Data Standard KY IEP/PSP

Rev. 4/16/2025

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:

April 16, 2025
Updated formatting, links, and clarification of steps.

July 1, 2024

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 screenshots 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 is 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*
  - *Safe Schools*
- KY State Reporting | KDE Reports
  - *IDEA Dec 1 Federal Submission Validation Report*
  - *Alternate Assessment Tracking Report*
  - *QA SPED*
  - *SpEd_Evaluation_Detail*
  - *SPED Exit Detail Report*
- Student Information | Reports
  - *Caseload Summary Report*
  - *Testing Accommodations (KY)*

Training

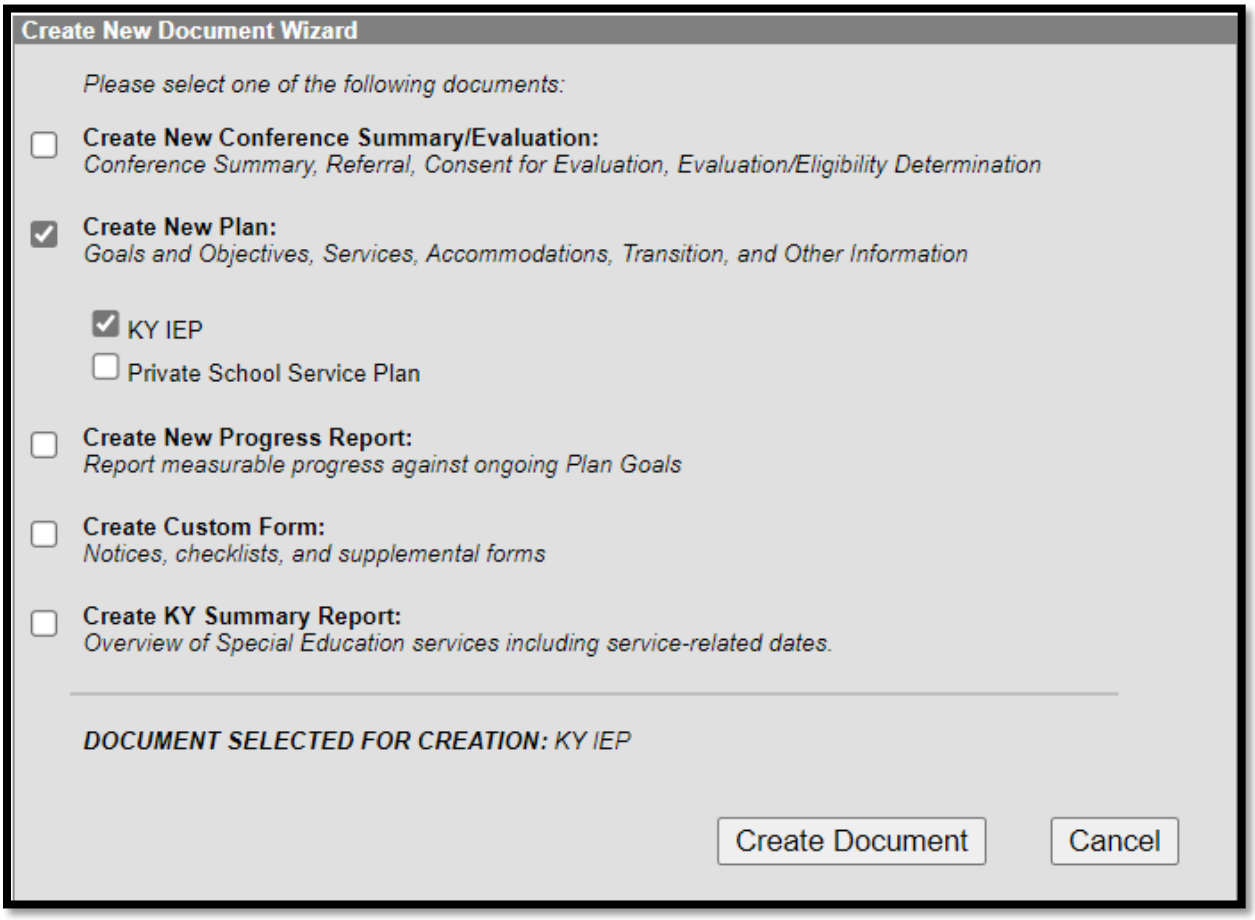
Additional resources can be found on the Special Education Resources for Using Infinite Campus (IC) webpage.

Search Terms: Special Ed Documents

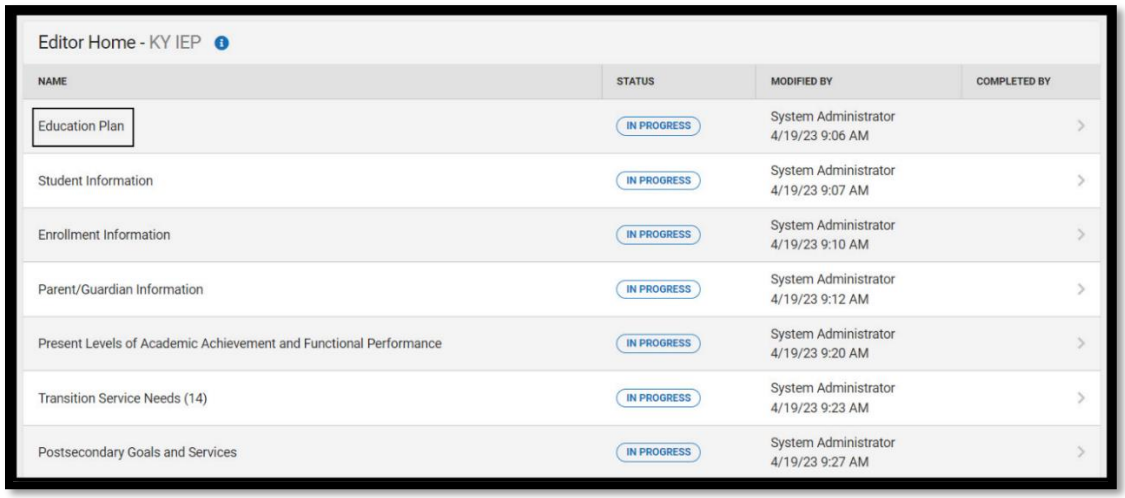
Section A – KY IEP

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 | Special Ed Documents
   or Tool Search 'Special Ed Documents'
2. Click the *New Document* button
3. Select *Create New Plan*
4. Select *KY IEP*
5. Click the *Create Document* button



IEP Editor: Education Plan



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.

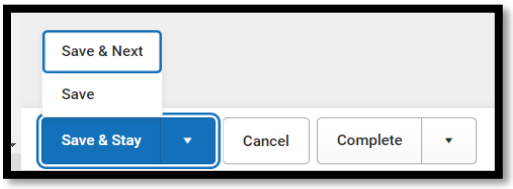
Type: From the drop list, select "*Initial*" or "*Annual*" or "*Transferred".*

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.

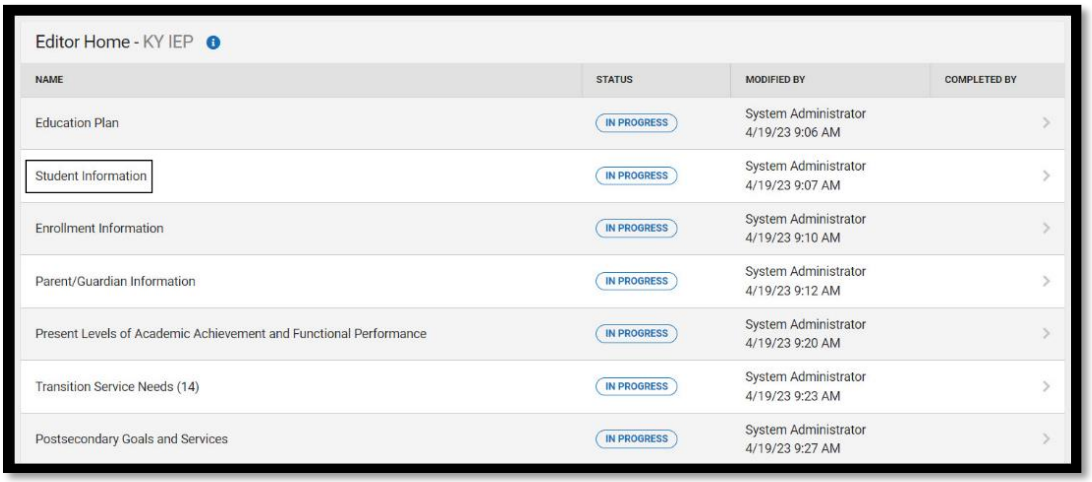
Note: The Save button MUST be clicked before proceeding.

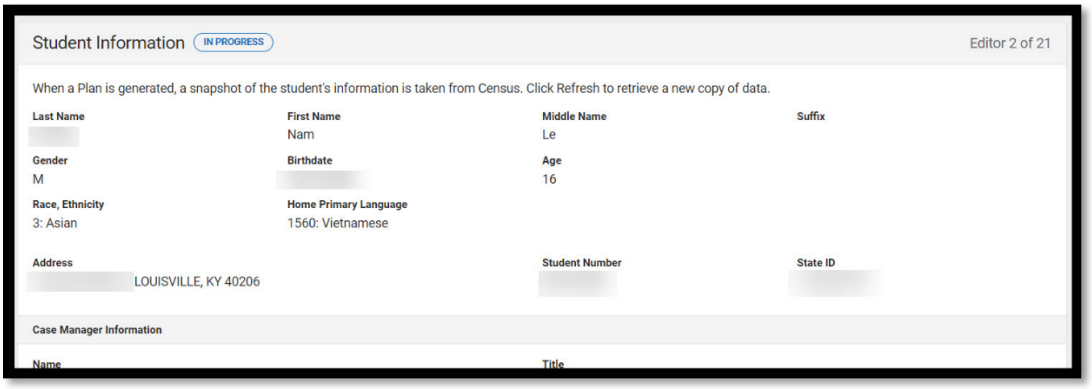
Save & Next: Saves the data in the editor and moves to the next editor.

Save: Saves the data in the editor and navigates to the *Editor Home* showing all editors.
Save & Stay: Saves the data in the editor and stays on the same editor.
Complete: If all the information is finalized, click the Complete button.

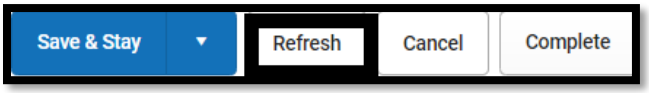


IEP Editor: Student Information





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



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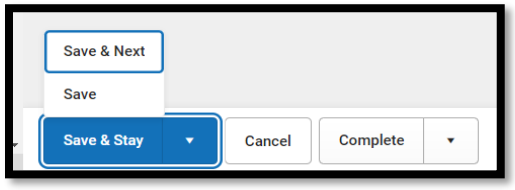

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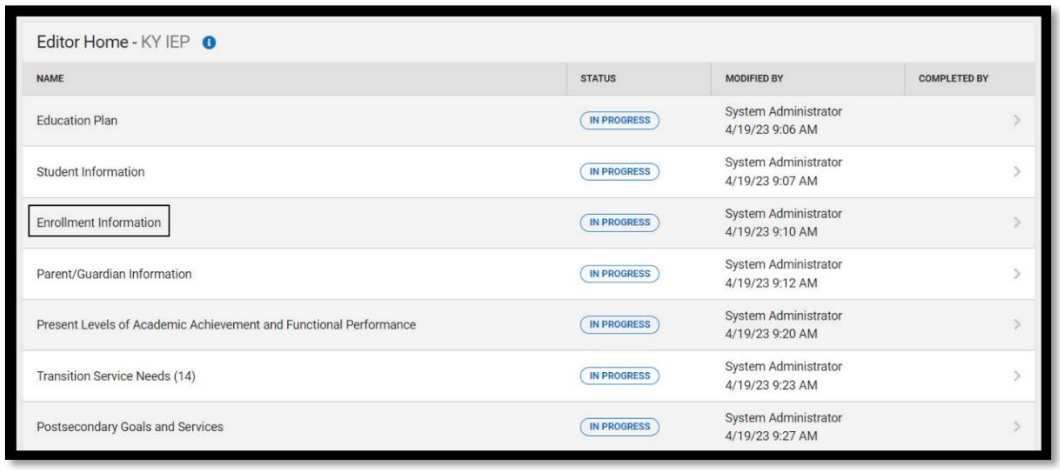
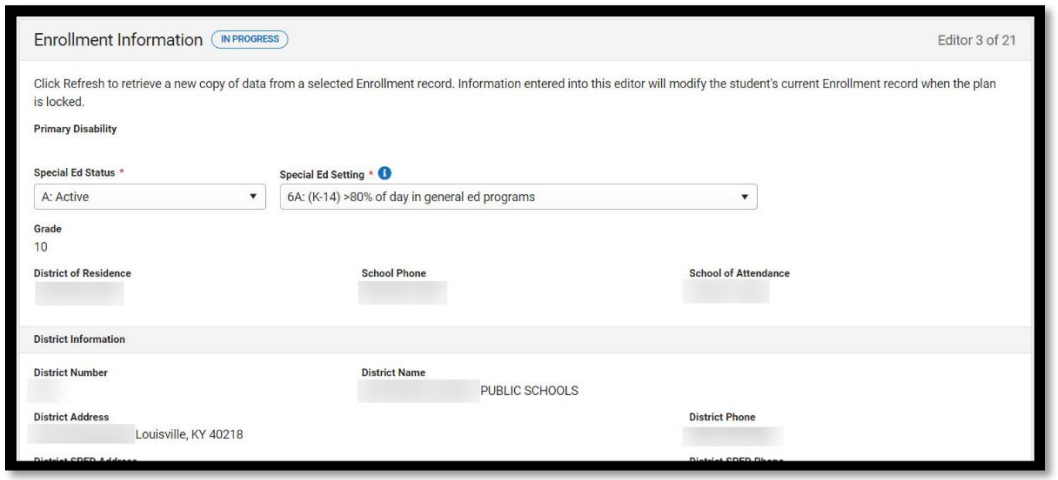
IEP Editor: Enrollment Information

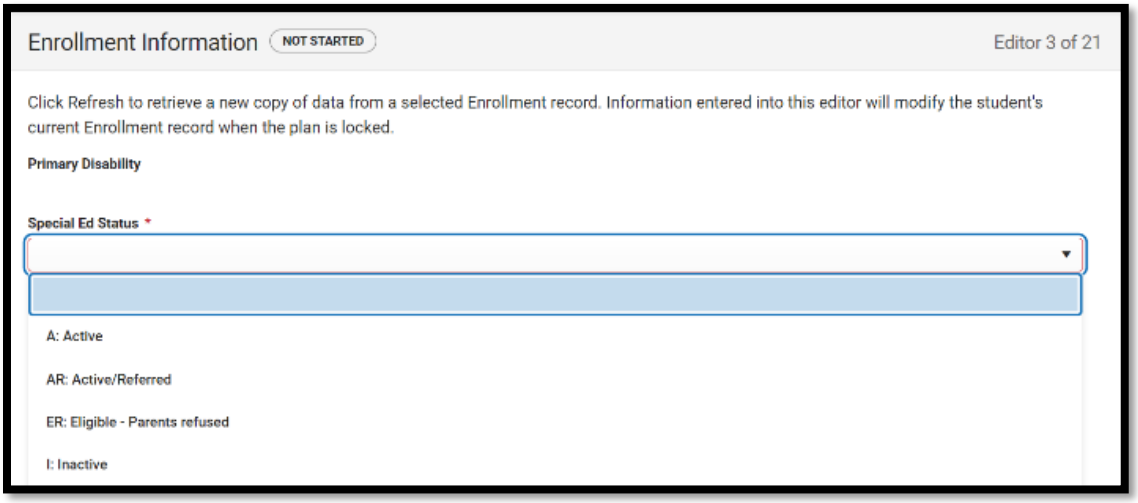




Primary Disability: Click the *Refresh* button to populate the *Primary Disability* as *Read only* from the student's most recent locked KY Evaluation/Eligibility Determination / Eligibility Determination editor.

