

Data Standards – Special Education

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1	Special Education Data Standards		
KDE Contact (Data Steward)	Joe McCowan	Updated	9/9/2015
Description	<p>The purpose of the Special Education Data Standards document is to give Kentucky schools and districts a set of guidelines for entering data into the student information system. This document provides a series of screen shots and an explanation of the data elements required for state and federal reporting needs. Data standardization is important to ensure consistency in the data across schools in districts and across districts throughout the state</p>		
Data Standard Reg sites, data use, etc.	<u>The Kentucky Administrative Regulations</u>		
How is data used	<p>Data is used to meet Federal Reporting Requirements under Sec. 618 of the IDEA</p> <ul style="list-style-type: none"> • December 1 Child Count • Special Education Exit Report • Special Education Behavior/Safe Schools Report • IAES End of Year Reporting 		
Noted Changes for current year	<p>Removed the following sections</p> <ul style="list-style-type: none"> • Referral for Evaluation • KY Consent • Eligibility Forms <p>Added/Updated the following sections:</p> <ul style="list-style-type: none"> • KY Evaluation • KY Conference Summary • KY IEP • Private School Plan 		
Available Ad-Hoc & Reports	SPED EOY Behavior Data; IDEA Dec 1 Count Extract; Special Ed Exit Report; Caseload Summary Report		
Available Training	<p>Additional resources can be found on the <u>Student Information System – Special Education</u> Webpage.</p>		

Student Locator should always be used to enroll a student

Last Name	<input type="text" value="Doe"/>	Name	State ID	Gender	Birth Date	%
First Name	<input type="text" value="Jack"/>	No matches found				
Gender	<input type="text" value="M"/>					
Birth Date	<input type="text"/>					
Middle Name	<input type="text"/>					
SSN #	<input type="text"/>					
State ID	<input type="text"/>					
<input type="button" value="Search-->"/>						

If student is not found, 'Create a New Student'

Identity Info			
*Last Name	*First Name	Middle Name	Suffix
<input type="text" value="Doe"/>	<input type="text" value="Jack"/>	<input type="text" value="C"/>	<input type="text" value=""/>
*Gender	*Birth Date	Soc Sec Number	
<input type="text" value="Male"/>	<input type="text" value="05/29/2008"/>	<input type="text" value=""/>	<input type="text" value=""/>
Race/Ethnicity			
*Is the individual Hispanic/Latino?			
<input type="text" value=""/>			
*Is the individual from one or more of these races? (check all that apply)			
<input type="checkbox"/> American Indian or Alaska Native			
<input type="checkbox"/> Asian			
<input type="checkbox"/> Black or African American			
<input type="checkbox"/> Native Hawaiian or Other Pacific Islander			
<input checked="" type="checkbox"/> White			
State Race Ethnicity			
<input type="text" value=""/>			
*Race/Ethnicity Determination			
<input type="text" value="01: Parent Identified"/>			

Identity Info Section

Last Name: The last name given to a student at birth or legal court documents, as indicated on their birth certificate, social security card, passport, or through a legal name change, such as adoption or marriage certificate.

First Name: The first name given to a student as indicated on their birth certificate, social security card, passport, or through a legal name change,

such as adoption or marriage certificate. The first name should contain the proper first name of the student; please do not use nicknames here.

Middle Name: The middle name given to a student as indicated on their birth certificate, social security card, passport, or through a legal name change, such as adoption or marriage certificate. If a student does not have a middle name, it should be left blank. If only the middle initial is given, do not put punctuation at the end of the letter. If a female student is married, it is acceptable to put the maiden name in the middle name field. If a student has more than one middle name, please place both names in the middle name field.

Gender: Select student's gender from drop down menu - Male or Female.

Birth Date: Enter month, day, year (##/##/####) on which the student was born. Age on all special education state reports will be calculated on the student's date of birth.

Race/Ethnicity:

Is the student Hispanic/Latino? Select from the drop list yes or no based on the federal definition - Hispanic or Latino means a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic/Latino or Latino."

Is the individual of one or more of these races? Select one or more races based on the federal definitions listed below:

- *American Indian or Alaska Native:* A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.

- *Asian*: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- *Black or African American*: A person having origins in any of the Black racial groups of Africa.
- *Native Hawaiian or Other Pacific Islander*: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- *White*: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Race/Ethnicity Determination: Select from the drop list the option that identifies how the race/ethnicity was determined.

01: Parent Identified

02: Self-Identified

03: Observer Determined

04: Unknown

General Enrollment Information Fields:

Enrollment Detail			
*Calendar 15-16 G R Hampton Elementary S	*Schedule Main	*Grade 02	Class Rank Exclude <input type="checkbox"/>
*Start Date 08/12/2015	No Show <input type="checkbox"/>	End Date	*Service Type P: Primary
*Start Status E01: First enrollment of the year		End Action	End Status
			Dropout Reasons
Start Comments		End Comments	

Grade: Use drop down menu to select grade level of student: 95 - infants, 96 - 1 year olds, 97 – 2 year olds, 98 – 3 year olds, 99 – 4 year olds, 0 – Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 14.

NOTE: Grade 14 may only be selected for Special Education Students participating in Alternate Assessment, as determined by the student’s Admissions and Release Committee and documented on his or her IEP. This student must turn 17 years of age on or before October 1st of current school year and must have progressed through a grade 12 assessment.

Start Date: Enter the date in which enrollment began.

Start Status: Select appropriate entry or re-entry code (State defined codes). Student must be enrolled on the first day of school and a start status selected to be placed in the pool of students that may be reported on the Special Ed Exit Report. If student is a No Show, select NS from the drop list. Once the record is saved, the No Show checkbox will be selected. If student later enrolls in school this record should NOT be changed; instead a new enrollment record must be created.

End Date: Enter ending date of student’s selected enrollment.

End Status: Select appropriate withdrawal code (State defined codes).

Service Type: Indicates the type of enrollment and the intended service the student receives:

P: Primary – Select at school of accountability for student.

S: Partial – Students who attend multiple schools in KY, the school of accountability should select P: Primary and the second school should choose S: Partial.

N: Special Ed Services Only - Students who attend just for special education services/related services, i.e., Private School or home school students who are enrolled in the district for special education/related services only.

State Reporting Fields:

The screenshot shows a form titled "State Reporting Fields" with the following fields and options:

- State Exclude:**
- Perkins Only:**
- Migrant:** [Dropdown menu]
- Immigrant:**
- Refugee:**
- Out Of State:**
- Extra Year in Primary:**
- Program 504:**
- School Choice:** [Dropdown menu]
- Homeless:**
- Living Status:** [Dropdown menu]
- Unaccompanied Youth:** [Dropdown menu]
- Foreign Exchange:**
- Dropout Questionnaire:** [Calendar icon]
- Resident District:** [Dropdown menu: Select a Value]
- School of Accountability:** [Dropdown menu: Select a Value]
- District of Accountability:** [Dropdown menu: Select a Value]
- KEES Override:** [Dropdown menu]
- Underage Waiver:**

State Exclude: Check this box if student is being tracked in the SIS for special education reporting only; therefore, attendance is not tracked for student. This will allow users to exclude students on monthly attendance reports and applicable state reports.

Resident District: Select district of residence if student is receiving services in the district but resides in another district; *this element will be utilized on the IEP Enrollment Editor and the Private School Service Plan.*

***Note: Home Language is now located on Campus Path: Census > People > Demographics.**

Home Language: Choose from an alphabetical list of world languages. Home language is defined as the language most frequently spoken at home. This information is obtained through question 1 on the Home Language Survey available on TransACT. **In the case of a foreign-born student living in an English speaking home of his/her adopted family, choose the student's native language.** If a student's Home Language is Native American, select Native American from the home language drop down menu. Then select the specific Native American Home Language from this drop down menu. *This element will be utilized on the IEP Enrollment Editor and the Private School Service Plan.*

Special Ed Fields:

The screenshot shows a form titled "Special Ed Fields". It contains several input fields and checkboxes:

- Special Ed Status:** A dropdown menu with "A: Active" selected.
- Full Funding:** An unchecked checkbox.
- Primary Disability:** A dropdown menu with "10: Specific Learning Disability" selected.
- Setting:** A dropdown menu with "6A: (age 6-21) >80% of day in general ed programs" selected.
- Date Eligible but Refused:** A date picker field.
- Special Ed Exit Status:** A dropdown menu.
- Special Ed Exit Date:** A date picker field.
- PartC ID:** A text input field.

*The IDEA December 1 Child Count pulls Special Ed Status and 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, as shown [HERE](#).

