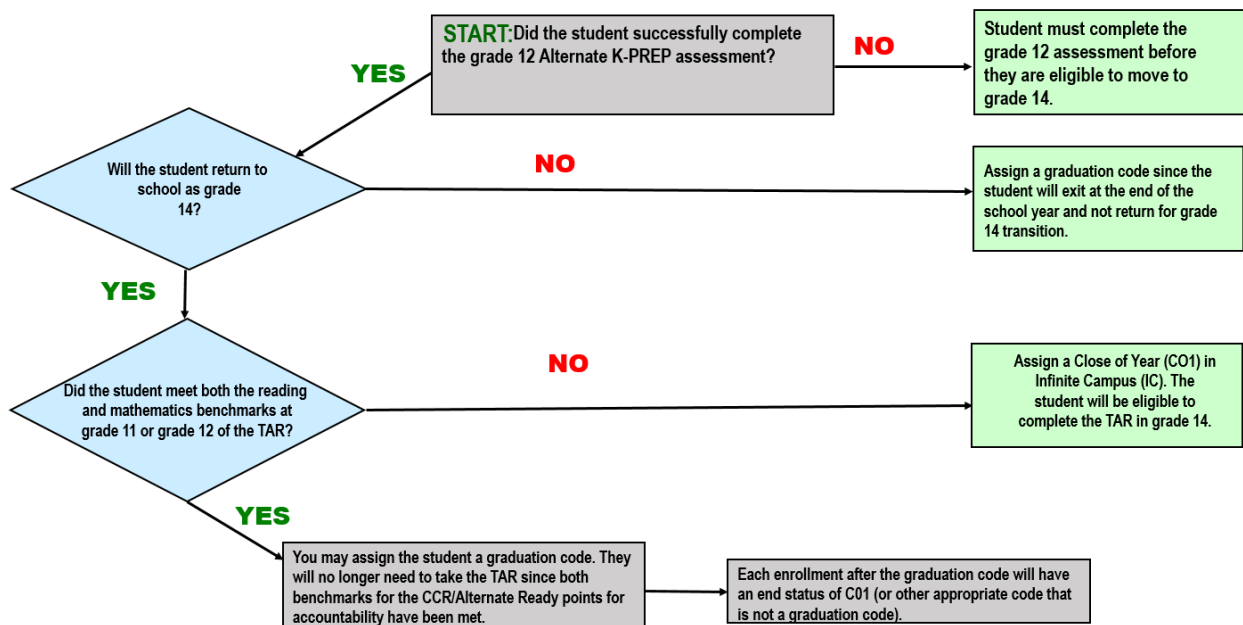
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- Set the appropriate *Special Ed Exit Status*

Code	Description
01	Transferred to Regular Education
02	Graduated with Diploma
03	Alternative High School Diploma
04	Maximum Age
05	Deceased
06	Moved, Known to Continue
07	Dropped Out

- *Student Information | General | Transportation*
  - If applicable, end date the Transportation of “T5: Special Transported”.
- *Student Information | Special Ed | General | Team Members*
  - End date each Team Member, indicating the last date of service.

**Flowchart for Assigning a Graduation Code for Alternate Assessment Students who will return as Grade 14**



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Examples:

Scenario 1 - Student was receiving special education services when his mother revoked services.

- Amend to end date the IEP. Put in comments that parents revoked services.  
**Note:** Do NOT change the Special Ed Status in the original IEP; leave it Active. Changing the status could preclude the student from appearing on the child count report.
- Use the following settings in the Enrollment Tab:  
**Note:** The IEP must be locked before the following changes occur.
  - *Special Ed Status* of “ER: Eligible – Parents Refused”.
  - *Special Ed Exit Status* of “01: Transferred to Regular Education”.

**Note:** Due to an amendment to IDEA in 2008, parents who have revoked consent for special education and related services may later request that their child be re-enrolled in special education. However, OSEP guidance states the district must treat the request for re-enrollment as a request for an initial evaluation, not a reevaluation. See [IDEA Part B Supplemental Regulations, OSEP Non-Regulatory Guidance, March 2009](#).