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

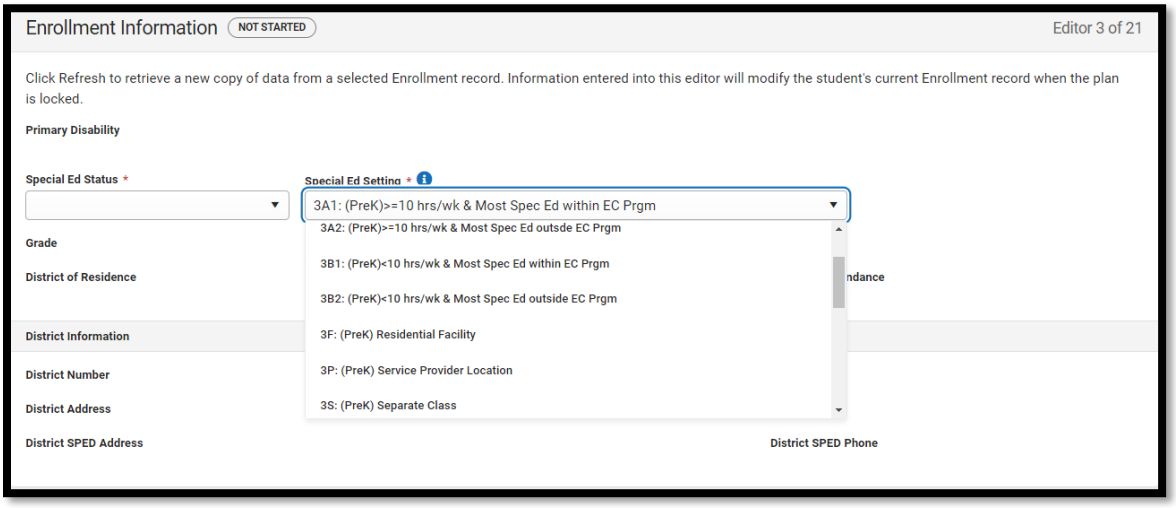
Note: This assists in determining whether this student will be included in the district's December 1 Child Count. Only students with an "*A: Active*" status, "*AR: Active/Referred*" status or "*I: Inactive*" status will be included on Child Count. This will affect district funding.



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).

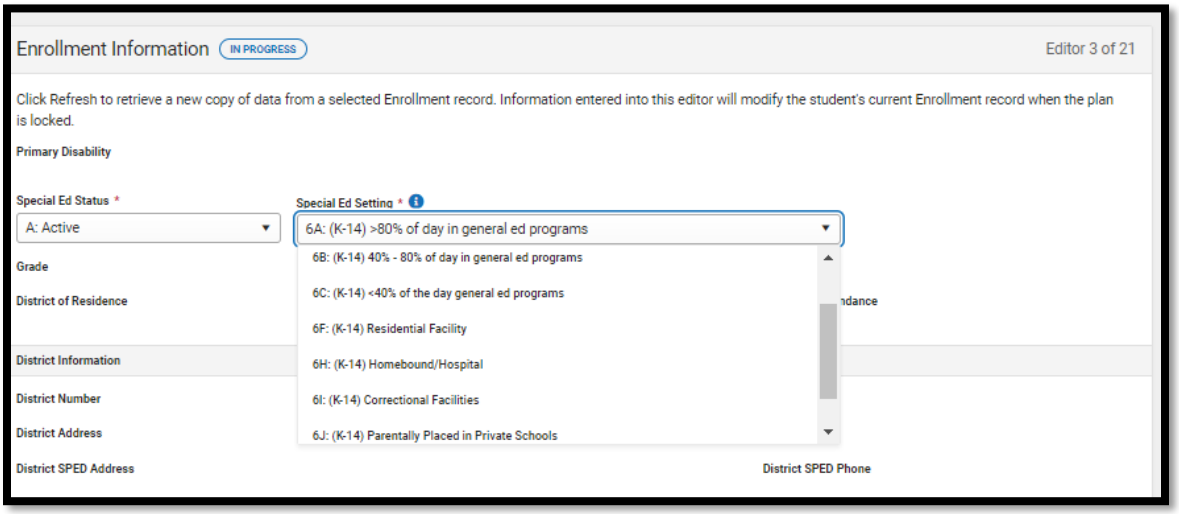
Special Ed Setting: From the drop list, select the appropriate Least Restrictive Environment (LRE), as determined by the ARC. LRE settings are based upon student's grade as of the upcoming December 1st date.

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 3-5

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 – student lives at the facility providing educational services.
3P	Special Education Program	Service Provider Location – services are provided by a service provider other than the preschool classroom.
3S	Special Education Program	Separate Class
3U	Separate School	Separate School
3X	Home	Home – services are provided in the student's place of residence (home), not at the service provider location.



LRE Settings for Ages 6-21

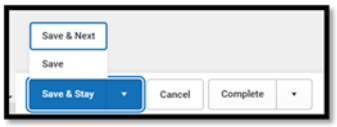
Code	Description	Comments
6A	80% or more of the day in general ed programs	These are children who received special education and related services outside the regular classroom for less than 21% of the school day. This may include children placed in: • Regular class with special education/related services provided within regular classes. • Regular class with special education/related services outside regular classes. • Regular class with special education services provided in resource rooms.
6B	40%-80% of the day in general ed programs	These are children who received special education and related services outside the regular classroom for at least 21% but no more than 60% of the school day. Do not include children who are reported as receiving education programs in public or private separate school or residential

Code	Description	Comments
		facilities. This may include children placed in: • resource rooms with special education/related services provided within the resource room. • resource rooms with part-time instruction in a regular class.
6C	<40% of the day in general ed programs	These are children who received special education and related services outside the regular classroom for more than 60% of the school day. Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This may include children placed in: • self-contained special classrooms with part-time instruction in a regular class. • self-contained special classrooms with full-time special education instruction on a regular school campus.
6F	Residential facility	These are children who received education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in public or private residential facilities. This may include children placed in: • public and private residential schools for students with disabilities. • public and private residential schools for students with disabilities for a portion of

Code	Description	Comments
		the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day. Do not include students who received education programs at the facility, but do not live there.
6H	Homebound/Hospital	These are children who received programs in homebound/hospital environments. This includes children receiving special education and related services in hospital programs or homebound programs. Do not include children whose parents have opted to home–school them and who receive special education at the public expense.
6I	Correctional facilities	These are children who received special education in correctional facilities. These data are intended to be an unduplicated count of all children receiving special education in short-term detention facilities (community-based or residential) or correctional facilities.
6J	Parentally Placed in Private School	These are children who are enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who received special education and related services at public expense from a local educational agency or intermediate educational unit under a services plan. • Include children whose parents chose to home-school them, but who receive special education and related services at the public expense.

Code	Description	Comments
		• Do not include children who are placed in private schools by the LEA.
6U	Separate School	These are children who received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in public or private separate schools. This may include children placed in: • public and private day schools for students with disabilities. • public and private day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day. • public and private residential facilities if the student does not live at the facility.

Note: The Save button MUST be clicked before proceeding.



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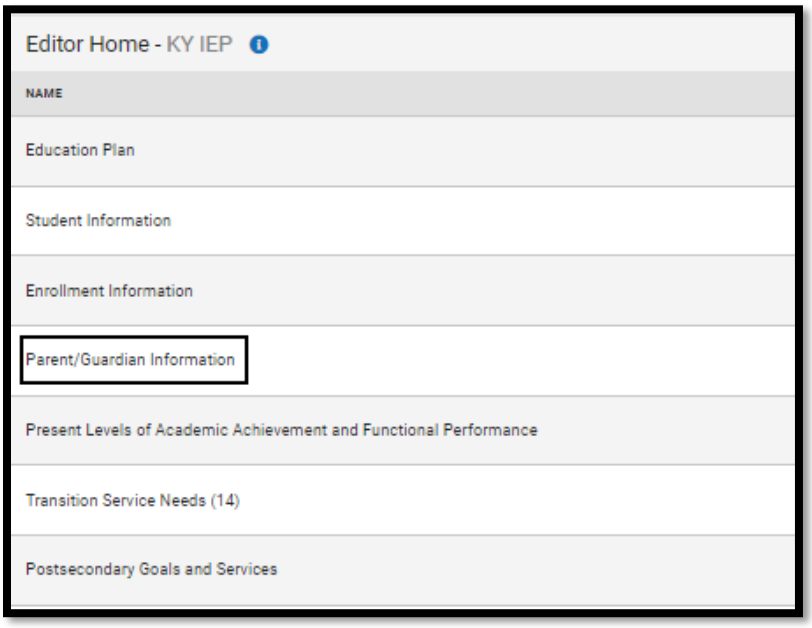
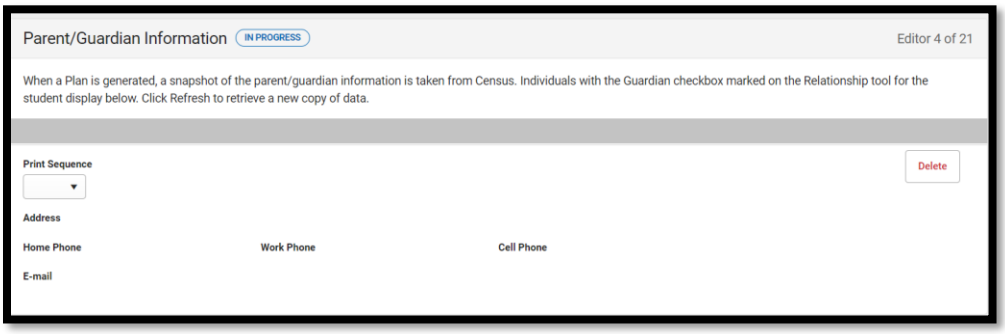
IEP Editor: Parent/Guardian Information





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

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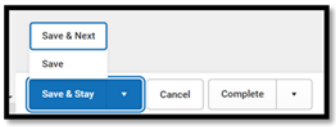

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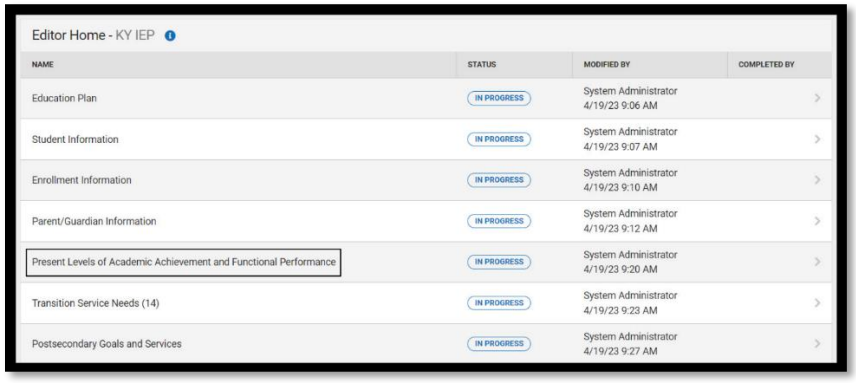
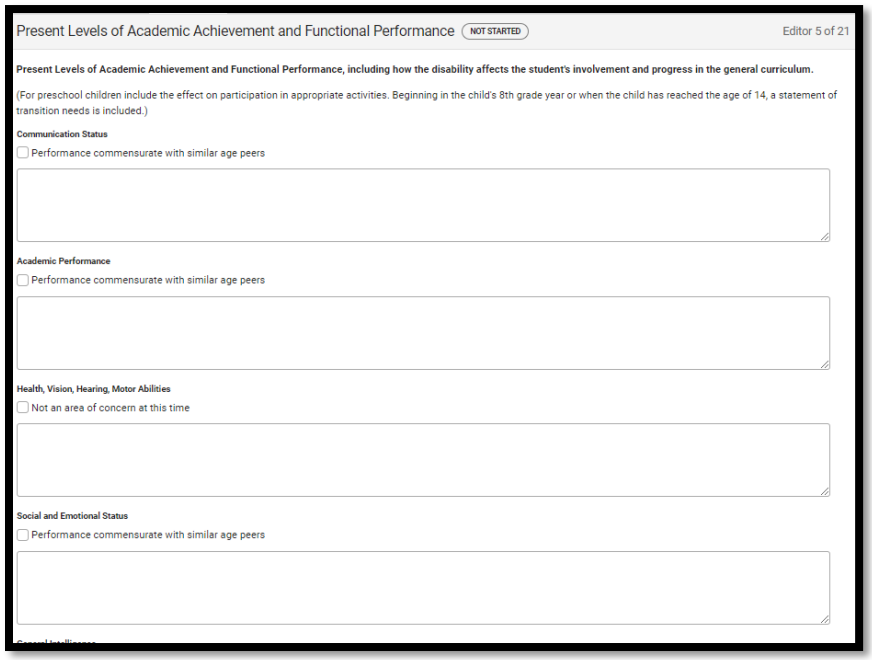
IEP Editor: Present Levels





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.

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.