If student is determined ‘Not eligible’ for special education services, the information MUST be populated on the Enrollment tab.

***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 and assists in the determination as to whether this student will be included in the school’s December 1st Child Count.

Reference code file table [HERE](#).

Primary Disability: This field is read-only in this area and is populated when the user follows the below steps:

1. Select the Primary Disability on the Conference Summary | Eligibility/Continued Eligibility
2. Save and lock the document
3. Creates a KYIEP | Enrollment Status editor using the ‘Get Status from Evaluation’ button
4. Lock and Save the KYIEP
5. Primary Disability will write to the Enrollment Tab | Special Ed Section

Full Funding: Check this box if according to a student’s IEP, the local board has approved a shortened school day/week and appropriate documentation has been forwarded to Division of Learning Services (DLS); the school is eligible for full funding for this student. This selection is required to determine the adjustment to be made to Superintendent’s Annual Attendance Report (SAAR).

Note: This student MUST also be placed in the Partial Day Attendance Group (contact your school attendance clerk).

***Setting:** From the drop list, select the appropriate Least Restrictive Environment (LRE) description. LRE settings are based upon student’s age as of December 1st.

Reference code file table [HERE](#)

Date Eligible but Refused: Enter the month, day and year, if applicable, to indicate a parent(s) has declined special education services.

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.

Code	Description
01	Transferred to Regular Education
02	Graduated with Diploma
03	Alternative High School Diploma
04	Maximum Age

Code	Description
05	Deceased
06	Moved, Known to Continue
07	Dropped Out

Special Ed Exit Date: Enter month, day and year in which the student was released from special education services.

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

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 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.

Reference addendum *First Steps Referral Process in Infinite Campus* [HERE](#)

1-C

Procedures for Releasing a Student from Services

Campus Path: General | Enrollment Tab | Special Education section

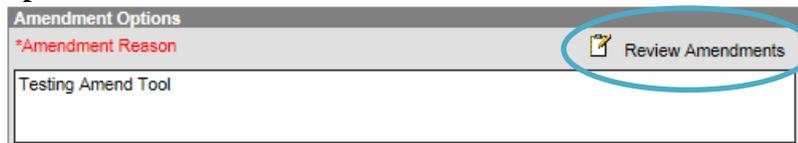
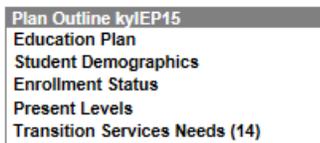
- **General | Transportation Tab**
- **Special Education | Documents Tab**
- **Special Education | Team Members Tab**

The purpose of this document is to detail the procedures that should be followed when 1) a student is released from special education services when the Admissions and Release Committee (ARC) has determined the child no longer meets the eligibility requirements or the parent/child revokes consent for services OR 2) the student moves out of your district.

Student released from services (no longer eligible or consent revoked) and student remains in your district:

- General | Enrollment Tab | Special Education section
 - Select the Special Ed Exit Status
 - Enter the Special Ed Exit Date
 - Change the Special Ed Status to either Inactive or Eligible, Parents Refused, whichever is appropriate
- General | Transportation Tab
 - End date the Transportation of T5: Special Transported, if applicable
- Special Education | Documents Tab:
 - Select student's current IEP
 - Select the Amend button
 - Select **Amend Editor** - Put the reason for changing the IEP End Date. Select **Save & Continue**
 - Education Plan Editor – Select **Amend Editor** - Change the IEP End Date to the date services ended. Select **Save & Continue**
 - Enrollment Status Editor – Select **Amend Editor** - Change the student's Special Ed Status to Inactive or Eligible, Parents Refused, whichever is appropriate. Select **Save & Continue**
 - Special Ed Service Editor – Select **Amend Editor** - Change End Date for each service to the date services ended. Select **Save & Continue**
 - Related Services Editor - Select **Amend Editor** - Change End Date for each service to the date services ended. Select **Save & Continue**
 - **The next step is to select Review Amendments**

Each time you select the **Amend Editor** you **MUST** type a reason for the Amendment



This should be the first day the student does NOT receive services.

Save Complete Amendment Back to Plan

Review Amendments

*Amendment Start Date Original Start Date: 08/28/2015
Plan End Date: 08/27/2016

Amendment 1 (Current Amendment) 08/28/2015 - 08/27/2016
KDE Admin

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

Review the areas you made changes. Put the Amendment Start Date. Select **Complete Amendment**.

NOTE: You must select Complete Amendment to actually finish the process; SAVE will not complete the Amendment.

- Special Education | Team Members Tab
 - End date each Team Member listed for student to the date services ended

Student moves from the district or otherwise withdraws:

- General | Enrollment Tab | Special Education section
 - Select the Special Ed Exit Status
 - Enter the Special Ed Exit Date
 - Change the Special Ed Status to either Inactive or Eligible, Parents Refused, whichever is appropriate
- General | Transportation Tab
 - End date the Transportation of T5: Special Transported, if applicable.
- Special Education | Team Members Tab
 - End date each Team Member listed for student to the date services ended

NOTE: When a student moves from the district or otherwise withdraws, the IEP should **NOT** be unlocked and end-dated or marked as *Inactive* on the **IEP | Enrollment Status** editor. This should NOT be done as it will cause a student who enrolls in another district and/or returns to your district not to have a current IEP on record.

1-D

Transfer of Student Special Education Records

Campus Path: Student Information > Student Locator

PURPOSE: To provide instruction on transferring student special education records from one district to another using Infinite Campus.

Definitions

Former District	District student is transferring from; student's previously enrolled district
New District	District student is transferring to; district student is enrolling in

New District requests a student's records transfer:

1. Student Information | Student Locator | Enter last name, first name and gender
2. Click Search

Last Name	First Name	Gender	Birth Date	Middle Name	SSN #	State ID
Newton	Test2	M				

Name	State ID	Gender	Birth Date	%
Newton, Test2	1234567890	M	04/16/1995	100

3. Select appropriate student; if you hover over student's name, you will see the student's most recent enrollment in the state.
4. Enter required fields:
 - a. **Last Name** will populate from student's previous enrollment
 - b. **First Name** will populate from student's previous enrollment
 - c. **Gender** will populate from student's previous enrollment
 - d. **Birth Date** will populate from student's previous enrollment
 - e. **Race/Ethnicity:** Select student's race from drop list
 - f. **Calendar** will default to School Year and School selected
 - g. **Schedule:** Select appropriate schedule
 - h. **Grade:** Select student's current grade
 - i. **Start Date:** Enter date student enrolls in your school (first day of attendance)
 - j. **Start Status:** Select R21: Transfer from a KY school outside of district
 - k. **Service Type:** Select appropriate Service Type from drop list
5. Save. Student Records Transfer will show new district enrollment information
6. Click Submit Request

Student Records Transfer

Request a Records Release
This is a Records Release containing the student information, the requesting district/user and the releasing district/user.

Student: Enrollment Type: Primary

Last Name	Newton	First Name	Test2	Middle Name	
Gender	M	Birthdate	04/16/1995	SSN	
Grade	10	School	09-10 LYNN CAMP HIGH SCHOOL	Start Date	09/15/2009

Requesting District & User

District	301 Knox County	Name	System Administrator	Username	admin
Request Date	09/15/2009	Work Phone		Email	

Comments

Submit Request

Status will then appear on screen

Status: Waiting for former district to release records.

The new district's Process Alerts and the student's Records Transfer tab will both display a waiting status until the former district responds. During this time, the new district will not know what district the student previously attended.