Scenario 2 - Student is receiving services in Kentucky District A. She moves to Kentucky District B during the school year.

- Do not end date the IEP.
- Do not change the *Special Ed Status* on the IEP.
- Use the following settings in the Enrollment Tab after the student’s records have been released to District B:
  - You may change the *Special Ed Status* to “I: Inactive”, if desired.
  - *Special Ed Exit Status* of “06: Moved, Known to Continue”.
  - *Special Ed Exit Date*: Date student last attended. Be sure this is the same as the Enrollment Status End Date.

**Note:** When a student re-enrolls in a district, the *Special Ed Exit Status* and *Special Ed Exit Date* fields in the Enrollment Tab must be changed to blank, as well as change the *Special Ed Status* back to “A: Active”, if appropriate.

Scenario 3 - Student transfers from out of state with an IEP.

- District determines Kentucky Eligibility Determination using an *Initial Evaluation Form* ([OSEP policy letter](#)).
- Data from sending state may be used if it is current.
- **Note:** This scenario applies regardless of whether the student was previously enrolled in Kentucky. The only exception to this is if the student was previously evaluated in the same district within the same school year and no changes were made to the student’s determination in the previous state.

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In order to show in IC that the student is receiving special education and related services, perform the following steps.

- Create a new *KY Evaluation/Eligibility Determination* form.
  - For *Evaluation Type*, select *Transferred*, which means the student has transferred from out of state, and the *KY Evaluation/Eligibility Determination* form is temporary.
  - Enter the information received from the sending state.
  - At a minimum, the *Disability Category* and *Date of Eligibility Determination* must be included.
  - Upload the student's out-of-state evaluation documentation, if possible.
- Create a new *KY IEP* form.
- At a minimum, the following data must be included within the IEP:
  - In the *Education Plan* editor, school and district personnel must enter as much data as possible from the sending state to complete the following:
    - *Meeting Date*
    - *Start Date*
    - *End Date*
    - *Type* (select *Transferred*)
  - In the *Student Demographics* editor, click the *Refresh Student Information* button.
  - In the *Enrollment Status* editor, complete the following:
    - Click the *Get Disability from Evaluation* button. This will populate the student's disability category from the *Evaluation* document.
    - Select a *Special Ed Status*.
    - Select a *Special Ed Setting*.
  - Upload the student's out-of-state IEP, if possible.
- When completing the evaluation process to determine eligibility in Kentucky, leave the above documents locked and do the following:
  - Create a new *Initial Evaluation/Eligibility Determination* form.
  - Create a new *KY IEP* form.

### Scenario 4 – Student earns Alternative High School Diploma.

- In the *General Enrollment Information*, the *End Status* should be set as *C01: Close of Year* when a student completes the requirement for an Alternative High School Diploma at the end of the current school year, if the student intends to return the following school year.
- When the student exits for the final time, select the following *Special Ed Exit Status*:
  - *03: Alternative High School Diploma* if the student earned an Alternative High School Diploma, or
  - *04: Maximum Age* if the student did NOT earn an Alternative High School Diploma
- Continue to create a new enrollment each subsequent year until the school year after the student turns 21 OR until the child fails to re-enroll.
- If a student exits and returns later, a new enrollment must be created. Each end status after the G code will be a C01. See [enrollment data standards](#) for more information.

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- If the student does not show up on the first day of school, he may be exited as a no-show. If this happens, change the last CO1 end status to a G code. Enter the diploma date and diploma type on the graduation tab. This diploma date should be within the date range of that academic year. See [graduation data standard](#) for more information.

Scenario 4.5 - Student returns to school as a grade 14 after completing requirements for an Alternative High School Diploma. Use the following settings in the Enrollment Tab:

- *Special Ed Status* remains “A: Active” until the student ages out of the program (21 years of age or longer if district’s policy allows) or does not return to school.
- *Special Ed Exit Status* remains (or is changed back to) *blank* until the student does not return to school.
- *Special Ed Exit Date* remains (or is changed back to) *blank* until the student does not return to school.