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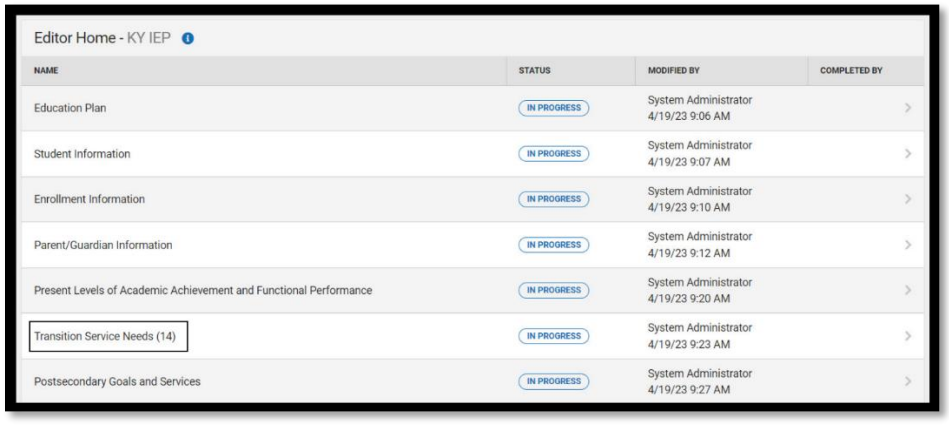
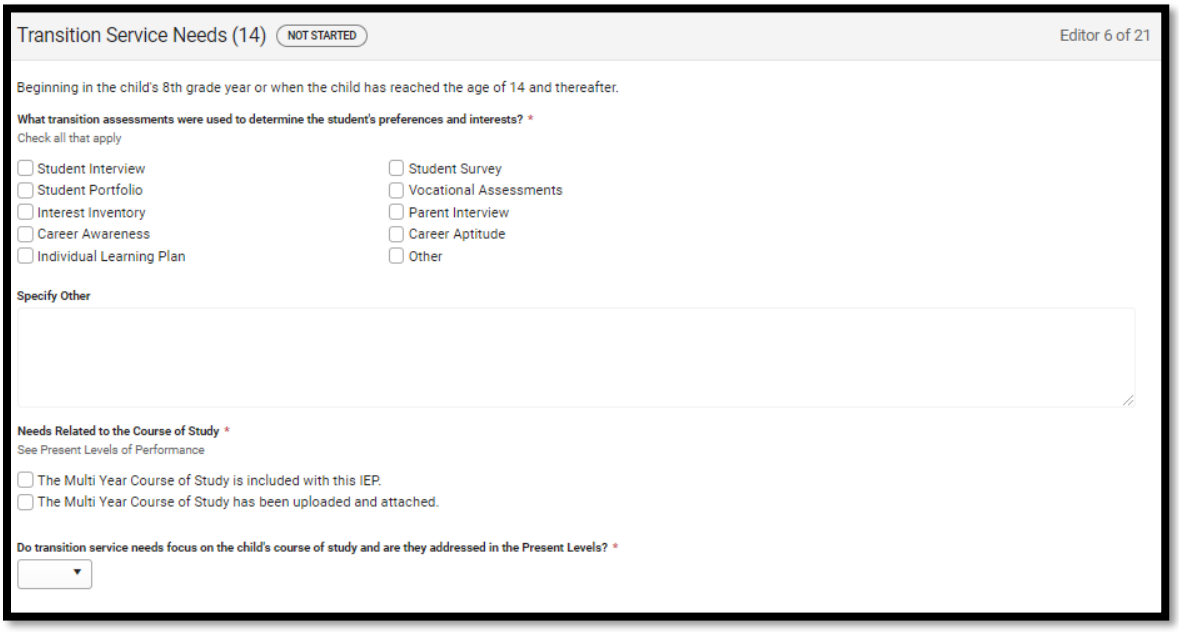
IEP Editor: Transition Service Needs (14)



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.

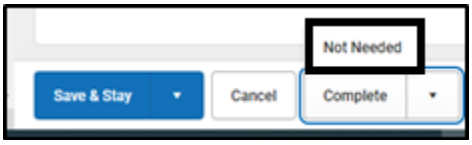


Transition Assessments: Check which assessments were used to determine preferences and interests of the student.

Needs Related to the Course of Study: Select the appropriate option.

Do transition service needs focus on the child's course of study and are they addressed in the Present Levels? Select *Yes* or *No*

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.



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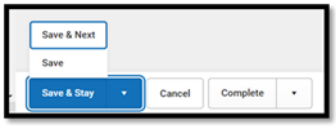

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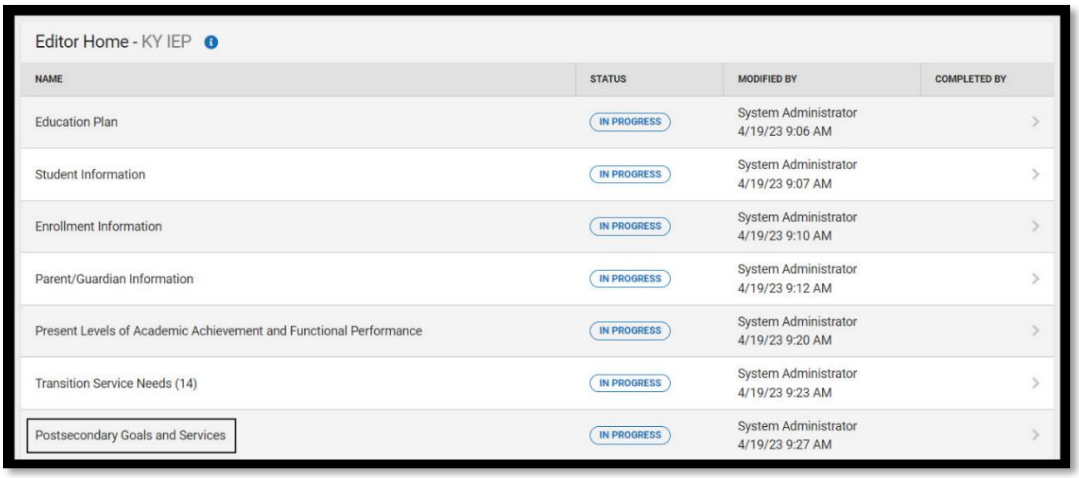
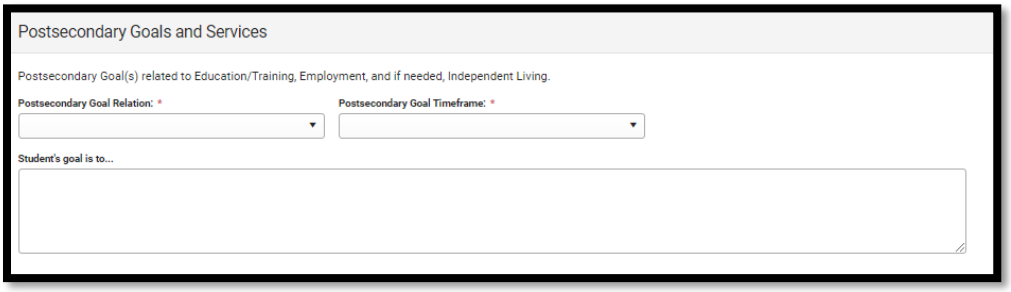
Complete: If all the information is finalized, click the Complete button.

IEP Editor: Postsecondary Goals and Services

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

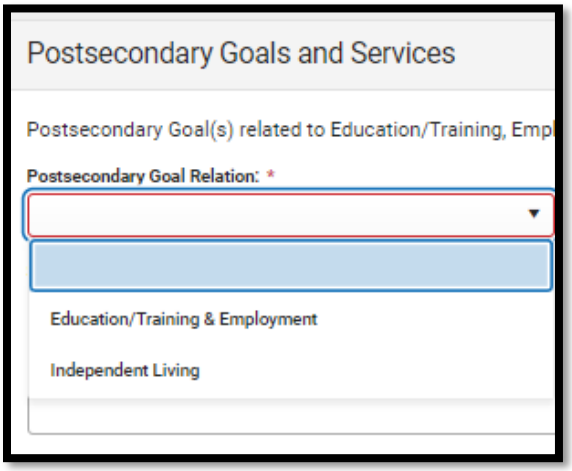


Click the *New* button.

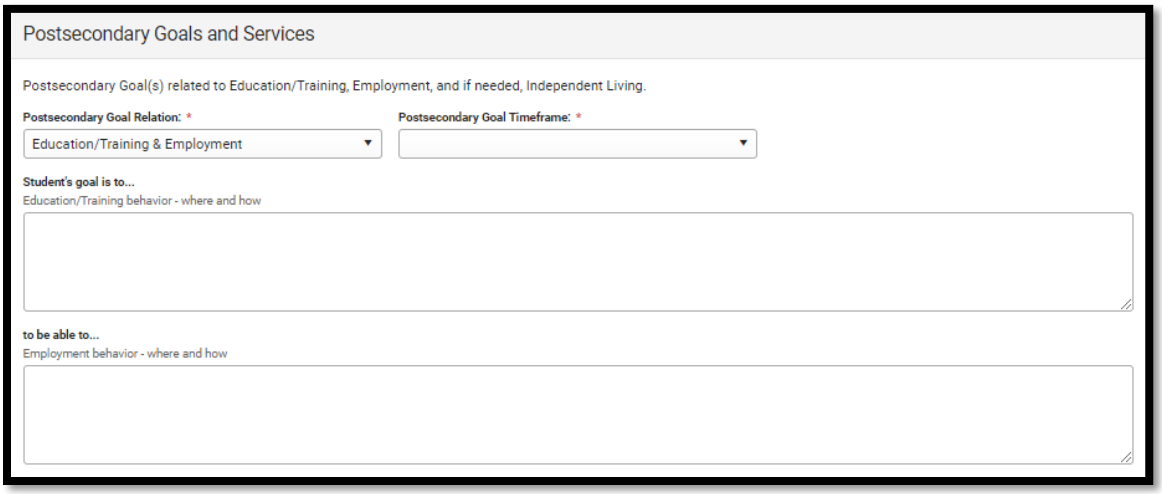


Postsecondary Goal: Required by the student's 16th birthday, or younger, if appropriate. The ARC must develop postsecondary goals in the areas of 1) education/training; 2) employment, and if needed, independent living. Postsecondary goals must be measurable and intended to occur after the student graduates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

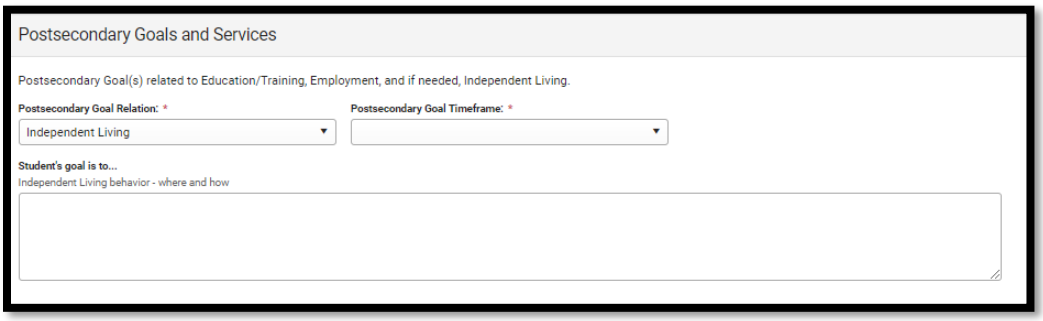
Choose the type of *Postsecondary Goal* from the list.



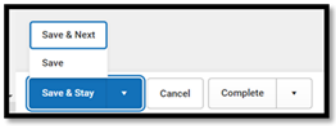
Education/Training & Employment Goal



Independent Living Goal



Note: Click the save button to add transition service.



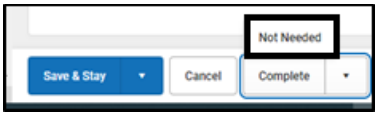
Click on a goal and click *New Transition Service*.
Note: If no transition services have been created, the Transition Service link will indicate "(No services added").

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.

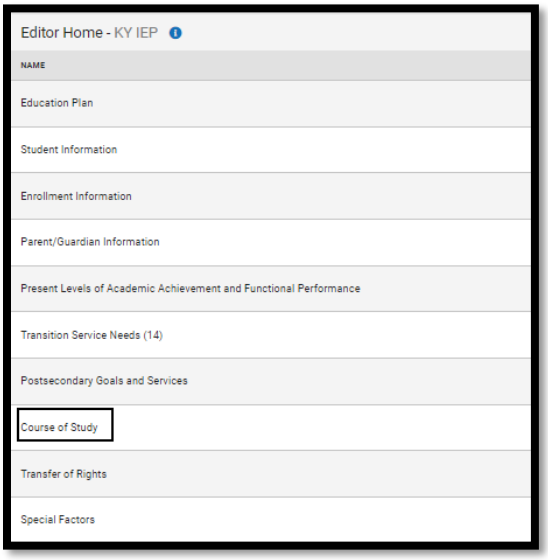


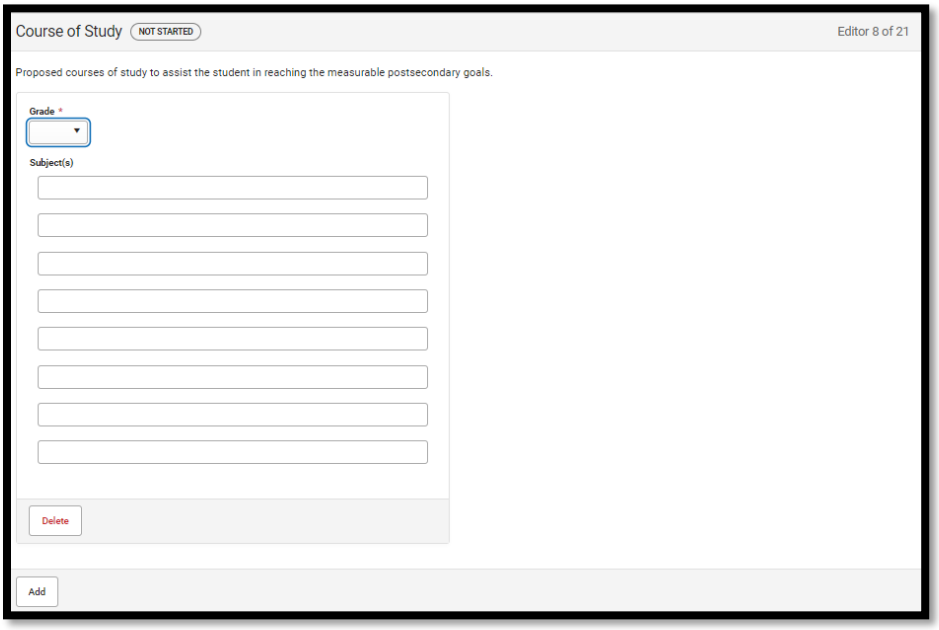
Save & Next: Saves the data in the editor and moves to the next editor.
Save: Saves the data in the editor and navigates to the *Postsecondary Goals and Services* showing all postsecondary goals. The *New* button is available to add new goals.
Save & Stay: Saves the data in the editor and stays on the same editor.
Complete: If all the information is finalized, click the Complete button.

If the student is not 16 years-old or older, *Not Needed* may be selected instead of *Complete*.

Note: The Save button MUST be clicked before proceeding.

IEP Editor: Course of Study



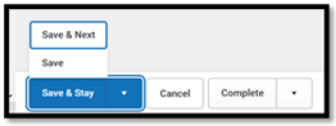


Grade: Choose a grade level from the drop-down box.
This area can be used to plan for the student's classes and modified as needed. This can also be used as the Multi-Year Course of Study.

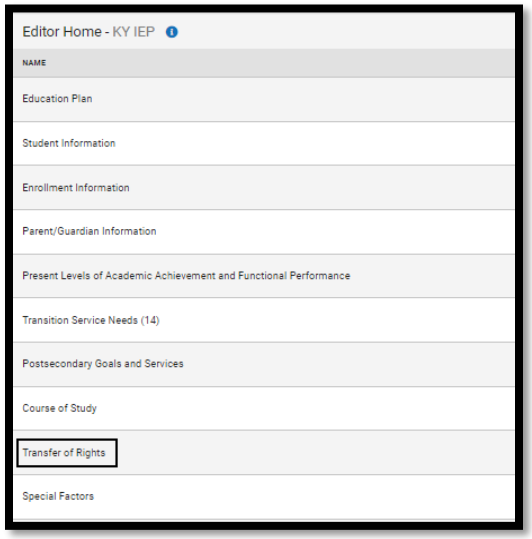
Note: It is required for the student to have a projected course of study for each year through graduation.

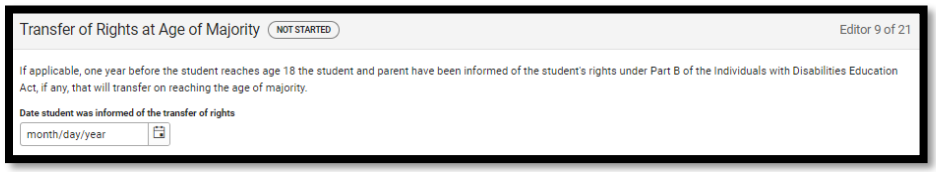
Add Grade: Up to 4 additional years can be added as needed.