Former District responds to the records request

Process Alerts will display a Request to release records

Process Alerts

Process	Step	Posted Date	Due Date
Records Transfer	Request for you to release:	09/15/2009	

- Select the link

Records Transfer

Student: Enrollment Type: Primary

Last Name		First Name	Michael	Middle Name	
Gender	M	Birthdate	12/21/1992	SSN	
Grade	10	School	09-10 LYNN CAMP HIGH SCHOOL	Start Date	09/10/2009

Requesting District & User

District	301 Knox County	Name	System Administrator	Username	admin
Request Date	09/10/2009	Work Phone		Email	

Comments: None

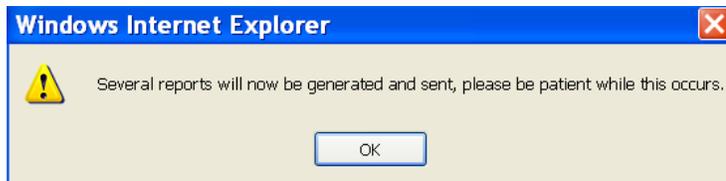
Releasing District & User

District	171 Warren County	Name	System Administrator	Username	admin
Release Date	09/10/2009	Work Phone		Email	

Comments

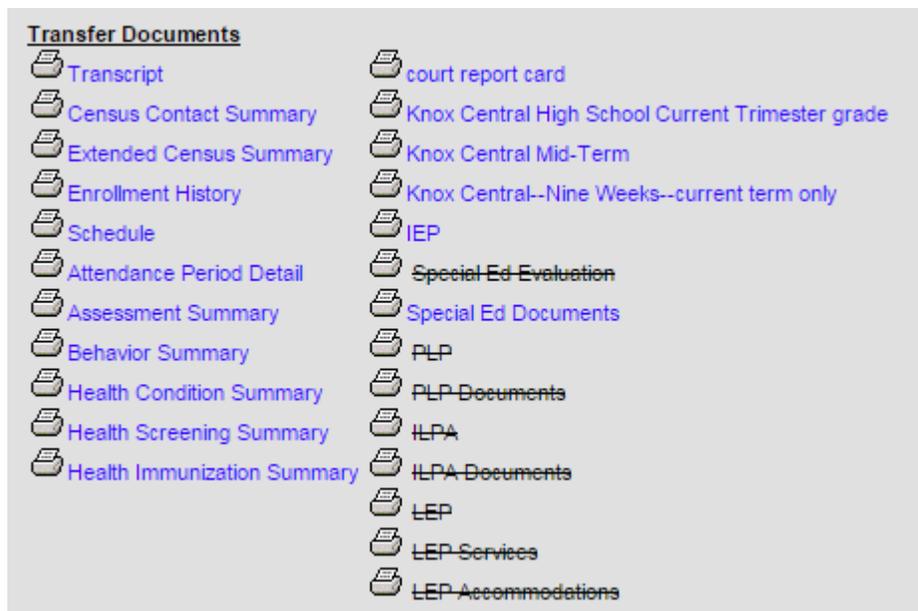
NOTE: The Overlap indicator only appears if a student's enrollment in his/her former district has not been ended. Overlaps can be resolved by selecting the Edit link. User will then be redirected to the student's enrollment tab. **Overlap** [Edit \(08/04/2009-06/03/2010\) 09-10 Warren Central High Scho Grade: 11](#)

2. Click release records



3. Click OK

Once Process is complete, the available information that will transfer with the student will appear



NOTE: The former district cannot preview or control which records are sent in the transfer. In addition, after a record is requested or released, it cannot be canceled.

New District receives released records from former district

New District will receive notice in Process Alerts 'Waiting'

Records transfers can be accessed in three areas of IC:

- Process Alerts
- Student Information | General | Student Records Transfer
- System Administration | Data Utilities | Student Records Transfer

NOTE: User group tool rights must be given to allow access to any of these areas.

New District Process Alerts

Process Alerts

1. Select the link

Transfer Documents are PDF documents available for download, saving and/or printing.

Data Imports are wizards that can be run to transfer data directly from the former district database to the new district database.

<u>Transfer Documents</u>		<u>Data imports</u>
Transcript	court report card	Transcript Import Wizard
Census Contact Summary	Knox Central High School Current Trimester grade	Extended Census Import Wizard
Extended Census Summary	Knox Central Mid-Term	Enrollment History Import Wizard
Enrollment History	Knox Central--Nine Weeks--current term only	Assessment Import Wizard
Schedule	IEP	Immunization Import Wizard
Attendance Period Detail	Special Ed Evaluation	Health Condition Import Wizard
Assessment Summary	Special Ed Documents	Health Screening Import Wizard
Behavior Summary	PLP	IEP Import Wizard
Health Condition Summary	PLP Documents	Special Ed Evaluation Import Wizard
Health Screening Summary	ILPA	Special Ed Documents Import Wizard
Health Immunization Summary	ILPA Documents	PLP Import Wizard
	LEP	PLP Documents Import Wizard
	LEP Services	ILPA Import Wizard
	LEP Accommodations	ILPA Documents Import Wizard
		KY State Reporting Import Wizard
		LEP Import Wizard

NOTE: If an item has been crossed out such as ~~PLP Import Wizard~~ above, then the student’s record did not contain this item in the former district.

NOTE: Be aware that running import wizards multiple times for a student can result in duplicate records.

Data imports relevant to Special Education:

Enrollment History Import Wizard This import wizard will allow user to select any previous enrollments for students that need to be imported into the new district database.

Enrollment History Fields		
Calendar Name	End Status	
District Name	Grade	Start Date
End Comments	Service Type	Start Status
End Date	Start Comments	

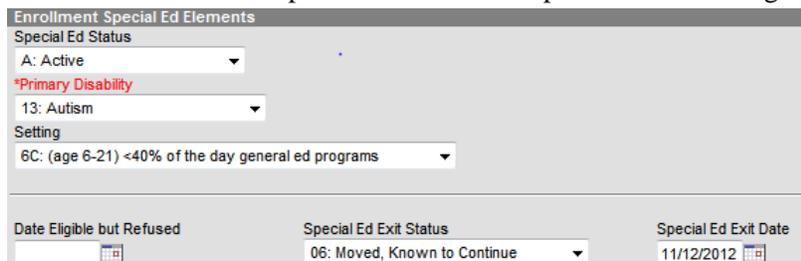
KY State Reporting Import Wizard This import wizard will import student data elements from former district found on the Enrollment Tab |State Reporting Section and Special Ed Section into the new district database.

KY State Reporting Fields (relevant to SPED)

State Exclude Resident District	Special Ed Status Primary Disability Setting	Date Eligible but Refused Part C ID Special Ed Exit Status Special Ed Exit Date
------------------------------------	--	--

Using this wizard, the receiving district can change the special education status to “Active” in the Special Education section of the Enrollments.

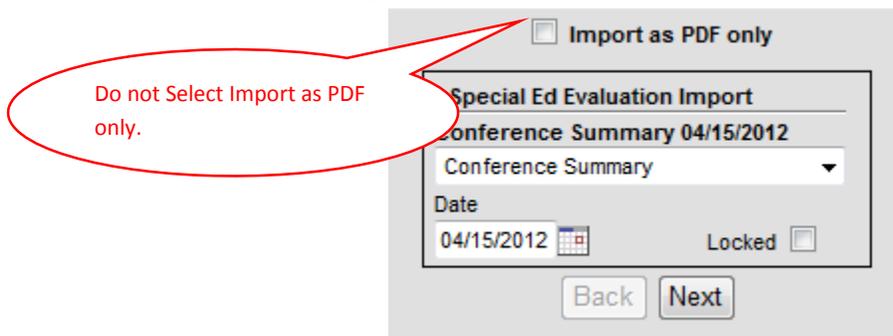
Receiving districts can also remove the SpEd Exit Status and SpEd Exit Date using this wizard as well.



NOTE: If former district marked student’s Special Ed Status to Inactive before releasing records, this will need to be changed to Active in new district database student record.

Special Ed Evaluation Import Wizard

This import wizard will import the student’s most recent ‘locked’ Conference Summary from the former district to the new district database. When complete, the Conference Summary will be available as an editor in the student record, Special Ed | Documents Tab.



- 1) Select the **Locked** indicator, if the Conference Summary needs to be imported as a locked evaluation
- 2) Click Next
- 3) Click OK on dialog box



- Verify in student record that the Conference Summary is now available as an editor based document; also, **select the Lock/Unlock Button if Locked was not selected in previous screen.**



NOTE: If ‘Import as PDF only’ is selected, the document will be imported as a PDF, not as an editor based document.



This import wizard will import any special education FDF documents (non-editor based) attached to the student’s record from the former district to the new district database. When complete, the documents will be available as PDFs in the student record, Special Ed | Documents Tab.



NOTE: If former district student record has an ‘unlocked’ IEP at time of transfer records, the former district IEP will only be available here to import as a PDF document.

- Select any documents that do not need to be imported by selecting the ‘Do not import the following document’ indicator.
- Deselect **Archive** indicator if the document does not need to be archived when imported.
- Save
- Click ‘OK’ on dialog box



- Verify in student record that requested documents are now available in student record.



NOTE: These documents will open outside the IC system into Adobe; therefore, no changes can be made to the document; user will have the ability to save to desktop or print.

This import wizard will import the student's most recent 'locked' KY IEP from the former district to the new district database. When complete, the KY IEP will be available as an editor in the student record, Special Ed | Documents Tab.