Scenario 5 – Student transfers to private school or homeschool and continues receiving services

Use the following settings in the Enrollment Tab:

- *Special Ed Status* remains “A: Active”.
- *Special Ed Exit Status* remains blank.
- *Special Ed Exit Date* remains blank.
- End date the IEP and start Private School Service Plan (PSP).
- Change General Enrollment Type from “P: Primary” to “N: Special Ed Services”.
- Remember to end date Transportation and Team Members.

Scenario 6 – Student transfers to private school or homeschool and parent refuses services

Use the following settings in the Enrollment Tab:

- *Special Ed Status* becomes “ER: Eligible, Parent Refused”;
- *Special Ed Exit Status* becomes “01: Transferred to Regular Education”.
- *Special Ed Exit Date* is the date the student is withdrawn.
- End date the IEP.
- General Enrollment procedures will be the same as withdrawing a regular education student.
- Remember to end date Transportation and Team Members.
- All special education services cease, and the student becomes a general education student.

**Note:** Due to an amendment to IDEA in 2008, parents who have revoked consent for special education and related services may later request that their child be re-enrolled in special education. However, OSEP guidance states the district must treat the request for re-enrollment as a request for an initial evaluation, not a reevaluation. See [IDEA Part B Supplemental Regulations, OSEP Non-Regulatory Guidance, March 2009](#).

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### Scenario 7 – Student transfers to private school or homeschool and district does not offer services

Use the following settings in the Enrollment Tab:

- *Special Ed Status* remains “A: Active”.
- *Special Ed Exit Status* becomes “06: Moved, Known to Continue”.
- *Special Ed Exit Date* is the date the student is withdrawn.
- General Enrollment procedures will be the same as withdrawing a regular education student.
- Remember to end date Transportation and Team Members.

### Scenario 8 – Student graduates with a regular high school diploma

Use the following settings in the Enrollment Tab:

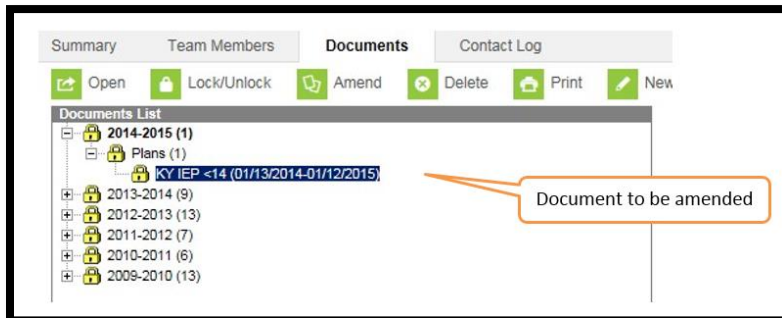
- *Special Ed Status* remains “A: Active”.
- *Special Ed Exit Status* becomes “02: Graduated with Diploma”
- *Special Ed Exit Date* is the same as the *Enrollment Status End Date*, which should be the date the student graduated.
- Do not change the *Special Ed Status* in the IEP. Do not end date the IEP.

**Note:** Changing the *Special Ed Status* in the IEP or end-dating the IEP causes inaccurate graduation data.

## Section C – Amending an IEP Using the Amend Tool

Classic View: Student Information | Special Ed | General | Documents | [Select Calendar] | Plans  
Search Terms: Documents