Note: The Save button MUST be clicked before proceeding.



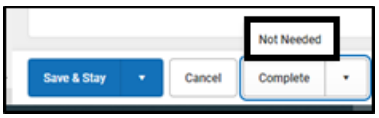
IEP Editor: Transfer of Rights



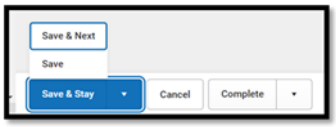


Enter the date that the student and parent(s) were informed of the student's rights once reaching the age of majority, making sure to do so at an ARC meeting at least one year prior to the student's 18th birthday.

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



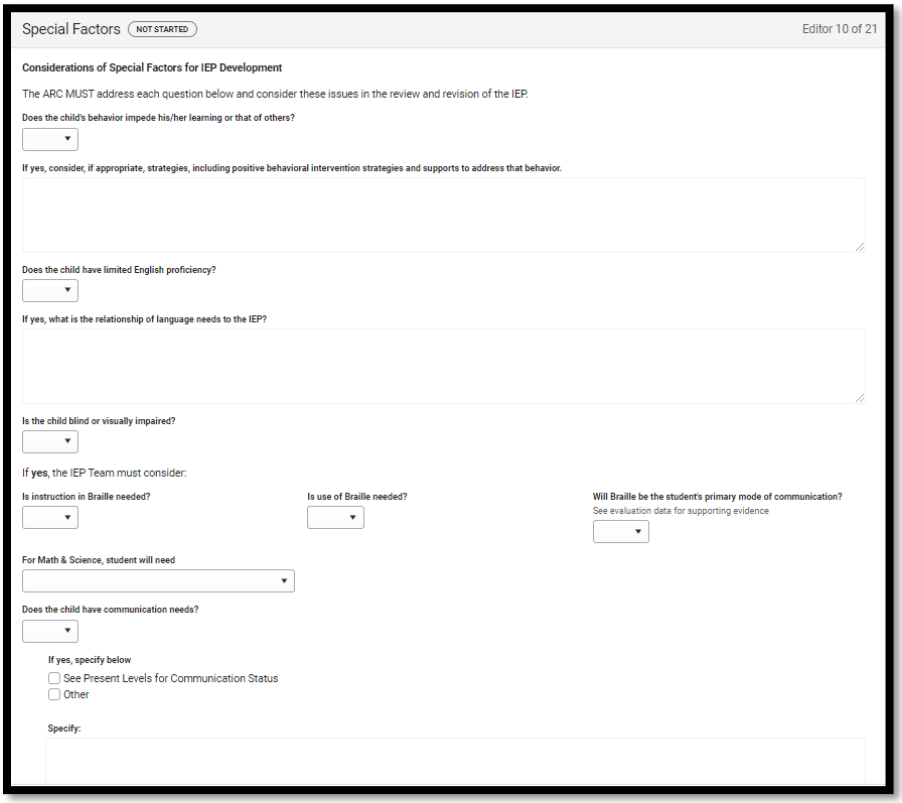
Note: The Save button MUST be clicked before proceeding.



Save & Next: Saves the data in the editor and moves to the next editor.
Save: Saves the data in the editor and navigates to the *Editor Home* showing all editors.

Save & Stay: Saves the data in the editor and stays on the same editor.
Complete: If all the information is finalized, click the Complete button.
If it is not age-appropriate to transfer rights, *Not Needed* may be selected instead of *Complete*.

IEP Editor: Special Factors

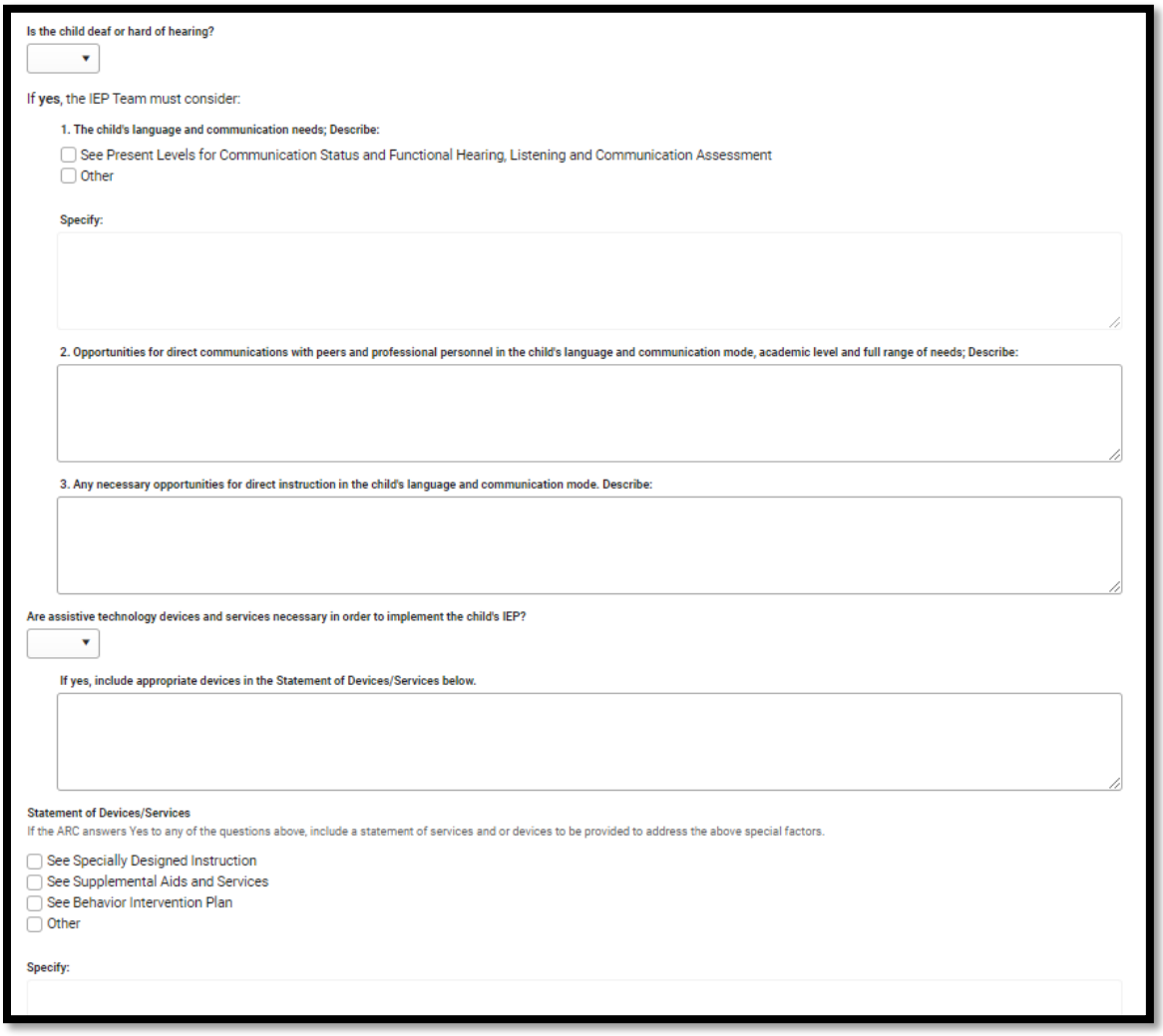


Does the child's behavior impede his/her learning or that of others? If a child's behavior impedes his or her learning or that of others, the ARC develops strategies, including positive behavioral interventions, to address the behavior.

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.

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.

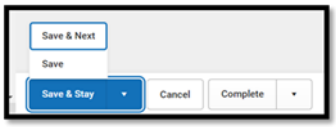


Is the child deaf or hard of hearing? For a child who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communication (with peers and professional personnel) in the student's language and communication mode.

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.

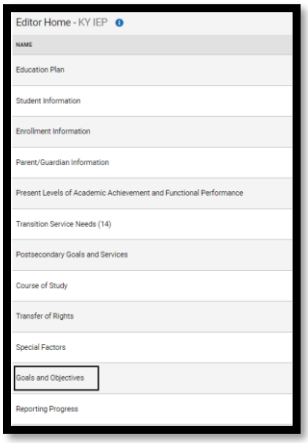
Note: The Save button MUST be clicked before proceeding.



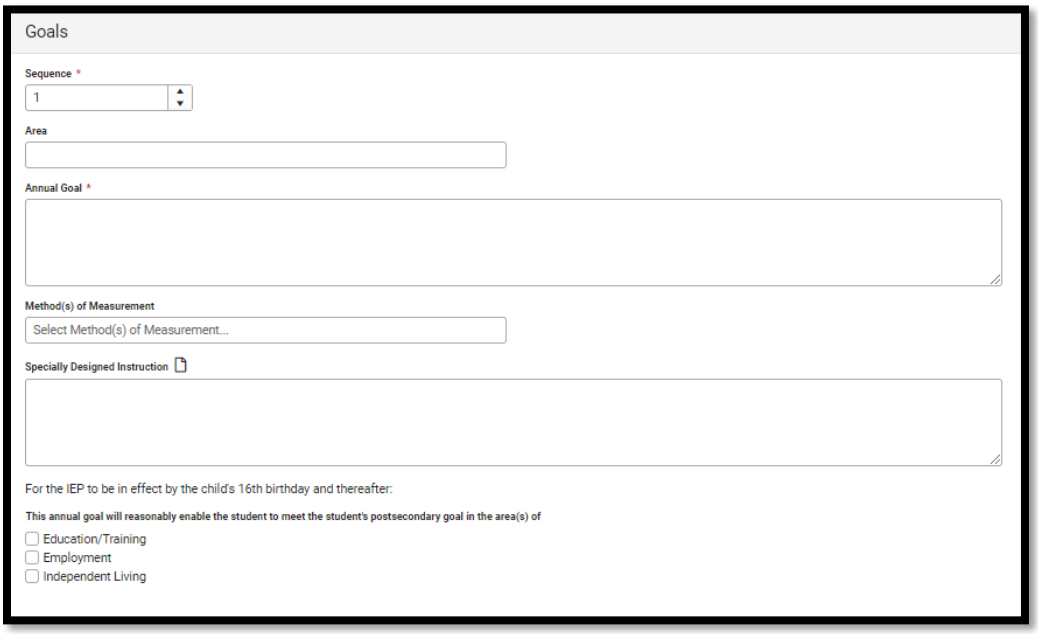
Save & Next: Saves the data in the editor and moves to the next editor.
Save: Saves the data in the editor and navigates to the *Editor Home* showing all editors.
Save & Stay: Saves the data in the editor and stays on the same editor.
Complete: If all the information is finalized, click the Complete button.

IEP Editor: Goals and Objectives

Select **New Plan Goal**



Click the New button.



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

Area: Enter the Content Area for the specified goal.

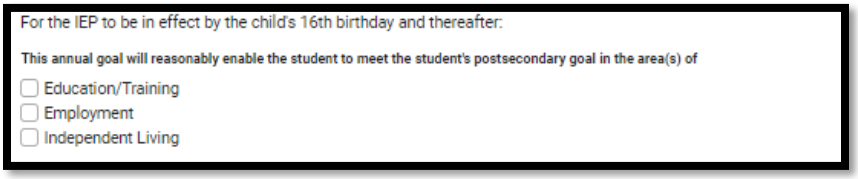
Annual Goal: Enter statement of anticipated results to be achieved in a calendar year or less, as determined by the ARC. Follow the A, B, C, D, E, F method outlined in the IEP Guidance Document on page 41.

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

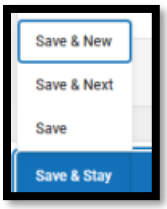
Specifically Designed Instruction: Explain what the teacher does to instruct, assess, and modify instruction for the student. The SDI describes what the teacher does, as appropriate, to adapt the content, methodology, or the delivery of instruction. SDI is based on peer-reviewed research to the extent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

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



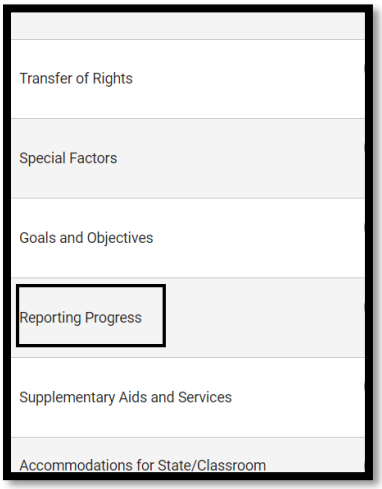
To create objectives for this goal, click the Add button.

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



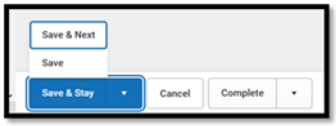
Save & New: Saves the data in the editor and opens a new editor to add another goal.
Save & Next: Saves the data in the editor and moves to the next editor.
Save: Saves the data in the editor and navigates to the *Editor Home* showing all editors.
Save & Stay: Saves the data in the editor and stays on the same editor.
Complete: If all the information is finalized, click the Complete button.

IEP Editor: Reporting Progress



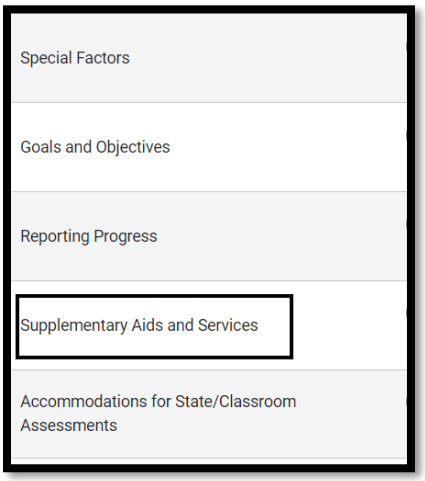
The ARC informs the parent(s) if they will be informed of student progress toward the goal concurrent with the issuance of report cards or the ARC may identify another means of reporting progress toward the goal.

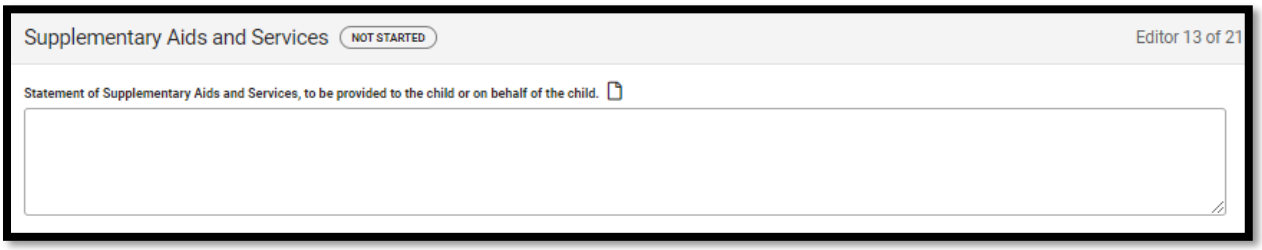
Note: The Save button MUST be clicked before proceeding.



Save & Next: Saves the data in the editor and moves to the next editor.
Save: Saves the data in the editor and navigates to the *Editor Home* showing all editors.
Save & Stay: Saves the data in the editor and stays on the same editor.
Complete: If all the information is finalized, click the Complete button.