- 1) Listed to import will be IEPs with Services and/or Related Services that are locked and attached to the student's former district record
- 2) Select the **Locked** indicator, if the KY IEP needs to be imported as a locked plan
- 3) Each **Service** must be mapped to a service within your district by selecting the appropriate option from the drop list
- 4) Each **Position** can be mapped to a provider or position within your district by selecting the appropriate option from the drop list
- 5) Click Next; IEP will be imported
- 6) Select OK



- 7) Verify in student record that the KY IEP is now available as an editor based document



- 8) Lock the IEP by selecting the Lock/Unlock button if **Locked** was not selected in previous screen.

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 see the link below.

<http://education.ky.gov/districts/tech/sis/Documents/DataStandardBehavior.pdf>

Removal Report: Report of behavior removals of Special Education students from their regular setting; this includes SSP3 (out of school suspension) and INSR (In-School Removal)

Expulsion Report: Report of behavior resolutions of SSP1 (Expulsion, Receiving Services) and SSP2 (Expulsion, not Receiving Services). This report includes ALL students (special education and regular education)

Data Element	Data Path
District Number	System Administration>Resources>District Information>State District Number
School Number	System Administration>Resources>School>School Editor>School Detail>Location Number
State ID	Census>People>Person Identifiers>State ID
Last Name	Census>People>Person Information>Last Name
First Name	Census>People>Person Information>First Name
Birth date	Census>People>Person Information>Birth Date
Gender	Census>People>Person Information>Gender
Race/Ethnicity	Census>People>Person Information>Race
English Proficiency	Student Information>General>LEP Tab>English Proficiency
Special Ed Status	Student Information>Special Ed>Documents Tab>Enrollment Status Editor>Special Ed Status
Primary Disability	Student Information>Special Ed>Documents Tab>Enrollment Status Editor>Primary Disability
State Resolution Code=SSP1, SSP2, SSP3, INSR	Student Information>General>Behavior Tab
Resolution Length School Days	Calculated field based on Resolution Start and End Timestamp
Resolution Start Time Stamp	Student Information>General>Behavior Tab>Resolution Start Date and Time
Resolution End Time Stamp	Student Information>General>Behavior Tab>Resolution End Date and Time
End Year	End year of the academic year selected in the tool bar when generating the report

IDEA December 1 Child CountDue to KDE December 15th

Data Element	Data Path
District Number	System Administration>Resources>District Information>State District Number
School Number	System Administration>Resources>School>School Editor>School Detail>Location Number
SSID	Census>People>Person Identifiers>State ID
Last Name	Census>People>Person Information>Last Name
First Name	Census>People>Person Information>First Name
Date of Birth	Census>People>Person Information>Birth Date
Primary Disability	Student Information>Special Ed>Documents Tab>Enrollment Status Editor>Primary Disability
Gender	Census>People>Person Information>Gender
Race/Ethnicity	Census>People>Person Information>Race
English Proficiency	Student Information>General>LEP Tab>English Proficiency
Placement (LRE/FAPE)	Student Information>Special Ed>Documents Tab>Enrollment Status Editor>Setting
Age (as of December 1 st)	Census>People>Person Information>Birth Date
Status	Student Information>Special Education>General>Documents> KYIEP>>Enrollment Status Editor>Status
IEP Begin Date	Student Information>Special Education>Documents Tab>KY IEP Plan>Education Plan Editor>IEP Begin Date
IEP End Date	Student Information>Special Education>Documents Tab>KY IEP Plan>Education Plan Editor>IEP End Date
Re-evaluation due date	Student Information>Special Education>Documents Tab>Conference Summary>Eligibility/Continued Eligibility Editor > Eligibility Determination Date
State Grade	Student Information>General>Enrollment>Grade

1-H**Special Education Exit Report****Campus Path: KY State Reporting > Special Ed Exit Report*****Special Education Exit Report***Due to KDE July 31st

Data Element	Data Path
District Number	System Administration>Resources>District Information>State District Number
School Number	System Administration>Resources>School>School Editor>School Detail>Location Number
SSID	Census>People>Person Identifiers>State ID
Last Name	Census>People>Person Information>Last Name
First Name	Census>People>Person Information>First Name
Date of Birth	Census>People>Person Information>Birth Date
Primary Disability	Student Information>Special Ed>Documents Tab>Enrollment Status Editor>Primary Disability
Gender	Census>People>Person Information>Gender
Race/Ethnicity	Census>People>Person Information>Race
English Proficiency	Student Information>General>LEP Tab>English Proficiency
Special Education Exit Status	Student Information>Special Ed>Documents Tab>Enrollment Status Editor>Special Ed Exit Status
Special Education Exit Date	Student Information>Special Ed>Documents Tab>Enrollment Status Editor>Special Ed Exit Date
Age (age 14 or older as of December 1 st)	Census>People>Person Information>Birth Date
Enrollment End Date	Student Information>Special Ed>Documents Tab>Enrollment Status Editor>Enrollment End Date
Enrollment End Status	Student Information>Special Ed>Documents Tab>Enrollment Status Editor>Enrollment End Status

1-I**Special Education Evaluation Detail Report****Campus Path: KY State Reporting > KDE Reports > SpEd_Evaluation_Detail**

Special Education Evaluation Detail Report pulls information for Indicator 11
 Director of Special Education (DoSE) to verify information and submit data to KDE by June 16th

Data Element	Data Path
Year	System Administration>Resources>District Information>Year
District Number	System Administration>Resources>District Information>State District Number
District Name	System Administration>Resources>District Information>State District Name
School Number	System Administration>Resources>School>School Editor>School Detail>Location Number
School Name	System Administration>Resources>District Information>State School Name
SSID	Census>People>Person Identifiers>State ID
Last Name	Census>People>Person Information>Last Name
First Name	Census>People>Person Information>First Name
Gender	Census>People>Person Information>Gender
Race/Ethnicity	Census>People>Person Information>Race
Date of Birth	Census>People>Person Information>Birth Date
Date_of_Consent_for_initial_Evaluation	Student Information > Special Education > Documents> KY Consent
Date_of_Consent_for_SPED_Services	Student Information > Special Education > Documents> KY Consent
Reason_Missed_60_Day_timeline	Student Information > Special Education > Documents> KY Consent
Grade	Student Information > General > Enrollments
Evaluation Type = Initial	Student Information > Special Education > Documents> KY Consent

Enter the required data elements

- Last Name
- First Name
- Gender
- Birth Date
- Race/Ethnicity

- **Calendar** will default to current school calendar
- **Schedule:** If the school only has one schedule structure called Main, assign the students to that schedule structure. If the school had multiple structures, the student must be assigned to one schedule designated for preschool students.
- **Grade:** 95-Infant; 96-1 year old; 97-2 year old; 98-3 year old; 99-4 year old, this *age is the student's age as of August 1st.*
- **Start Date:** Enter the date the student will be evaluated; this date may change later as to the date services begin.
- **Start Status:** Select E01: First enrollment of the year
- **Enrollment Status:** Select N: Special Ed Services Only
- **Save**

Student Information > General > Enrollment Tab > State Reporting Section

- ***Note:** Do not Select the **State Exclude check box**

- Student Information | General | Enrollment Tab | Special Education Section
- Enter student's Part C ID

Upon Consent from Parent:

- Student Information | Special Education | Documents Tab
- Complete Conference Summary | Eligibility / Continued Eligibility Editor

Document the ARC decision regarding the determination of the student's eligibility for special education and related services and reasons for the decision on the appropriate Eligibility Determination form(s). (Note: For Multiple Disabilities, complete a separate form for each underlying disability category.)