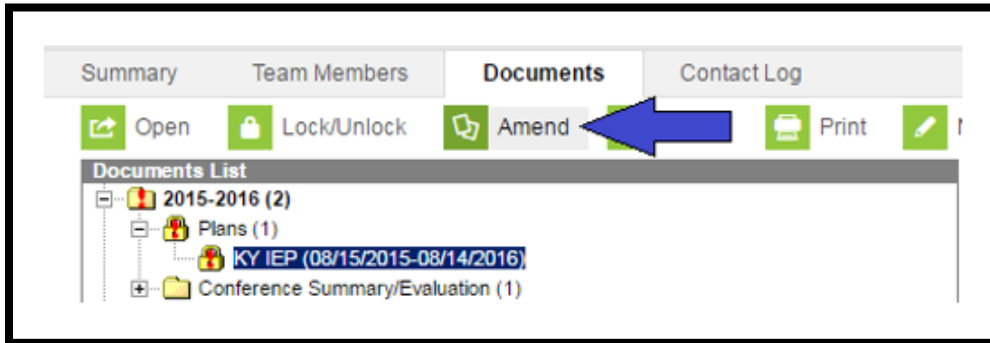
1. Select the IEP to be amended



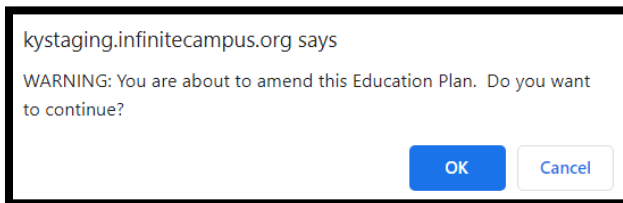
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2. Click the *Amend* button in the action bar



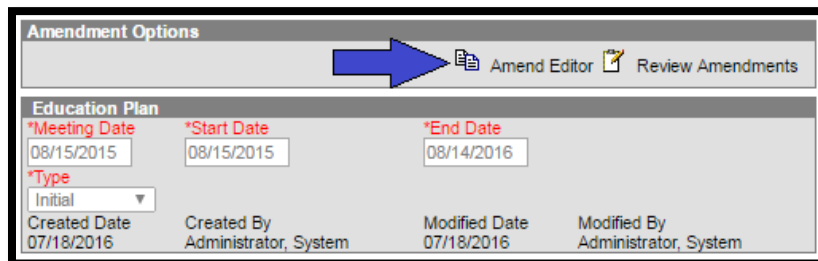
3. Click *OK* to continue



4. For each editor that needs to be amended:
  - a. Select the appropriate editor from the list



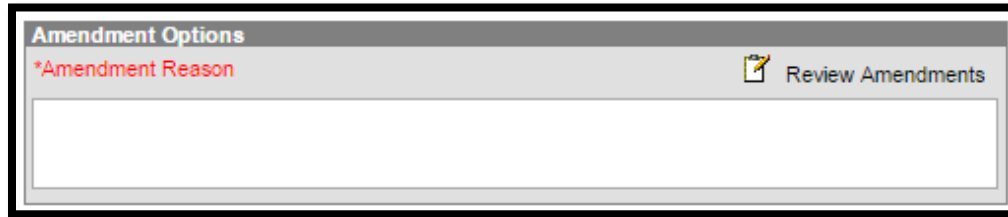
- b. Click *Amend Editor*



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- c. Enter the *Amendment Reason*



The screenshot shows a form titled "Amendment Options". Below the title is a red asterisk followed by the text "\*Amendment Reason". To the right of this text is a yellow icon of a document with a checkmark and the text "Review Amendments". Below these elements is a large, empty rectangular text input field.

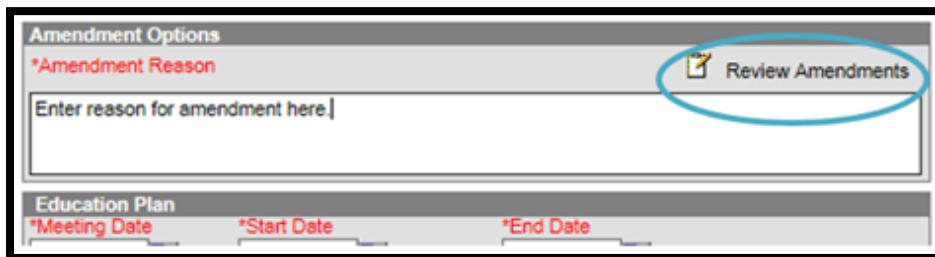
- d. Make appropriate changes as needed

**Note:** See [KY IEP/PSP](#) data standards for details on each editor

- e. Click *Save*

- f. Repeat for each applicable editor where changes are needed

5. After making necessary changes to the IEP, click "*Review Amendments*"



This screenshot shows the same "Amendment Options" form as above, but now the text input field contains the placeholder text "Enter reason for amendment here |". The "Review Amendments" button, consisting of a yellow document icon with a checkmark and the text "Review Amendments", is circled in blue. Below the "Amendment Options" section is a section titled "Education Plan" which contains three red asterisks followed by the text "\*Meeting Date", "\*Start Date", and "\*End Date".