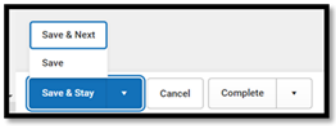
IEP Editor: Supplementary Aids and Services





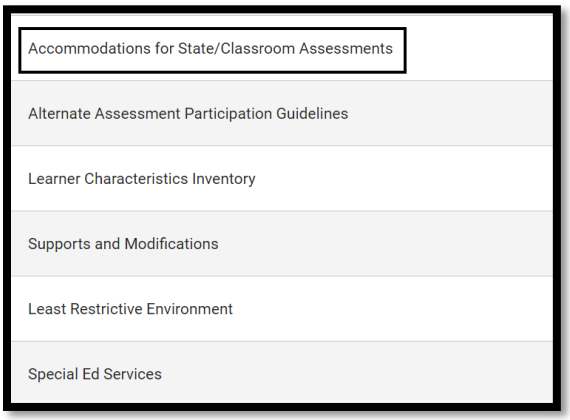
Enter aids and services the student needs to advance appropriately toward attaining the goal(s) and be involved and make progress in the general curriculum, to participate in extracurricular and other nonacademic activities, and be educated and participate with other students with and without disabilities.

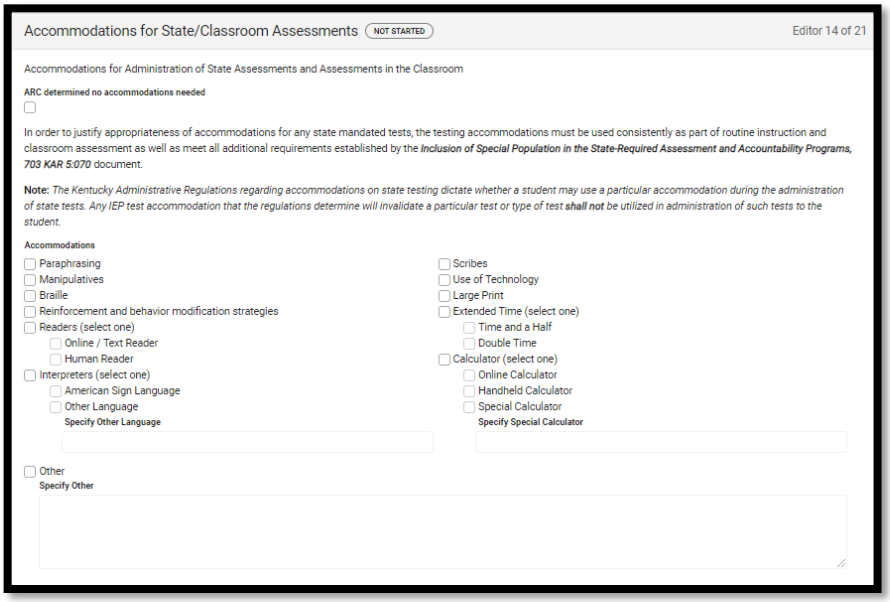
Note: The Save button MUST be clicked before proceeding.



Save & Next: Saves the data in the editor and moves to the next editor.
Save: Saves the data in the editor and navigates to the *Editor Home* showing all editors.
Save & Stay: Saves the data in the editor and stays on the same editor.
Complete: If all the information is finalized, click the Complete button.

IEP Editor: Accommodations for State/Classroom Assessments



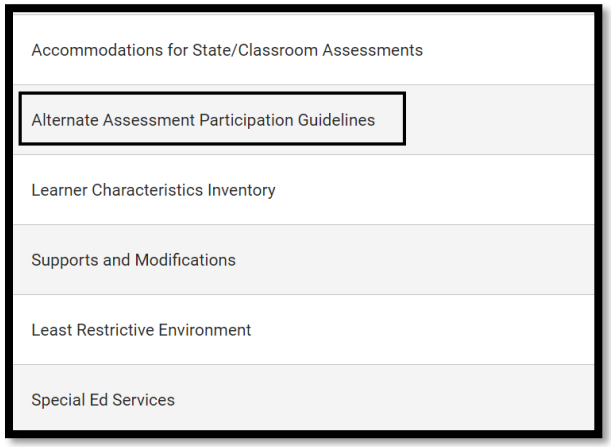


Mark all that apply; if there are no assessment accommodations, then "*ARC determined no accomodations needed"* MUST be checked.

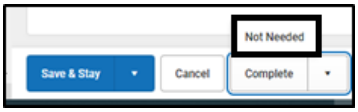
Note: The Save button MUST be clicked before proceeding.

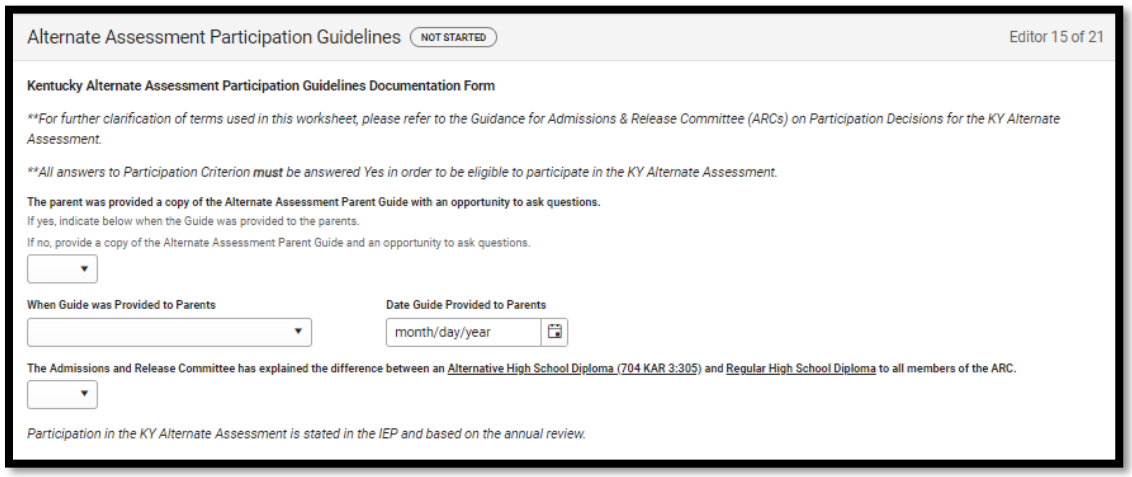
Save & Next: Saves the data in the editor and moves to the next editor.
Save: Saves the data in the editor and navigates to the *Editor Home* showing all editors.
Save & Stay: Saves the data in the editor and stays on the same editor.
Complete: If all the information is finalized, click the Complete button.

IEP Editor: Alternate Assessment Participation Guidelines



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





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***.**

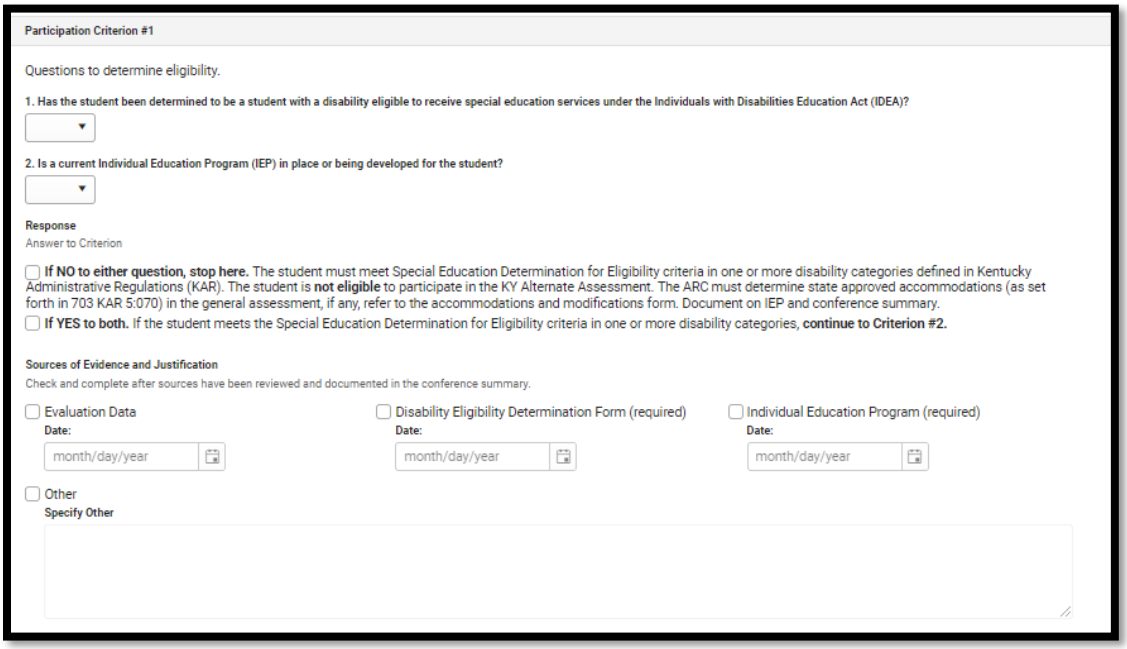
Date Guide Provided to Parents: Enter the date the district provided a copy of the Alternate Assessment Parent Guide to the parent.

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



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.

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.

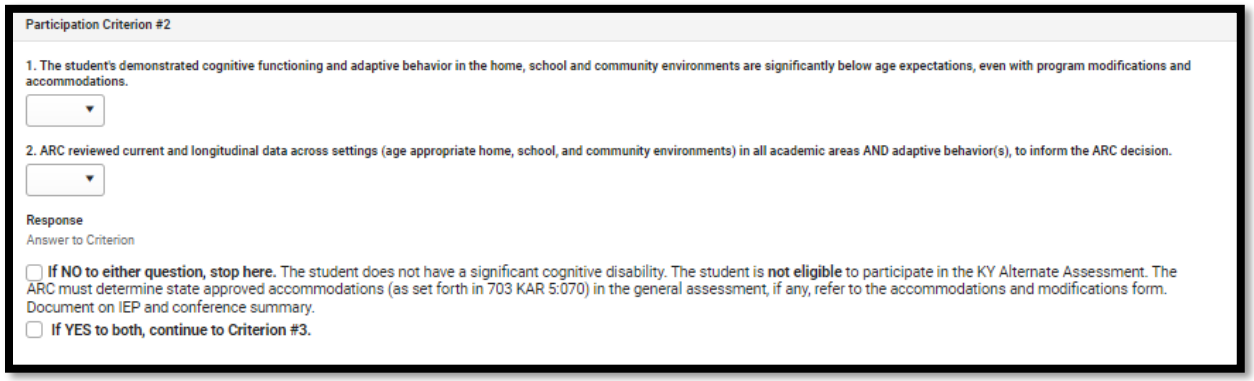
Individual Education Program: Enter the date of the most current *Individual Education Program*. This is a required field.

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.

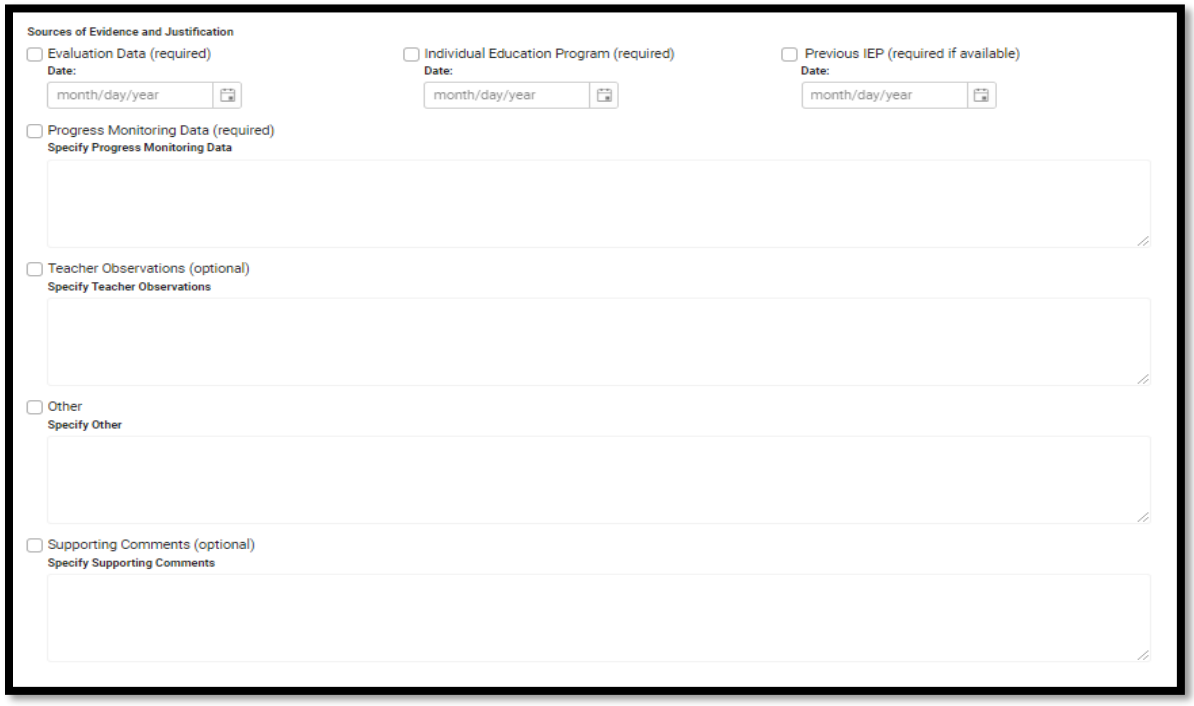
Participation Criterion #2



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.



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.**

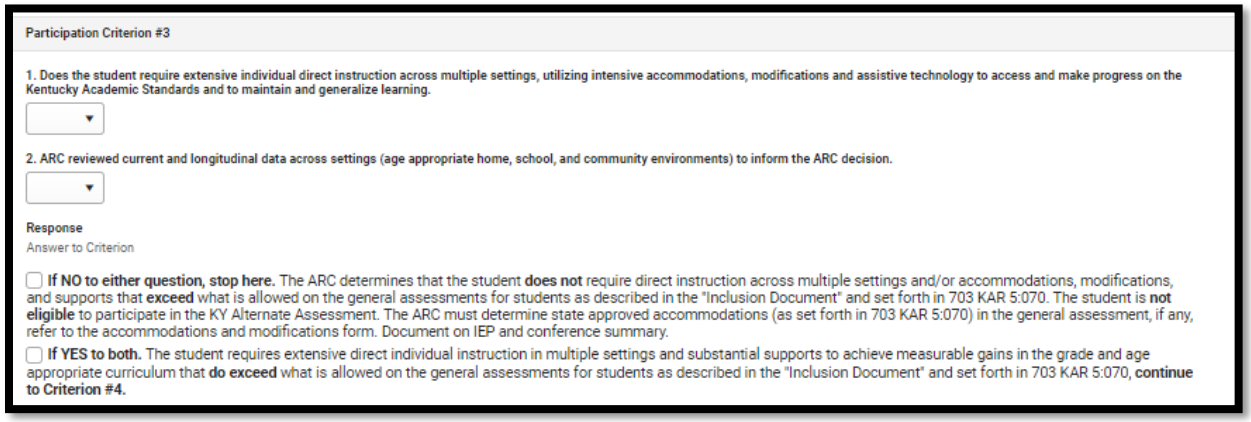
Teacher Observations: This is an optional field.