*Date of Eligibility Determination
 07/08/2015

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

Primary Disability
 Developmental Delay ▼

Cognition Motor development
 Self-help/adaptive behavior
 Social-emotional development
 Communication

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

Underlying Disability (A) Underlying Disability (B)
 ▼ ▼

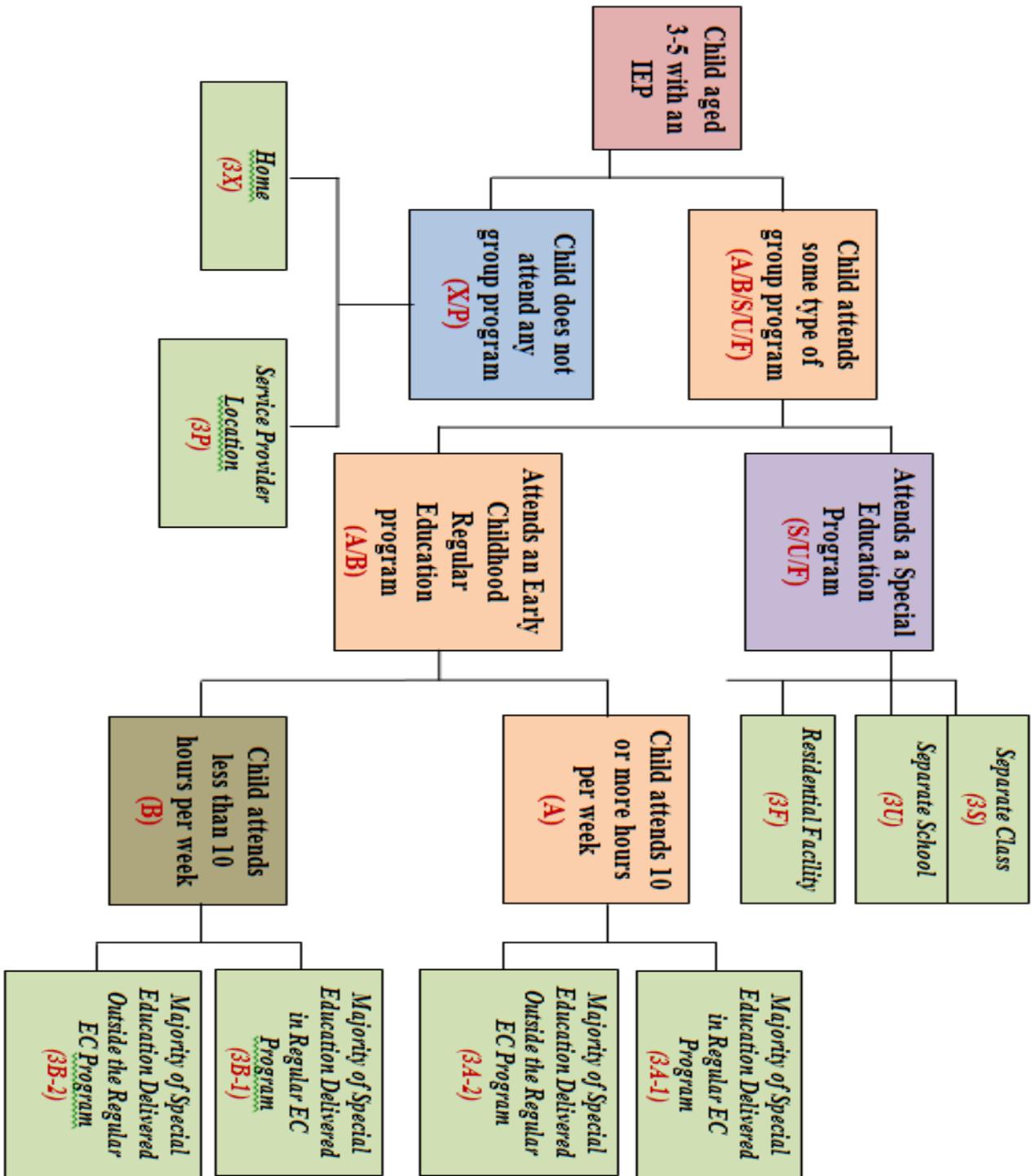
Underlying Disability (C) Underlying Disability (D)
 ▼ ▼

- Change Enrollment Start Date to reflect the date the student begins receiving services, i.e., the start date of the KYIEP
- Deselect State Exclude Option

If student is found 'Not Eligible', end date the enrollment as of the evaluation date OR the start date of enrollment and end status = C01. Then mark the student's Special Education Status as N: Not Eligible. This should also be documented on the Conference Summary.

Go back to [General Enrollment for Part C](#).

Campus Path:



Clarification of Placement Codes for ages 3-5

- 1) By **March 1**, annually a district will determine if its preschool program for the following school year is a *Regular Early Childhood Program* or a *Special Education Early Childhood Program*. This determination is based on the answer of these two questions:
 - a. Is the early childhood program designed for typically developing same aged peers?
 - b. Are the majority of the children ages 3 through 5 currently enrolled in the preschool program (after the January-February supplemental 3 count) children without IEPs? (*This count includes all children ages 3 through 5 including any kindergarten child who was 5 years old as of October 1 of the current school year.*)
- 2) If the district can answer yes to **both** of these questions, its preschool program is defined as a Regular Early Childhood Program until March 1 of the following school year the next time it makes its annual determination, otherwise the program is defined as a Special Education Early Childhood Program.
- 3) The district reports this Program Determination on its Annual Performance Report on June 30.
- 4) LRE Settings should be based on the Program Determination described above in effect on the date of the ARC.
 - a. For Districts that have determined their Preschool Program is a *Regular Early Childhood Program*, the LRE Settings for children ages 3 through 5 will typically be either **3A1, 3A2, 3B1, or 3B2**.
 - b. For districts that have determined their Preschool Program is a *Special Education Early Childhood Program*, the LRE Settings for children ages 3 through 5 will typically be either **3S - Separate Class, 3U - Separate School or 3F - Residential Facility**.

EXCEPTIONS:

If a district has determined its program is a *Regular Early Childhood Program* **but** a child is placed in a classroom for the majority of their day where **75% or more** of the children in that classroom are children **with** an IEP, the LRE Setting for this child shall be reported as a **3S - Separate Class**. When a district has determined its program is a *Special Education Early Childhood Program* **but** a child is placed in a classroom for the majority of their day where **75% or more** of the children in that classroom are children **without** an IEP, the LRE Setting for this child may be reported as either **3A1, 3A2, 3B1, or 3B2** based on the amount of time the child attends the program per week and where the majority of special education services are provided as described above in item 4.

NOTE: LRE Settings do not change once IEP is created, locked and saved regardless of Program Determination.

General Instructions for Determining the Appropriate Placement

With the December 1, 2010 Child Count, the Individuals with Disabilities Education Act has changed the settings designated for children and youth with disabilities ages 3-5. Below is a listing of the placement options.

1. The first factor to consider is whether the child is attending a Regular Early Childhood Program as defined below:

A **Regular Early Childhood Program** is a program that is designed for typically developing children ages 3-5 and is not specifically or primarily designed for children with disabilities and includes (*at the time of the placement decision*) a majority of at least 50 percent of nondisabled children (i.e., children without an IEP). This may include Head Start, kindergarten, preschool classes, private kindergartens or preschools, and group child development centers or child care.

If a child is attending a Regular Early Childhood Program, s/he is to be reported in one of the boxes labeled **3A1**, **3A2**, **3B1**, or **3B2**.

Children attending a Regular Early Childhood Program are classified into two sub-categories.

3A: Those attending a Regular Early Childhood Program at least 10 hours per week and **3B:** Those attending a Regular Early Childhood Program less than 10 hours per week.

If the child attends a Regular Early Childhood Program **at least 10 hours per week**, the child must be reported as to whether s/he is receiving the majority of their special education and related services in the Regular Early Childhood Program (**3A1**) or in some other location (**3A2**).

If the child attends a Regular Early Child Program for **less than 10 hours per week**, the child must be reported as to whether s/he is receiving the majority of their special education and related services in the Regular Early Childhood Program (**3B1**) or in some other location (**3B2**).

2. If the child is NOT attending a Regular Early Childhood Program, then it must be determined if the child is attending a **Special Education Program (C)** or receives services through some alternative option. A Special Education Program is a program designed specifically or primarily for children with disabilities ages 3-5 and includes less than 50% nondisabled children. Special Education Programs include separate special education classrooms in regular school buildings, trailers or portables outside regular school buildings, child care facilities, hospital facilities on an out-patient basis, and other community based settings. Other Early Childhood Special Education Programs include Separate Schools and Residential Facilities that are designed specifically or primarily for children with disabilities ages 3-5.

If a child attends a Special Education Program in a class intended primarily for children with disabilities and does not also attend a Regular Early Childhood Program, report this child as a Special Education Program – Separate Class **(3S)** placement.

If a child attends a Special Education Program in a day school designed specifically for children with disabilities and does not also attend a Regular Early Childhood Program, report this child as a Special Education Program – Separate School **(3U)** placement.

If a child attends a Special Education Program in a residential school or residential medical facility on an inpatient basis and does not also attend a Regular Early Childhood Program, report this child as a Special Education Program – Residential Facility **(3F)** placement.

3. If a child is not attending either Regular Early Childhood Program or a Special Education Program, then you must select the category of program that best represents the specific environment in which the child receives the majority of their special education and related services. These *Other Environments* **(3X/3P)** include either the **Home (3X)** or a **Service Provider Location (3P)**.

If a child receives their special education and related services in the principle residence of the child’s family or caregivers, and does not also attend either a Regular Early Childhood Program or a Special Education Program provided in a separate class, separate school, or residential facility, report this child as a Home **(3X)** placement.