Note: This step **MUST** be completed to finalize changes

6. Review the changes

7. Enter the *Amendment Start Date*. This should be the first day the amendments go into effect.

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The screenshot shows the 'Review Amendments' form. At the top, there are three buttons: 'Save', 'Complete Amendment', and 'Back to Plan'. Below the buttons, the form displays the following information:

- \*Amendment Start Date: [Date Picker]
- Plan End Date: 08/27/2016
- Amendment 1 (Current Amendment) KDE Admin: 08/28/2015 - 08/27/2016
- Education Plan: Testing Amend Tool (Modified by KDE Admin on 08/29/2015)
- Enrollment Status: Testing Amend Tool (Modified by KDE Admin on 08/29/2015)

A yellow callout box points to the date picker for the Amendment Start Date, containing the text: "This should be the first day the amendments go into effect."

8. Click *Complete Amendment*

The screenshot shows the 'Review Amendments' form. The 'Complete Amendment' button is circled in orange. The form displays the following information:

- \*Amendment Start Date: [Date Picker]
- Original Start Date:
- Plan End Date:
- Amendment 1 (Current Amendment) KDE Admin
- Education Plan

Note: *Complete Amendment* must be clicked to finalize and lock the amended IEP. Clicking *Save* will not complete the process.

## Section D – End Date IEP Amendment Process

**Classic View:** Student Information | Special Ed | General | Documents | [Select Calendar] | Plans  
Search Terms: Documents

**Note:** When amending to end an IEP, do not change the status in the original IEP. Only change the status in the amended document.