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.

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.

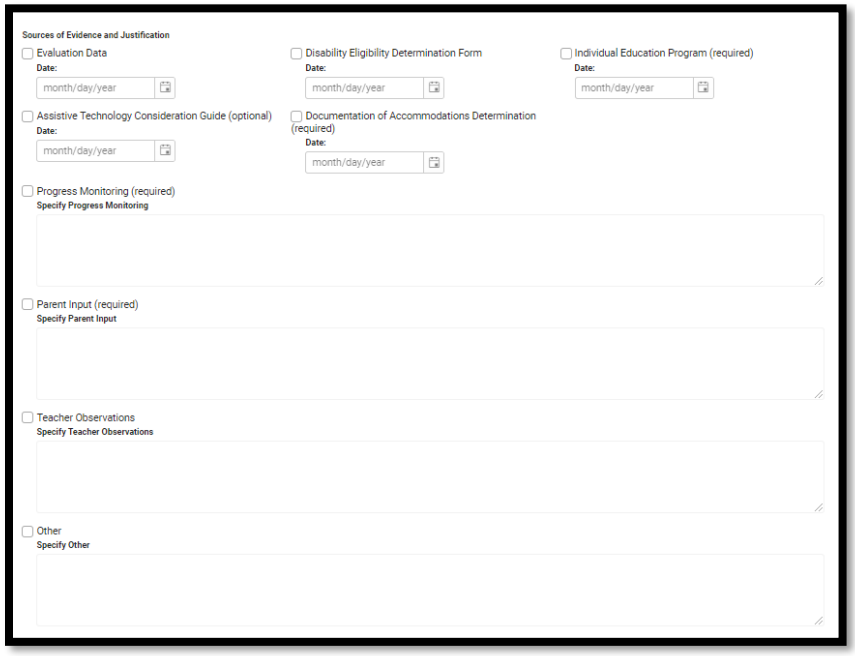
Participation Criterion #3



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: 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.**

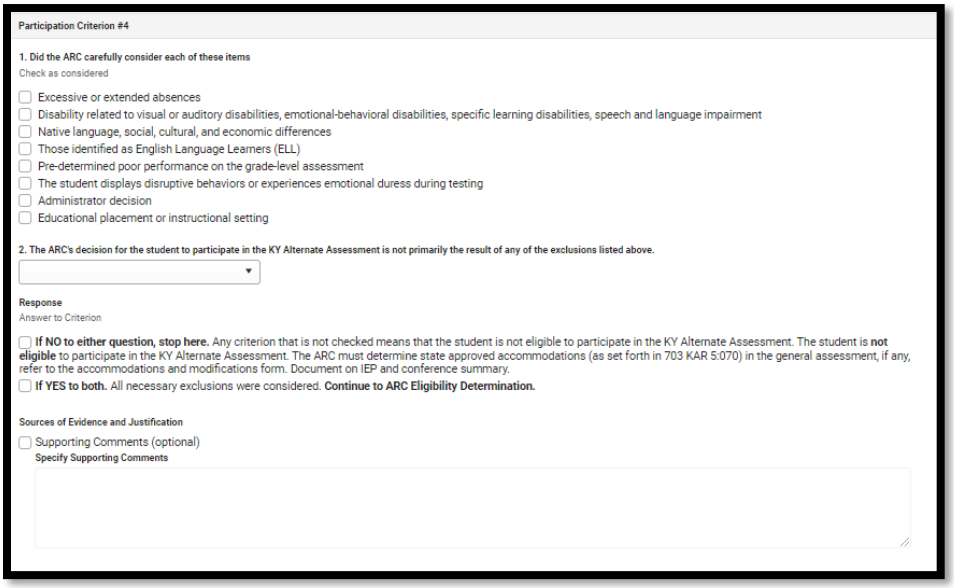
Teacher Observations: This is an optional field.

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.

Participation Criterion #4



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.

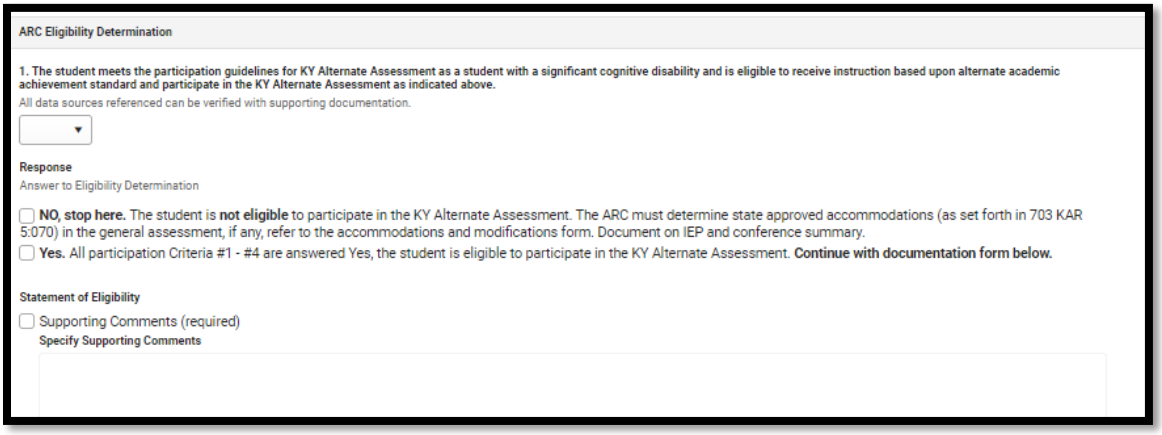
Supporting Comments: This is optional.

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.

***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



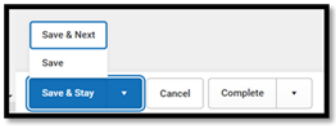
The student meets the participation guidelines for KY Alternate Assessment…: Check *Yes if the student meets all 4 required participation criterion and* if all data sources can be verified with supporting documentation. Check *No* if any participation criterion is checked no or if the data cannot be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

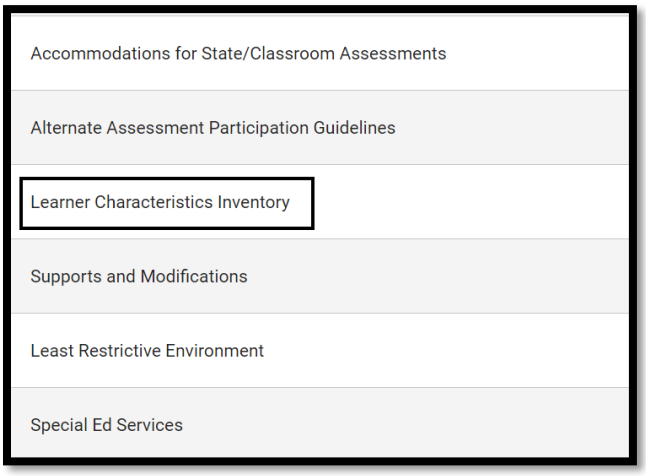
Statement of Eligibility: Enter *Supporting Comments*. This is a required field.

Note: The Save button MUST be clicked before proceeding.



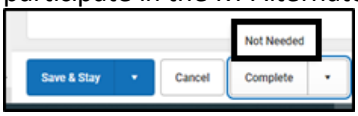
Save & Next: Saves the data in the editor and moves to the next editor.
Save: Saves the data in the editor and navigates to the *Editor Home* showing all editors.
Save & Stay: Saves the data in the editor and stays on the same editor.
Complete: If all the information is finalized, click the Complete button.

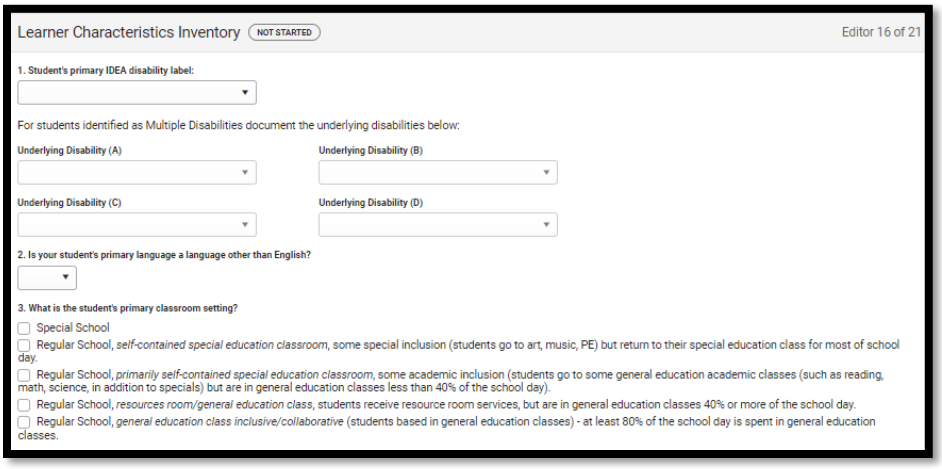
IEP Editor: Learner Characteristics Inventory



Note: This editor is only available for students being considered for KY Alternate Assessment. If student is not being considered for Alternate Assessment Participation, the editor will default to Not Needed.

The checkbox that says "**Yes.** All participation Criteria #1-#4 are answered Yes, the student is eligible to participate in the KY Alternate Assessment." must be checked in order for the LCI to be available.

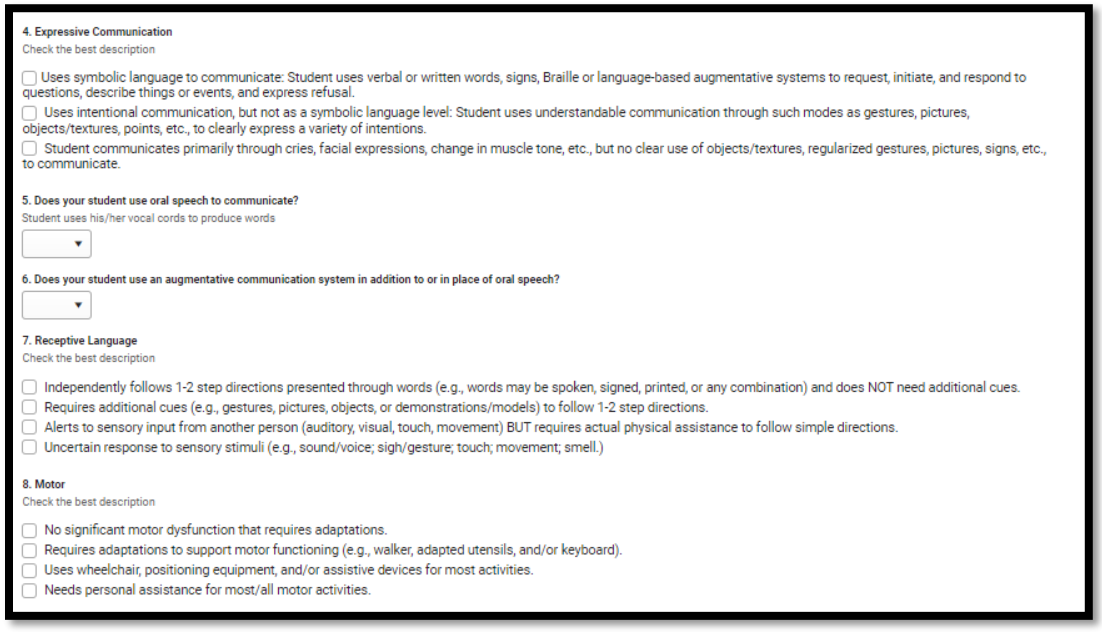




Student's primary IDEA disability label: Select the appropriate disability from the choices listed. More than one may be selected.

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.



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.

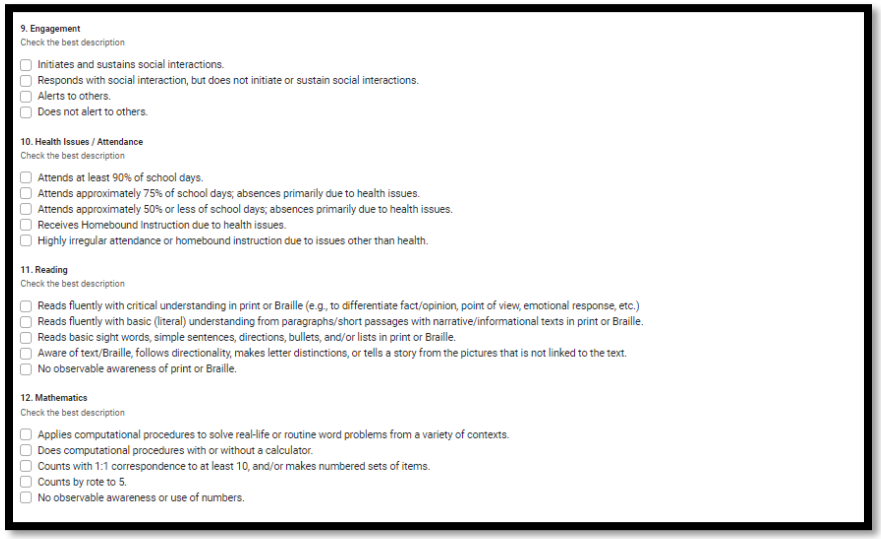
Expressive Communication: Check the best description of the student's communication.

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.

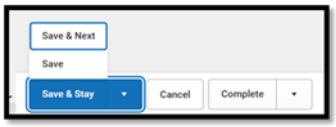
Engagement: Check the best description of the student's engagement with others.

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.

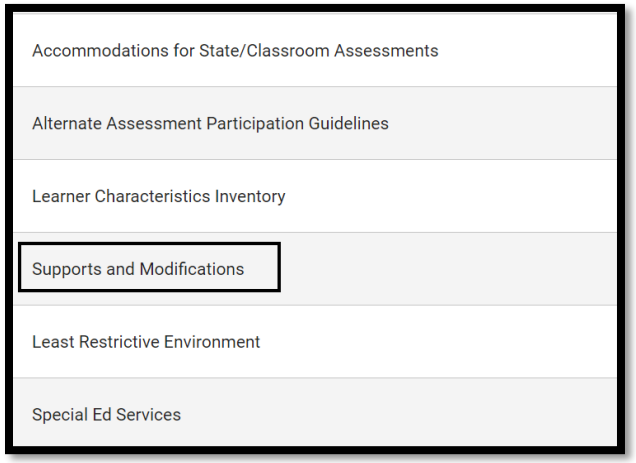
Mathematics: Check the best description of the student's mathematical abilities.

Note: The Save button MUST be clicked before proceeding.



Save & Next: Saves the data in the editor and moves to the next editor.
Save: Saves the data in the editor and navigates to the *Editor Home* showing all editors.
Save & Stay: Saves the data in the editor and stays on the same editor.
Complete: If all the information is finalized, click the Complete button.

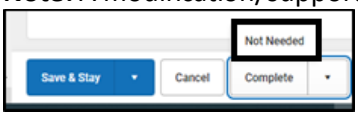
IEP Editor: Supports and Modifications



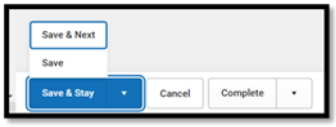
To meet the unique needs of the student, the ARC must identify program modifications and supports for school personnel that will be provided on behalf of the student. This may include specialized training,

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*".