If a child receives all of their special education and related services in a Service Provider Location or some other location that is not in any other category, and does not also attend either a Regular Early Childhood Program or a Special Education Program and also did not receive special education and related services in the home, report this child as a Service Provider Location **(3P)** placement. A Service Provider Location would include services provided in a private clinician’s offices, clinician’s offices located in school buildings and hospital facilities on an outpatient basis. This includes students who come to the school for speech services only and do not meet the criteria for attending either a Regular Early Childhood Program or a Special Education Program.

The new KY Evaluation document is to be used as an all-encompassing document. From the Referral meeting to Placement; Planning to Reevaluation; and for any Other evaluation deemed necessary by the ARC between those times.

The following editors are required for locking an **Initial KY Evaluation**:

- Evaluation Header
- Student Demographics
- Parent/Guardian Demographics
- Summary of Interventions
- Summary of Interventions Data
- Documentation of Student Progress
- ARC Decisions
- Basis of ARC Decisions & Parent Input
- Initial Eval/Reevaluation Plan/Other Eval
- Consent to Evaluate/Reevaluate
- Parental Consent
- Initial Meeting Notes
- Initial Admissions and Release Committee Members
- Multi-Disciplinary Report
- Eligibility/Continued Eligibility
- Eligibility Determination
- Placement Options and Decisions
- IEP Developed/Reviewed/Revised

Note: The KY Evaluation is to be used for referral through placement. The document will not be locked until after the eligibility meeting has taken place.

The following editors are required for locking a **3 yr. Reevaluation KY Evaluation:**

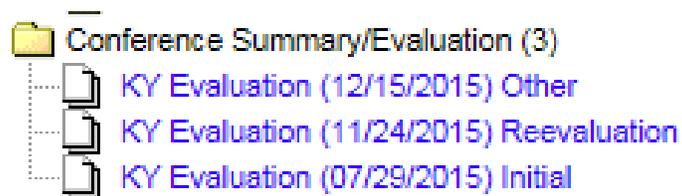
- Student Demographics
- Parent/Guardian Demographics
- ARC Decisions
- Basis of ARC Decisions & Parent Input
- Initial Eval/Reevaluation Plan/Other Eval
- Consent to Evaluate/Reevaluate
- Parental Consent
- Multi-Disciplinary Report
- Eligibility/Continued Eligibility
- Eligibility Determination
- IEP Developed/Reviewed/Revised
- Placement Options and Decisions
- Eval Meeting Notes
- Eval Admissions and Release Committee Members

The following editors are required for locking an **Other Evaluation:**

- Student Demographics
- Parent/Guardian Demographics
- Basis of ARC Decisions & Parent Input
- Initial Eval/Reevaluation Plan/Other Eval
- Consent to Evaluate/Reevaluate
- Parental Consent
- IEP Developed/Reviewed/Revised
- Eval Meeting Notes
- Eval Admissions and Release Committee Members

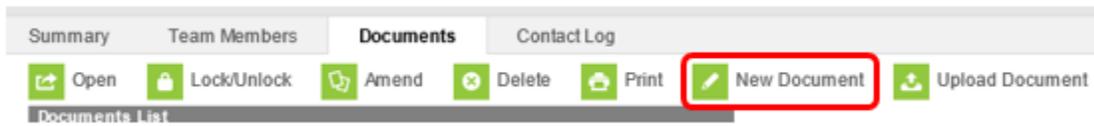
Note: Though each evaluation type requires different editors for locking, you will have access to ALL editors when creating each document.

All three documents will save under Conference Summary/Evaluation of the current school year.



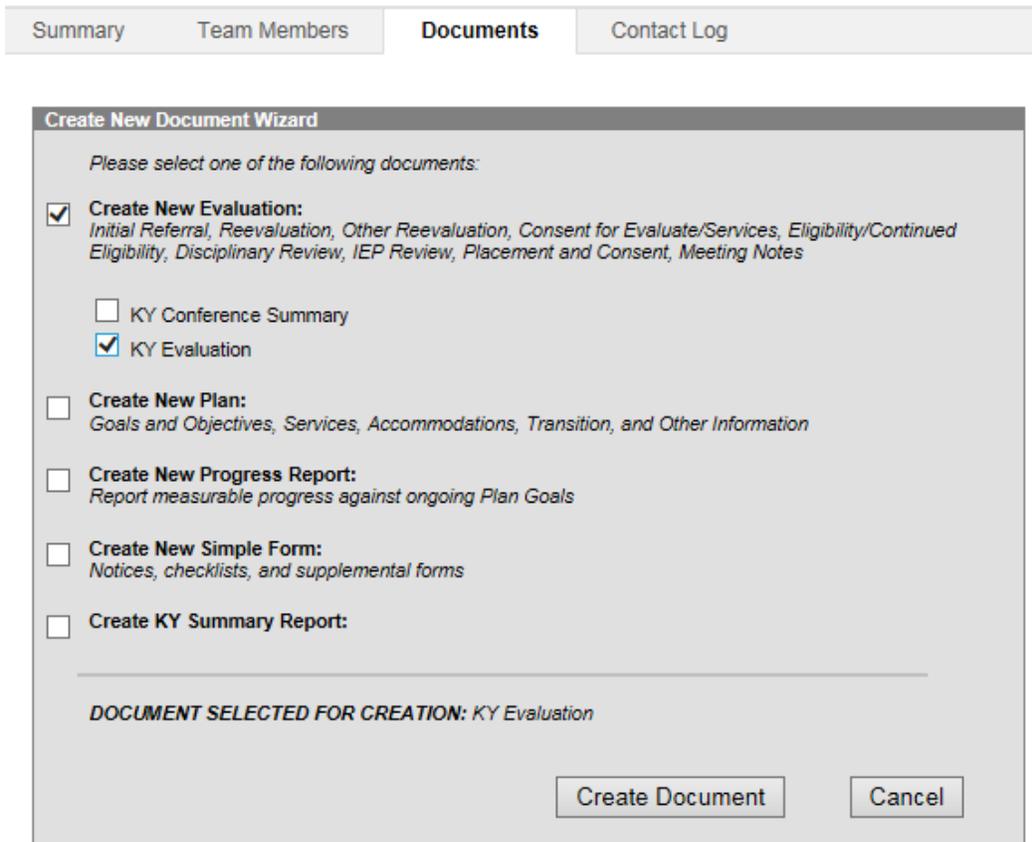
To Create an Evaluation

Click **New Document** from the **Documents** tab



Click **Create New Evaluation**

Click **KY Evaluation**

A screenshot of a 'Create New Document Wizard' dialog box. The dialog has a title bar and a main content area. The content area starts with the instruction 'Please select one of the following documents:'. Below this are several options, each with a checkbox and a description. The first option, 'Create New Evaluation:', is checked. Under this option, 'KY Evaluation' is also checked. Other options include 'KY Conference Summary', 'Create New Plan:', 'Create New Progress Report:', 'Create New Simple Form:', and 'Create KY Summary Report:'. At the bottom of the dialog, there is a line of text that reads 'DOCUMENT SELECTED FOR CREATION: KY Evaluation'. Below this text are two buttons: 'Create Document' and 'Cancel'.

Select **Create Document**

Evaluation Editor

Eval Type	Required for Locking?
Initial Evaluation	Required
Re-evaluation	Required
Other Evaluation	Required

Save
 Save & Continue
 Print

Evaluation Outline

- Evaluation Header**
- Student Demographics**
- Parent/Guardian Demographics
- Summary of Interventions
- Summary of Interventions Data
- Major Areas of Concern
- School Information
- Physical Functioning and Summary of Support
- Documentation of Student Progress
- ARC Decisions
- Basis of ARC Decisions & Parent Input
- Initial Eval/Reevaluation Plan/Other Eval
- Consent to Evaluate/Reevaluate
- Parental Consent
- Initial Meeting Notes
- Initial Admissions and Release Committee Members**
- Multi-Disciplinary Report
- Review of Existing Data
- Reevaluation Summary
- Evaluator Assessments**
- Eligibility/Continued Eligibility

Evaluation Editor

***ARC Planning Date**

***Evaluation Type**

ARC Eval Date

Date of Consent for Initial Evaluation

Date of Consent for Reevaluation

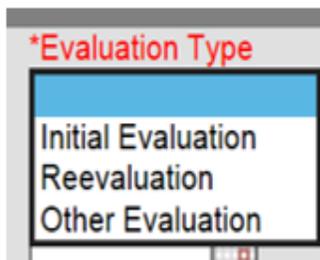
Date of Consent/Denial for Services

Date of Revocation of Consent for Evaluation

Reason for Revocation of Consent for Evaluation:

Reason for missing 60 day timeline

Created Date	Created By	Modified Date	Modified By
09/04/2015	Test, Special	09/04/2015	Test, Special



ARC Planning Date is required to save. This is the date the ARC met initially to plan the evaluation or reevaluation.