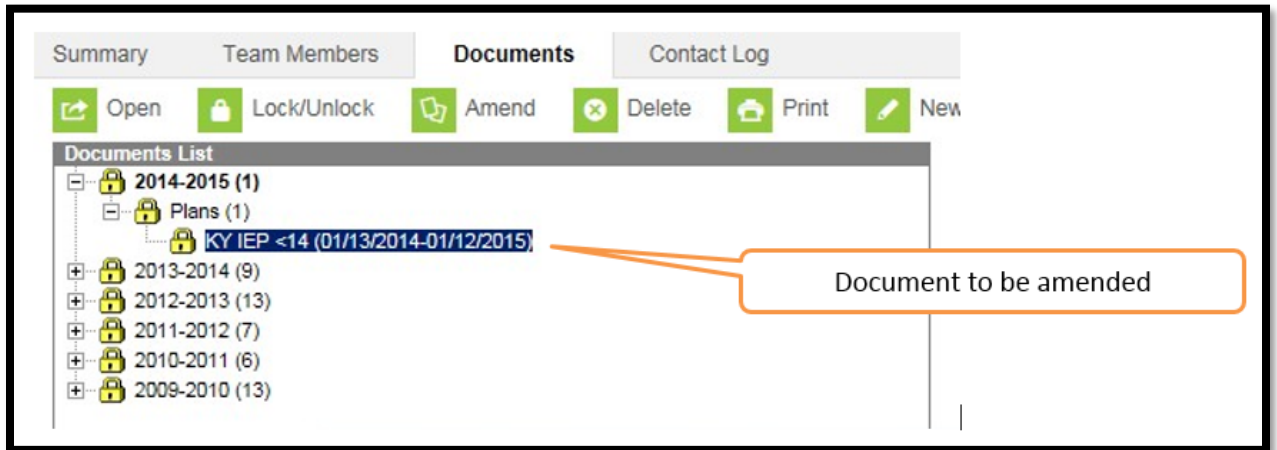


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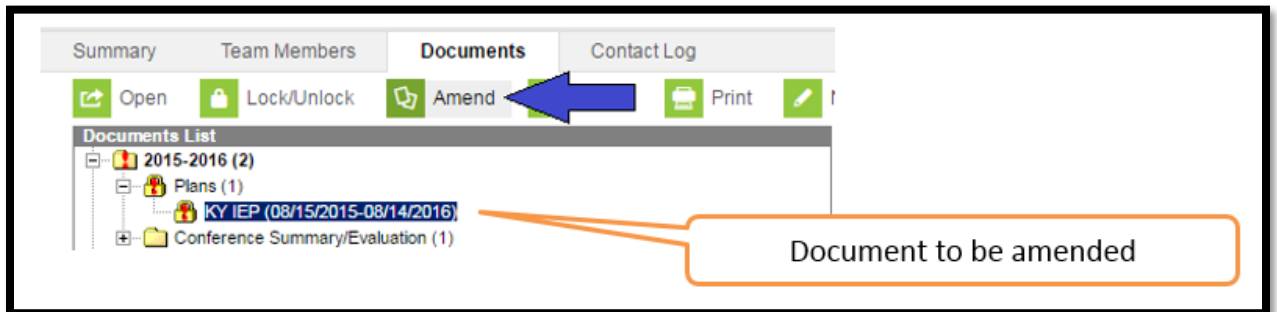
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**Note:** To end date an IEP for the purposes of starting a new IEP, a better option may be to use the auto-end feature in IC.

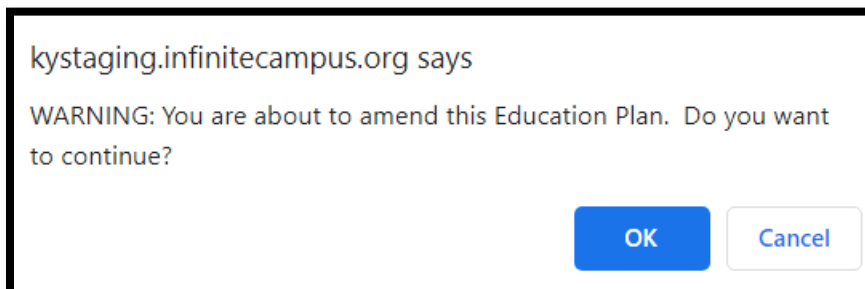
1. Select the IEP to be amended.



2. Click the *Amend* button in the action bar.



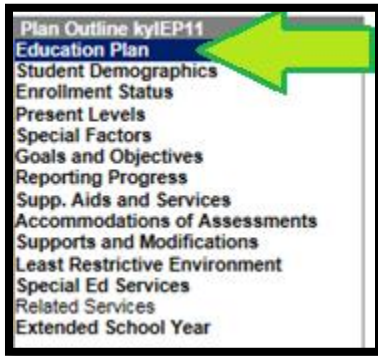
3. Click *OK* to continue.



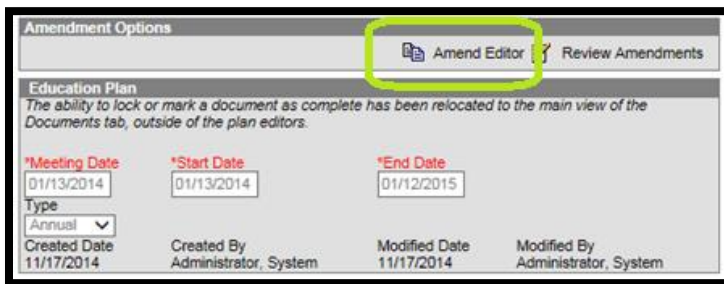
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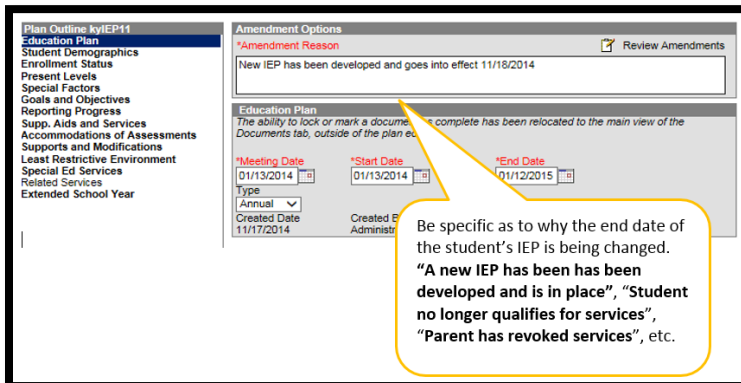
4. Select the *Education Plan* editor.