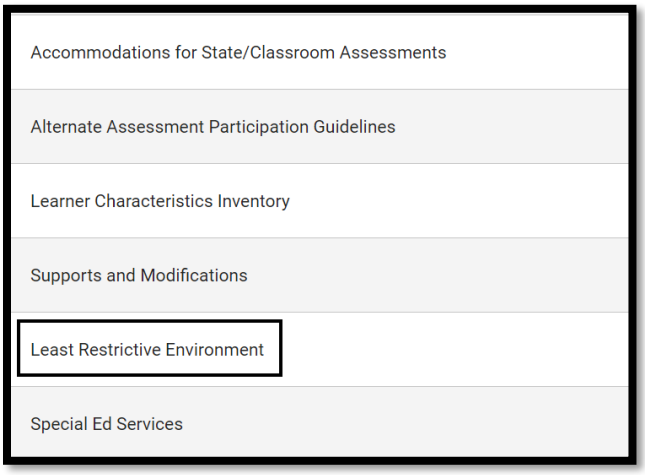


Note: The Save button MUST be clicked before proceeding.

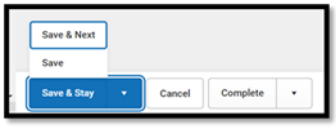


Save & Next: Saves the data in the editor and moves to the next editor.
Save: Saves the data in the editor and navigates to the *Editor Home* showing all editors.
Save & Stay: Saves the data in the editor and stays on the same editor.
Complete: If all the information is finalized, click the Complete button.

IEP Editor: Least Restrictive Environment



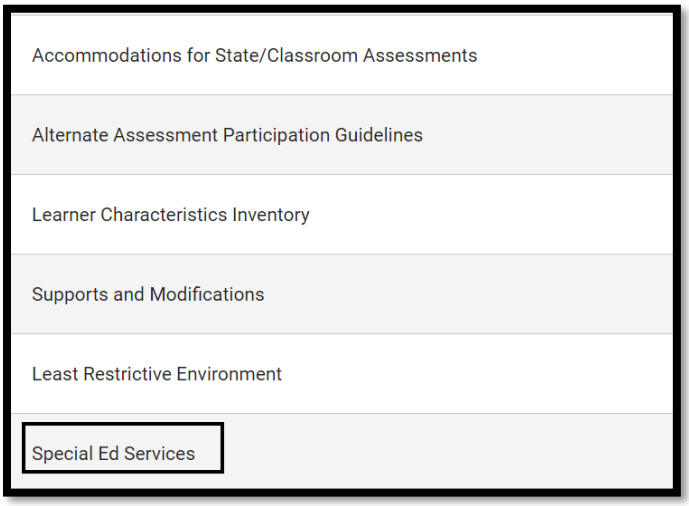
Note: The Save button MUST be clicked before proceeding.



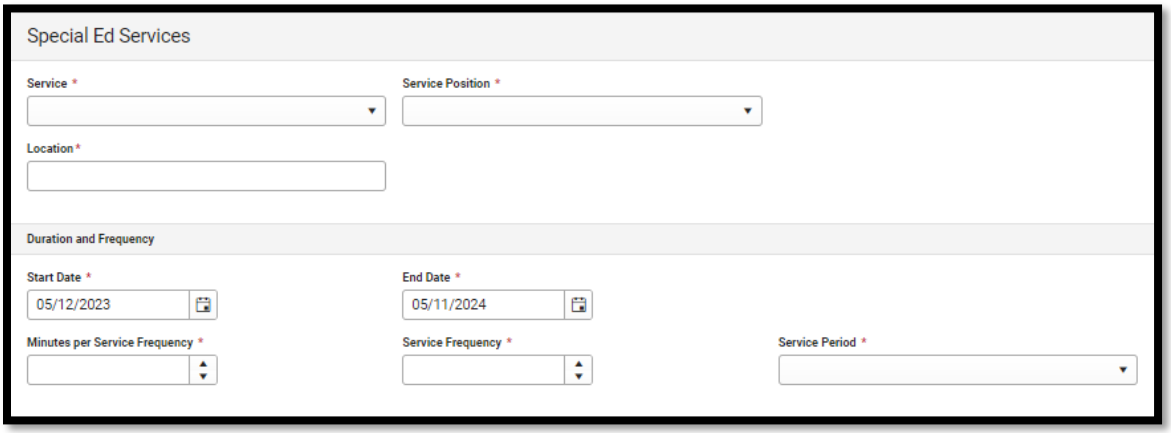
Save & Next: Saves the data in the editor and moves to the next editor.
Save: Saves the data in the editor and navigates to the *Editor Home* showing all editors.
Save & Stay: Saves the data in the editor and stays on the same editor.
Complete: If all the information is finalized, click the Complete button.

IEP Editor: Special Ed Services

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



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



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.

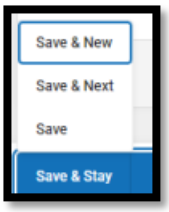
Service Frequency: Enter the number of sessions that will be provided based on the Service Period.

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

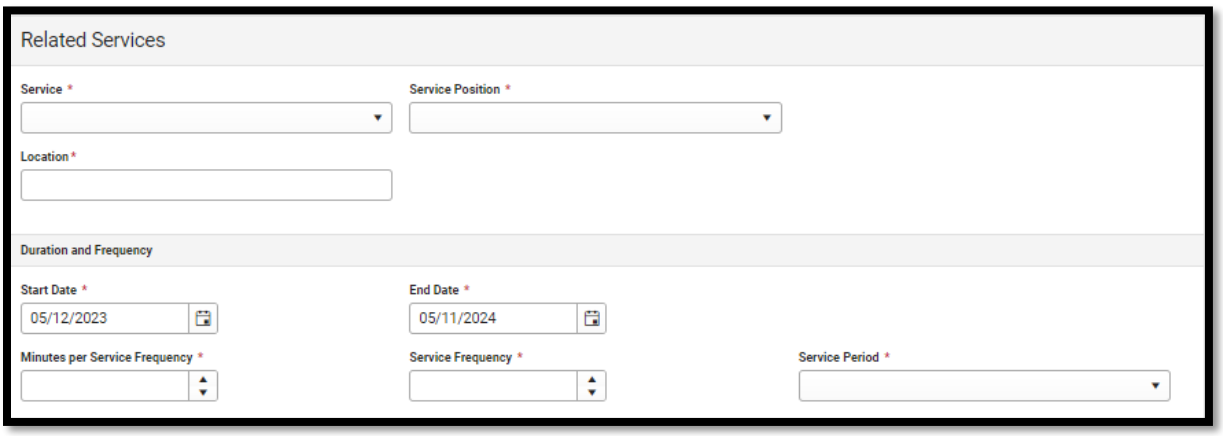
Note: The Save button MUST be clicked before proceeding.



Save & New: Saves the data in the editor and opens a new editor to add another service.
Save & Next: Saves the data in the editor and moves to the next editor.
Save: Saves the data in the editor and navigates to the *Editor Home* showing all editors.
Save & Stay: Saves the data in the editor and stays on the same editor.
Complete: If all the information is finalized, click the Complete button.

IEP Editor: Related Services

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



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).

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.

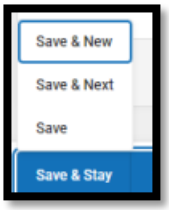
Note: This amount must be a whole number and cannot be a range.

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".

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.

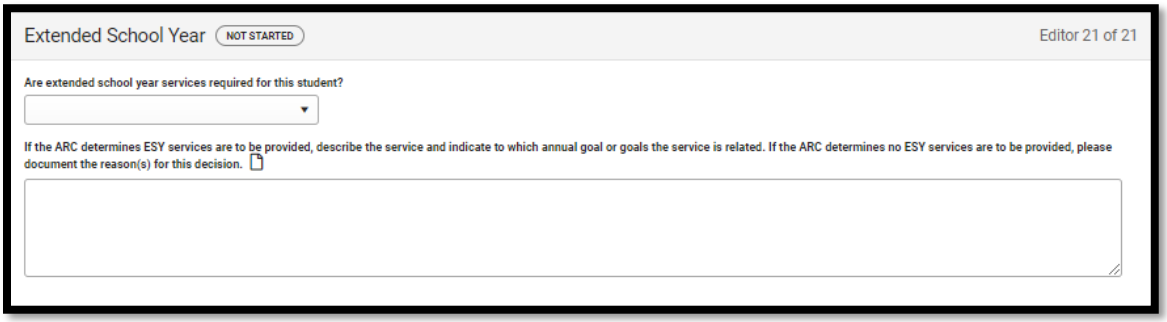


Save & New: Saves the data in the editor and opens a new editor to add another service.
Save & Next: Saves the data in the editor and moves to the next editor.
Save: Saves the data in the editor and navigates to the *Editor Home* showing all editors.
Save & Stay: Saves the data in the editor and stays on the same editor.
Complete: If all the information is finalized, click the Complete button.

Note: The Save button MUST be clicked before proceeding.

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.

Save & Next: Saves the data in the editor and moves to the next editor.
Save: Saves the data in the editor and navigates to the *Editor Home* showing all editors.
Save & Stay: Saves the data in the editor and stays on the same editor.
Complete: If all the information is finalized, click the Complete button.

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

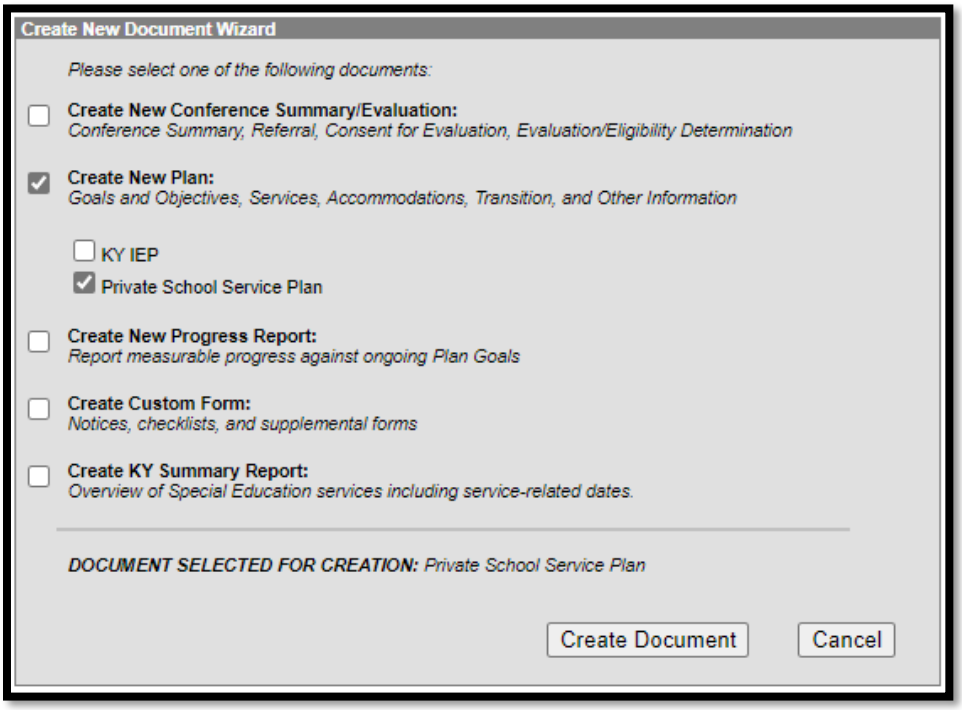
Kentucky Administrative Regulations: 707 KAR 1:370

- 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.

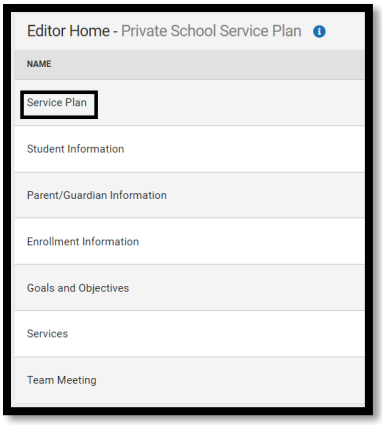
***Note: Under Kentucky law preschoolers in private schools are not eligible for service plans. If the district chooses to provide services to preschool students, please create IEPs for them.**

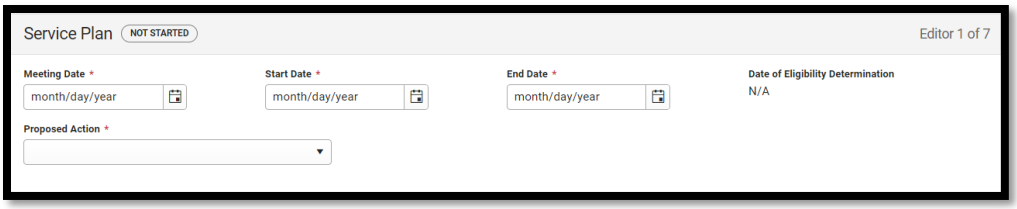
To create a Private School Service Plan (PSP):

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



PSP Editor: Service Plan



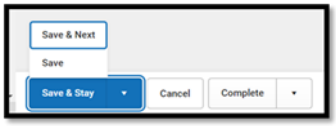


Meeting Date: Enter the date the Admissions and Release Committee (ARC) met to develop the current PSP.

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

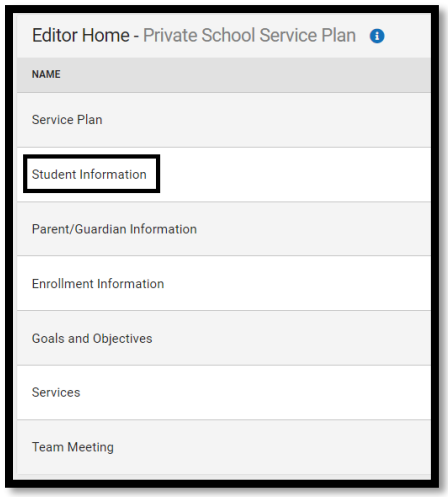
End Date: This date defaults to one year minus one day from the Meeting Date entered and may be changed if necessary.

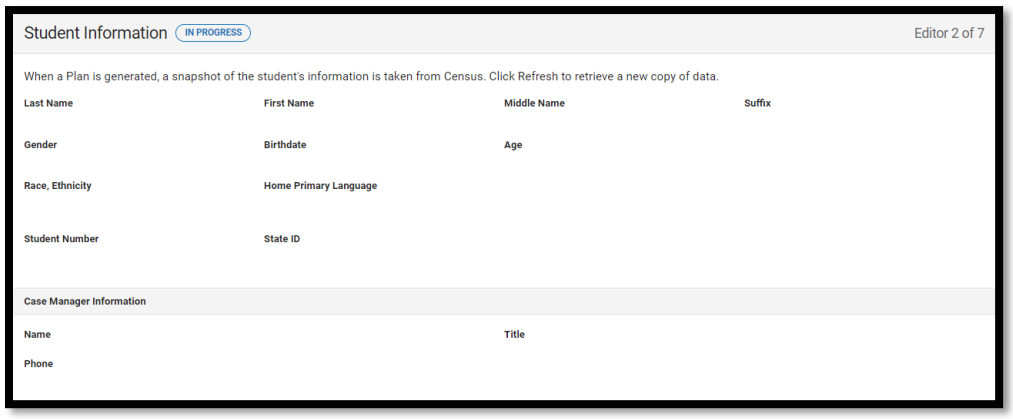
Note: The Save button MUST be clicked before proceeding.