Select Evaluation Type.

(**Evaluation Type: Initial, Reevaluation, or Other Evaluation** is required to save. **Other Evaluation** is to be used for any evaluation needed outside of the Initial and 3 yr Reevaluation.)

Click Save.

Date of Consent for Initial Evaluation: This is the date the Consent to Evaluate/Reevaluate form was signed by the parents to conduct the Initial Evaluation. This is the start of the 60 school day period for evaluation.

Date of Consent/Denial for Services: This is the date the parent signs the Consent for Special Education and Related Services Form OR If **the student does not qualify for services** enter the **Date the ARC** met to determine Eligibility.

Date of Revocation of Consent for Evaluation: This is the date the parent revokes consent for evaluation. When a date is entered, this will auto-populate to the bottom of the Consent Form.

Reason for Revocation of Consent for Evaluation: Enter the parent/guardian reason for revoking consent to evaluate. This text field will print to the bottom of the Consent Form.

Note: If a date of revocation of evaluation is entered, text will be required in the Reason box in order to Save.

Reason for missing 60 day timeline: If the Date of Consent for Initial Evaluation is greater than 60 school days from the date of the Consent for Services then a reason for missing the 60 day timeline must be selected.

***Note:** Only one reason can be selected. Select the primary reason for missing the 60 day timeline.

Student Demographics

Eval Type	Required for Locking?
Initial Evaluation	Required
Re-evaluation	Required
Other Evaluation	Required

ALWAYS select **Refresh Student Information** before you **Save** to ensure you have the most up-to-date information about the student.

The screenshot shows a software interface with a navigation menu on the left and a main content area. The 'Save' button is highlighted in yellow, and the 'Refresh Student Information' button is highlighted in red. The main content area displays student demographics information.

Navigation Menu:

- Evaluation Outline
- Evaluation Header
- Student Demographics**
- Parent/Guardian Demographics
- Summary of Interventions
- Summary of Interventions Data
- Major Areas of Concern
- School Information
- Physical Functioning and Summary of Support
- Documentation of Student Progress
- ARC Decisions
- Basis of ARC Decisions & Parent Input
- Initial Eval/Reevaluation Plan/Other Eval
- Consent to Evaluate/Reevaluate
- Parental Consent
- Initial Meeting Notes
- Initial Admissions and Release Committee Members
- Multi-Disciplinary Report
- Review of Existing Data
- Reevaluation Summary
- Evaluator Assessments
- Eligibility/Continued Eligibility

Student Demographics Section:

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.

Refresh Student Information

Last Name <i>Fame</i>	First Name <i>Darlene</i>	Middle Name	Suffix
Race, Ethnicity <i>6 : White</i>	Gender <i>F</i>	Birthdate <i>11/23/1999</i>	
Student Address <i>123 Maple Ave Blaine, MN 55449</i>		Primary Mode of Communication of the Student <i>English</i>	
School Name <i>Polk High School</i>	School Phone <i>(555)934-8309</i>	Student Number <i>3548</i>	Grade <i>09</i>
Primary Disability, if currently identified <i>Autism</i>			

Primary Mode of Communication of the Student auto-populates from the Household Information.

Refresh Student Information: Demographic data will be populated/updated with Census data

Parent/Guardian Demographics – Required for locking

Eval Type	Required for Locking?
Initial Evaluation	Required
Re-evaluation	Required
Other Evaluation	Required

ALWAYS select **Refresh Student Information** before you **Save** to ensure you have the most up-to-date information about the student’s parent/guardian.

Evaluation Outline

- Evaluation Header
- Student Demographics
- Parent/Guardian Demographics**
- Summary of Interventions
- Summary of Interventions Data
- Major Areas of Concern
- School Information
- Physical Functioning and Summary of Support
- Documentation of Student Progress
- ARC Decisions
- Basis of ARC Decisions & Parent Input
- Initial Eval/Reevaluation Plan/Other Eval
- Consent to Evaluate/Reevaluate
- Parental Consent
- Initial Meeting Notes
- Initial Admissions and Release Committee Members
- Multi-Disciplinary Report
- Review of Existing Data
- Reevaluation Summary
- Evaluator Assessments
- Eligibility/Continued Eligibility

Parent/Guardian Information

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

Refresh Guardian Information

Parent/Guardian comes from the census system and the only people listed here are marked as guardians of the student's current household, or direct guardians to the student through the relationship.

Guardian	Name	
MOTHER, NATURAL/ADOP	June Fame	

Work Phone	Cell Phone	Email
Address	Home Phone	
123 Maple Ave	(555)243-1228	
Blaine, MN 55449		

Primary Mode of Communication in the Home:

Student Represented By:

Does Student Live with Parents?

If No, With Whom Does the Student Live?:

Relationship:

General Education Teacher:

Referring Person/Title:

Parent/Guardian Demographics: Auto-populates from Household Information.

Student Represented by: Select who represents the student in accordance with district procedures and the Student Representative Form.

Does Student Live with Parents? Select Yes or No.

If No, With Whom Does the Student Live? Enter full name.

You will not be able to Save without a **Relationship**, if you answer No.

Relationship: Indicate the relationship to the student with whom he/she lives.

General Education Teacher: Enter student's general education teacher.

Referring Person/Title: Enter full name and title, may be someone within school or outside the school district.

Summary of Interventions

Eval Type	Required for Locking?
Initial Evaluation	Required
Re-evaluation	NOT Required
Other Evaluation	NOT Required

For children 0-5 years that have been identified and served through early intervention, include a description of interventions.

For children who have not been enrolled in an early intervention program, include the parent's description of any intervention. Parent(s) are not required to document specific strategies.

Save

Save & Continue

Print

Evaluation Outline

Evaluation Header

Student Demographics

Parent/Guardian Demographics

Summary of Interventions

Summary of Interventions Data

Major Areas of Concern

School Information

Physical Functioning and

Summary of Support

Documentation of Student

Progress

ARC Decisions

Basis of ARC Decisions & Parent

Input

Initial Eval/Reevaluation

Plan/Other Eval

Consent to Evaluate/Reevaluate

Parental Consent

Initial Meeting Notes

Initial Admissions and Release

Committee Members

Multi-Disciplinary Report

Review of Existing Data

Reevaluation Summary

Evaluator Assessments

Eligibility/Continued Eligibility

Summary of Interventions

Directions: This form is to be completed prior to a referral for a Special Education Evaluation. Attach the RtI worksheet(s) and progress monitoring data for each area of concern. This form and the data results must be filed in the Due Process Folder after the referral ARC.

Note: Interventionist refers to the individual(s) delivering the intervention.

1. Describe the area being targeted for intervention and means of identifying the need.

Text input field with up/down arrows.

2. Indicate the area(s) of suspected disability (interventions must match deficit areas of the disability suspected):

Text input field with up/down arrows.

Tier Intervention Data, #'s 3-5, are located on the 'Summary of Interventions Data' Editor. Please complete accordingly.

6. Concerns with fidelity of implementation were observed in the following areas (yes or no):

Tier I (Core Instruction)? Yes No

Tier II? Yes No

Title III? Yes No

If "yes" to any areas, please explain:

Text input field with up/down arrows.

7. Describe the parental involvement in the data sharing and decision making process:

Text input field with up/down arrows.

8. Additional comments:

Text input field with up/down arrows.

Summary of Interventions Data

Eval Type	Required for Locking?
Initial Evaluation	Required
Re-evaluation	NOT Required
Other Evaluation	NOT Required

Click **New Intervention Data**

The screenshot shows a software interface with three buttons at the top: 'Print', 'New Intervention Data' (highlighted with a red box), and 'Continue'. Below the buttons is a navigation menu on the left with the following items: 'Evaluation Outline', 'Evaluation Header', 'Student Demographics', 'Parent/Guardian Demographics', 'Summary of Interventions', 'Summary of Interventions Data' (highlighted), and 'Major Areas of Concern'. To the right of the menu is a table titled 'Summary of Interventions Data List' with the following columns: 'Tier Intervention', 'Begin Date', and 'End Date'.

Note: If you are creating a Re-evaluation or an Other Evaluation and click on the **New Intervention Data** button, you will be expected to enter data if you try to click **Save & Continue**. If this happens, you can click on another tab to get out of the editor.