5. Click *Amend Editor*.



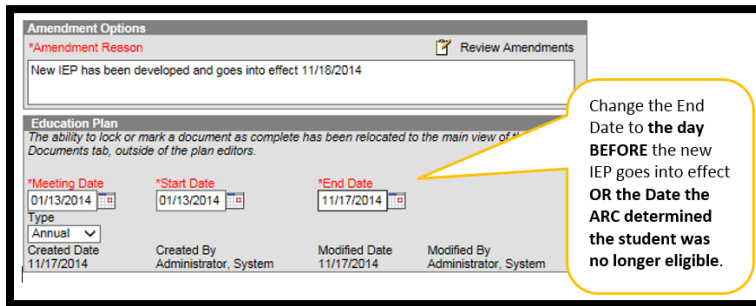
6. Enter the *Amendment Reason*.



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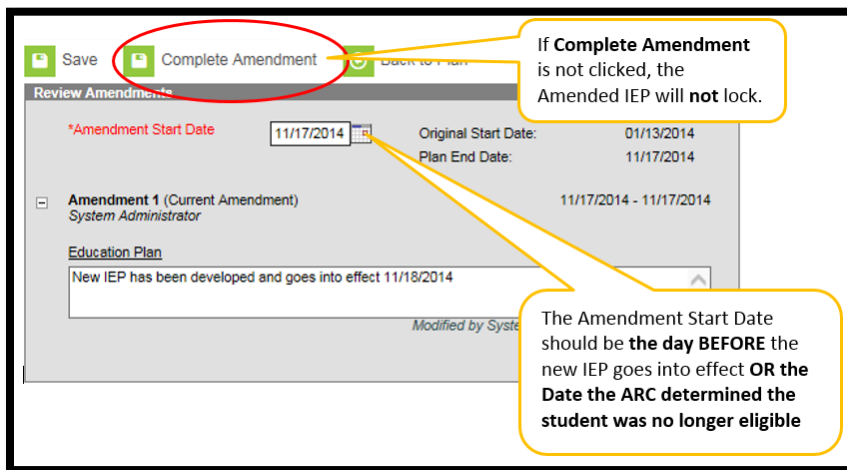
7. Enter the new *End Date*.



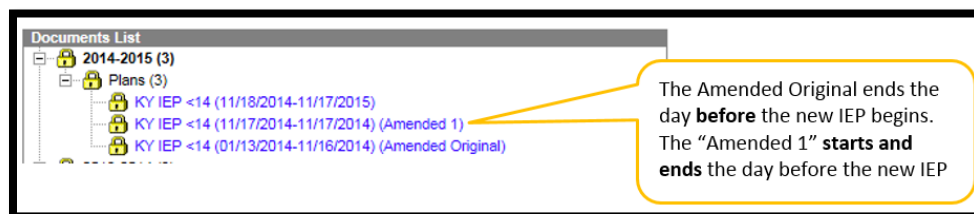
8. Click *Save*, then click *Review Amendment*.



9. Click *Complete Amendment* to finish the amendment process.



This is how it will look in the active school year when an IEP is amended:



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**Note:** If the ARC meeting is on the last day of the current active IEP and the new IEP starts the following day, there is no need to amend the end date of the current IEP. Only amend to end date if two IEPs have overlapping dates.

### Section E – Auto-Ending an IEP

**Classic View: System Administration | Special Ed | Preferences**

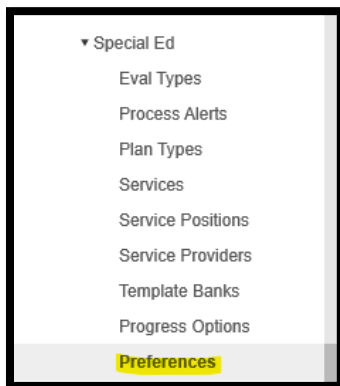
**Search Terms: Special Ed Preferences**