Save & Next: Saves the data in the editor and moves to the next editor.
Save: Saves the data in the editor and navigates to the *Editor Home* showing all editors.
Save & Stay: Saves the data in the editor and stays on the same editor.
Complete: If all the information is finalized, click the Complete button.

PSP Editor: Student Information

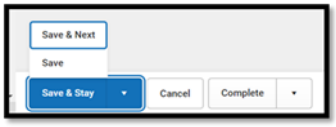




Refresh Student Information: Click "*Refresh Student Information*" to populate the fields with current information. **This is required.**

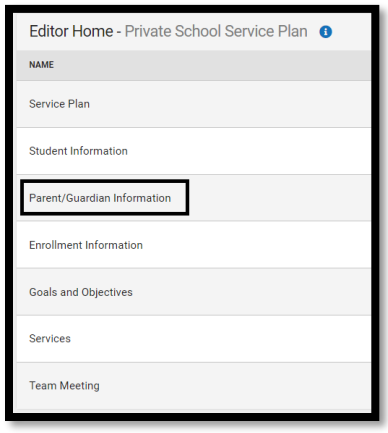
Primary Mode of Communication of the Student: This is the only editable field in this editor. The student's preferred language may be selected.

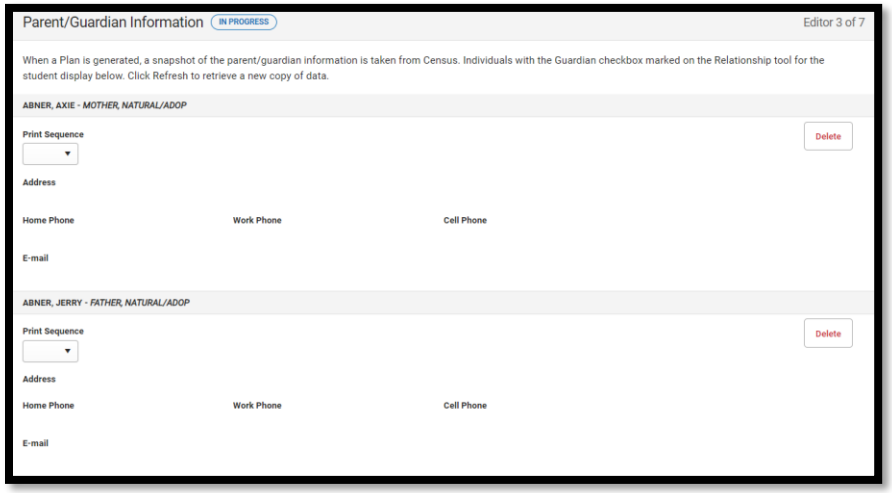
Note: The Save button MUST be clicked before proceeding.



Save & Next: Saves the data in the editor and moves to the next editor.
Save: Saves the data in the editor and navigates to the *Editor Home* showing all editors.
Save & Stay: Saves the data in the editor and stays on the same editor.
Complete: If all the information is finalized, click the Complete button.

PSP Editor: Parent/Guardian Information



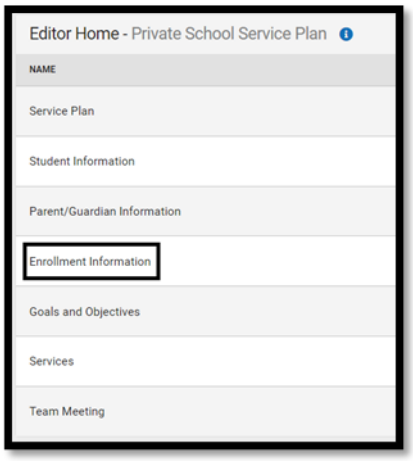


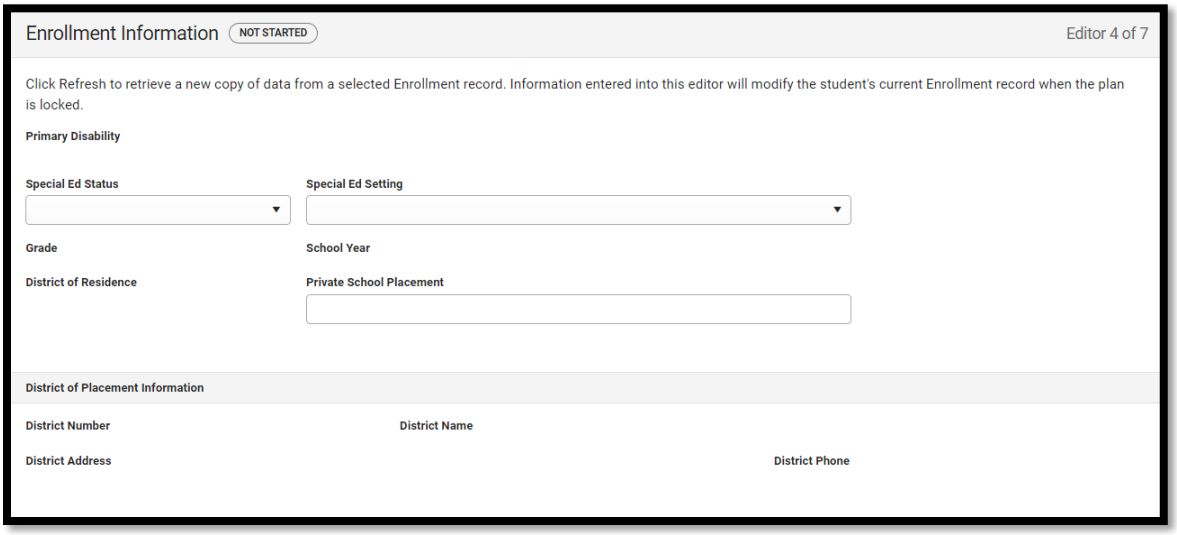
Refresh Guardian Information: This will populate parent/guardian demographics from the student's current household/relationship.

Note: The Save button MUST be clicked before proceeding.

Save & Next: Saves the data in the editor and moves to the next editor.
Save: Saves the data in the editor and navigates to the *Editor Home* showing all editors.
Save & Stay: Saves the data in the editor and stays on the same editor.
Complete: If all the information is finalized, click the Complete button.

PSP Editor: Enrollment Information





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.

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*"

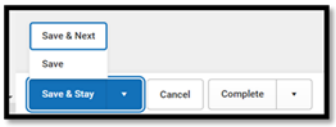
Resident District: Auto-populates from *Enrollment > State Reporting Fields*.

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.

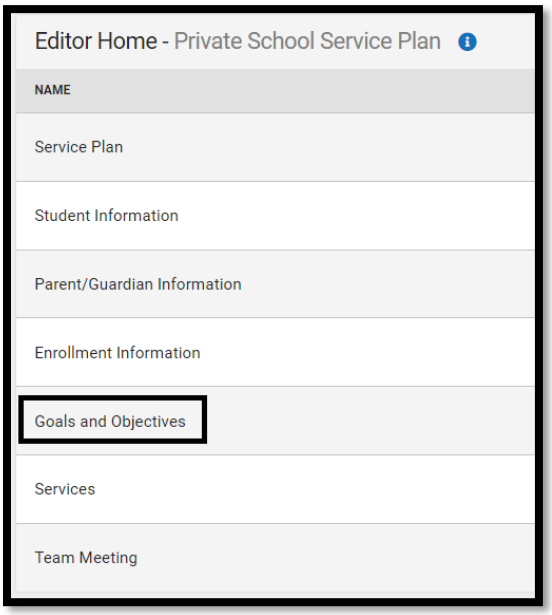
Refresh Guardian Information: This will populate parent/guardian demographics from the student's current household/relationship.

Note: The Save button MUST be clicked before proceeding.



Save & Next: Saves the data in the editor and moves to the next editor.
Save: Saves the data in the editor and navigates to the *Editor Home* showing all editors.
Save & Stay: Saves the data in the editor and stays on the same editor.
Complete: If all the information is finalized, click the Complete button.

PSP Editor: Goals and Objectives



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

Goal Name: Enter the name of the goal.

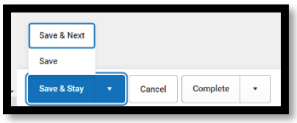
Annual Goal: Enter statement of anticipated results to be achieved in a calendar year or less as determined by the ARC. ***Additional goals may be created. Each goal will appear in the Goals and Objectives*** list as it is created.

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*

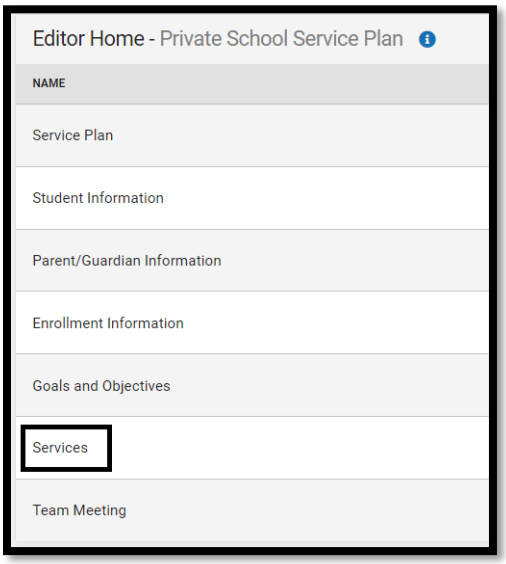
- Enter *Objective/Benchmarks.*

Note: The Save button MUST be clicked before proceeding.



Save & New: Saves the data in the editor and opens a new editor to add another goal.
Save & Next: Saves the data in the editor and moves to the next editor.
Save: Saves the data in the editor and navigates to the *Editor Home* showing all editors.
Save & Stay: Saves the data in the editor and stays on the same editor.
Complete: If all the information is finalized, click the Complete button.

PSP Editor: Services

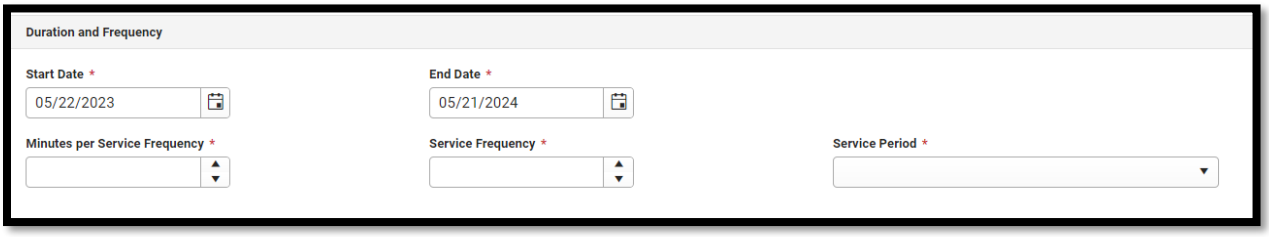


Select *New* button at the bottom of the screen.

S*ervice:* 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.



Start Date: Enter the date on which services begin.

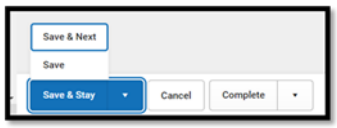
End Date: Enter the date on which services are anticipated to end.

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.

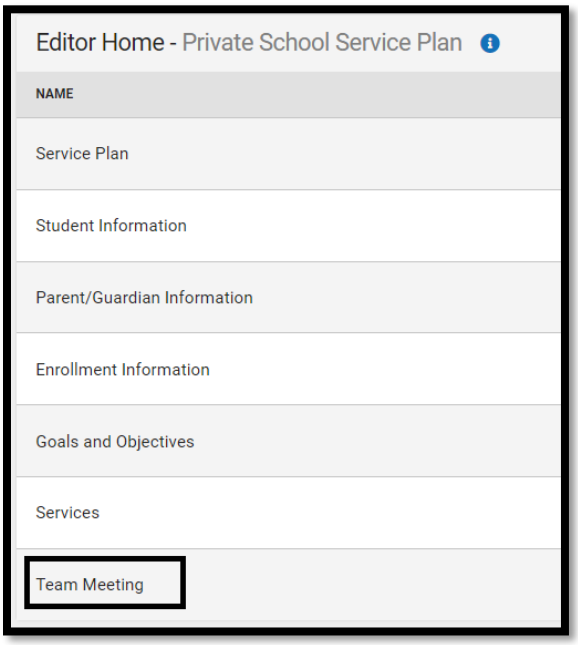
Service Period: Identify the Service Period as daily, weekly, monthly, or annually.

Note: The Save button MUST be clicked before proceeding.

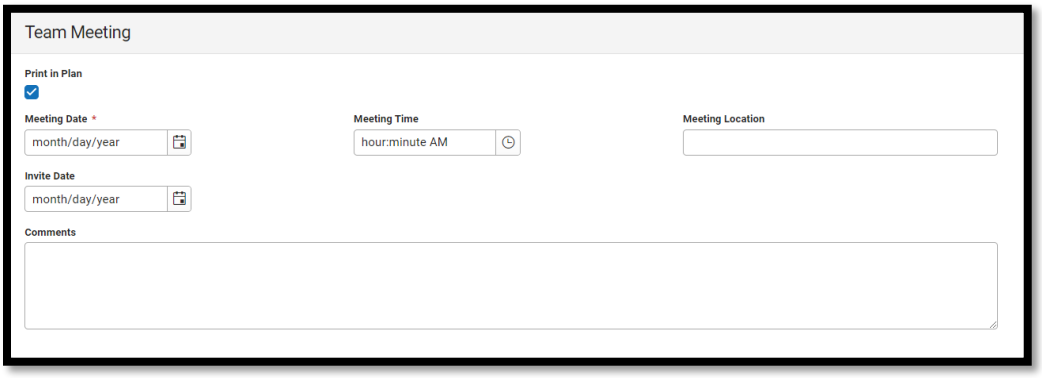


Save & New: Saves the data in the editor and opens a new editor to add another goal.
Save & Next: Saves the data in the editor and moves to the next editor.
Save: Saves the data in the editor and navigates to the *Editor Home* showing all editors.
Save & Stay: Saves the data in the editor and stays on the same editor.
Complete: If all the information is finalized, click the Complete button.

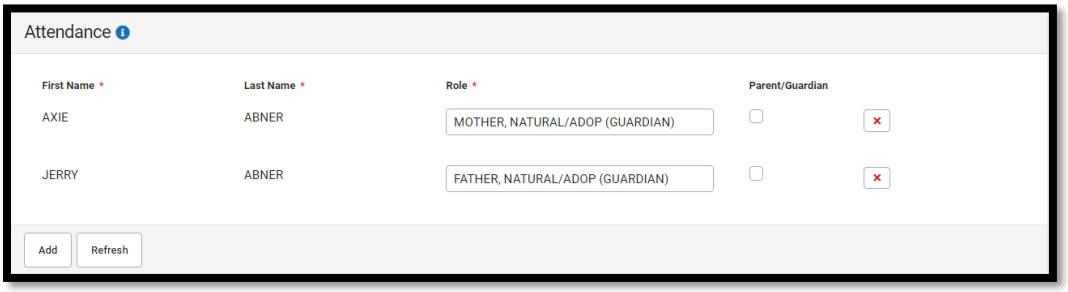
PSP Editor: Team Meeting



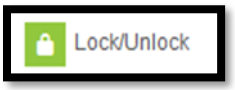
Select *New* button at the bottom of the screen.



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



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.