**Classic View: Student Information | General | Documents**

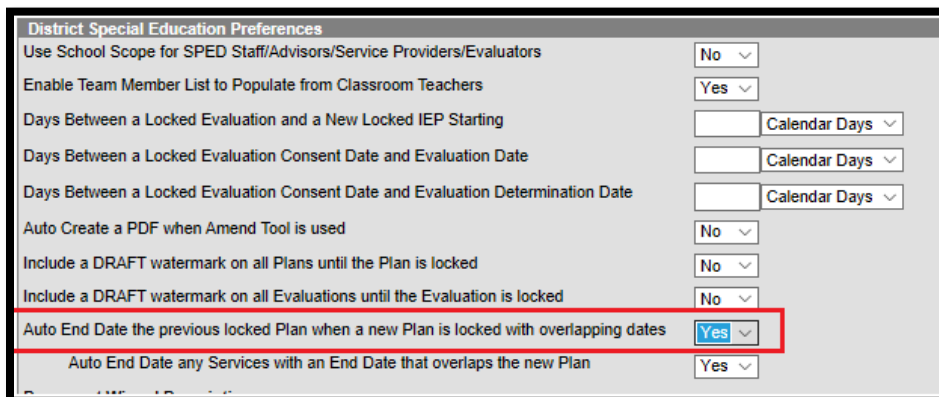
**Search Terms: Documents**

The Auto End feature will automatically end date an existing IEP when a new IEP is created.

To turn on the Auto End Date feature, go to *System Administration / Special Ed / Preferences*



Select *Yes* for *Auto End Date the previous locked Plan...*

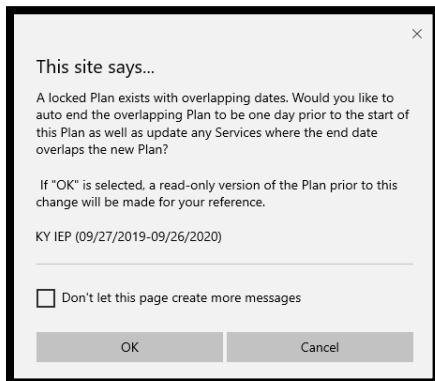
A screenshot of a web form titled 'District Special Education Preferences'. The form contains several settings, each with a dropdown menu. The settings are: 'Use School Scope for SPED Staff/Advisors/Service Providers/Evaluators' (No), 'Enable Team Member List to Populate from Classroom Teachers' (Yes), 'Days Between a Locked Evaluation and a New Locked IEP Starting' (Calendar Days), 'Days Between a Locked Evaluation Consent Date and Evaluation Date' (Calendar Days), 'Days Between a Locked Evaluation Consent Date and Evaluation Determination Date' (Calendar Days), 'Auto Create a PDF when Amend Tool is used' (No), 'Include a DRAFT watermark on all Plans until the Plan is locked' (No), 'Include a DRAFT watermark on all Evaluations until the Evaluation is locked' (No), 'Auto End Date the previous locked Plan when a new Plan is locked with overlapping dates' (Yes), and 'Auto End Date any Services with an End Date that overlaps the new Plan' (Yes). The 'Auto End Date the previous locked Plan...' setting is highlighted with a red box.

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Another choice will appear that says *Auto End Date any Services with an End Date that overlaps the new Plan*. This will be defaulted to “Yes” and you will want to leave it “Yes”.

After this feature is turned on, the system will look for overlapping plans when a district attempts to lock an IEP. If it finds one, the following message will appear.



Once the new IEP is locked, the previous IEP will show *(Auto Ended)* after the dates and the original (not auto ended IEP) will be stapled.



## Section F – Transfer of Student Special Education Records

Classic View: Process Inbox | Transfer Released Link

Classic View: Student Information | General | Records Transfer

Search Terms: Student Records Transfer

Please see the [Student Record Transfer Data Standards](#).

## Section G – Behavior Management

Classic View: Behavior | Admin | Event Types

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### **Search Terms: Event Types**

The Behavior Management Tool should be utilized to document behavior incidents, behavior events, behavior resolutions and behavior responses.

For more information about entering behavior data into IC, please see the [Behavior Data Standards](#).