Summary of Interventions Data Editor

Interventions:

Describe the intervention(s) implemented in the general education classroom to address the area being targeted and the name of the interventionist.

Dates:

***Begin Date**

End Date

Frequency of service:

Amount of Time:

Impact: (What was the end result? What was the final level/score?)

Expected Progress: (Where should the student have been at the end of this intervention?)

Choose a Tier from the drop down Menu. An Intervention Tier must be chosen to Save.

- Tier I Interventions
- Tier II Interventions
- Tier III Interventions

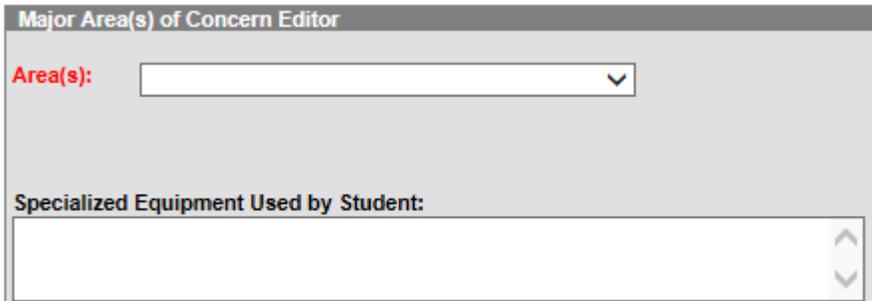
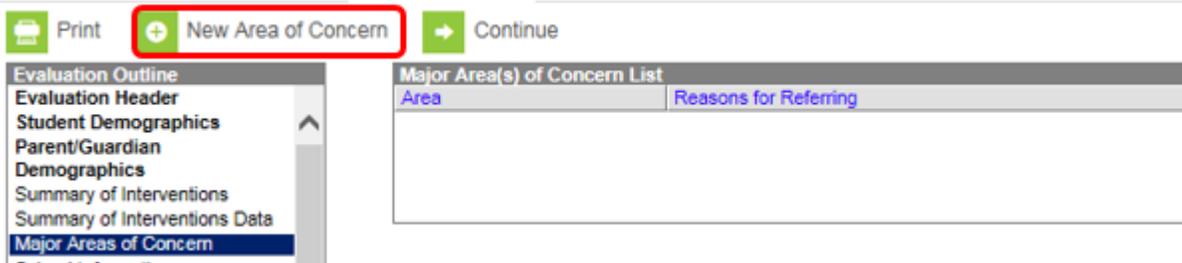
Since Intervention is often on going during the referral process, only a **Begin Date** is required to Save.

Add the remaining data as it relates to your student.

Major Areas of Concern

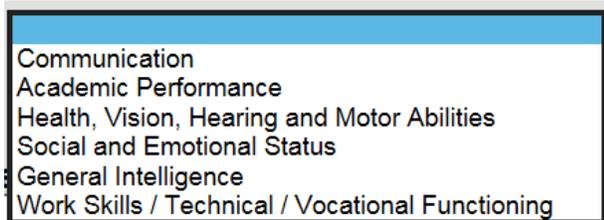
Eval Type	Required for Locking?
Initial Evaluation	NOT Required
Re-evaluation	NOT Required
Other Evaluation	NOT Required

Click New Area of Concern

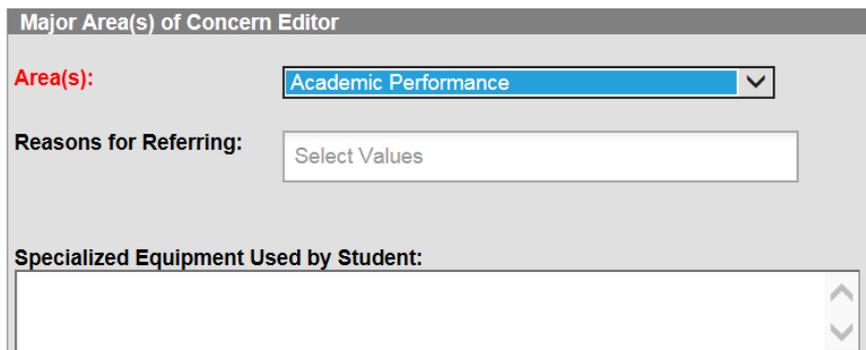


Choose an Area of Concern from the drop down box.

Major Areas(s) of Concern: Select each reason for referring this student and specify when “Other” is selected. For children 0-5 who have been identified and served through early intervention, include current concerns.



Once you choose an area, a Reason for Referring box will appear. Click in the box and the reasons appear in a drop down box and vary by area.



Specialized Equipment Used by Student: Indicate any specialized equipment currently being used by the student, such as glasses, hearing aids, wheelchair, leg braces, etc.

Communication

- Communicates Basic Needs and Wants
- Articulation
- Knowledge of Sound/Letter Association
- Expressive Language-Voice Quality
- Receptive Language
- Other Specify

Health, Vision, Hearing and Motor Abilities

- Gross Motor Skills-Body Control
- Gross Motor Skills-Locomotion
- Vision
- Developmental History
- Fine Motor Skills-Perceptual Motor
- Fine Motor Skills-Sensory
- Hearing
- Other Specify

General Intelligence

- Understanding New Concepts
- Interpreting Data to Make Decisions
- Comparing/Contrasting Ideas of Objects
- Perceptual Discrimination
- Predicting Events/Results
- Problem Solving
- Applying Knowledge
- Memory
- Other Specify

Academic Performance

- Oral Expression
- Written Expression
- Reading Comprehension
- Mathematics Calculation
- Listening Comprehension
- Basic Reading Skills
- Reading Fluency
- Mathematics Reasoning and Application
- Other Specify

Social and Emotional Status

- Interaction with Peers
- Interaction with Adults
- Acceptance of Rules
- Acceptance of Correction
- Acceptance to Disappointment
- Self Help Skills/Play Sills
- Team/Membership
- Mood Swings
- Repetitive Behaviors
- Self Concept
- Inactivity or Withdrawal
- Cooperation
- Self Control
- Expression of Feelings/Affect
- Other Specify

Work Skills / Technical / Vocational Functioning

- Attending to Task
- Following Directions
- Independent Work Habits
- Seeking Assistance When Needed
- Using Research Tools Effectively
- Maintaining Physical Stamina
- Having Realist Vocational Goals
- Punctuality
- Completing Work
- Organizing Materials/Belongings
- Using Technology to Gather/Organize Info
- Identifying Preferences/Interests
- Recognizing Personal Limitations
- Other Specify

Major Area(s) of Concern List	
Area	Reasons for Referring
Communication	Communicates Basic Needs and Wants
.	

Once you choose an area and save, it will no longer auto-populate within the list.

Major Area(s) of Concern Editor	
Area(s):	<ul style="list-style-type: none"> Academic Performance Health, Vision, Hearing and Motor Abilities Social and Emotional Status General Intelligence
Specialized	Work Skills / Technical / Vocational Functioning

Reasons for Referring:	<input type="text" value="Other Specify"/>
Other, Specify:	<div style="border: 1px solid gray; height: 30px; width: 100%;"></div>

If you choose **Other Specify** as a **Reason for Referring**, text is required in the **Other, Specify** box.

Note: If you click on the **New Area of Concern** button, you will be expected to enter data if you try to click **Save & Continue**. If this happens, you can click on another tab to get out of the editor.

School Information

Eval Type	Required for Locking?
Initial Evaluation	NOT Required
Re-evaluation	NOT Required
Other Evaluation	NOT Required

School Information Editor

Number of School Attended to date:

Year and Grade	Days Enrolled	# of Absences Excused	# of Absences Unexcused	# of Tardies Excused	# of Tardies Unexcused

Years In School Including Current Year :

Years in Primary Program Including Current Year:

Repeated Grades:

Summary of Most Recent Grades (Provide Current or Most Recent Grades the Student Received by Content):

Reading : English : Spelling :

Science : Math : Social Studies :

: : :

Summary of Standardized Group Test Data (Attach copies):

Achievement	Test Name: <input type="text"/>	Date: <input type="text"/>
Reading	Math	Language

Number of Schools Attended to date: Enter the number of schools the child has attended, if child is less than school age, enter N/A

Year and Grade: Enter current year and grade

Days Enrolled: Enter number of days enrolled in current school for current year

Number of Absences: Enter the number of excused and unexcused absences for current year

Number of Tardies: Enter the number of excused and unexcused tardies for current year

Years in School including Current Year: Enter the number of years in grades 04-12

Years in Primary Program including Current Year: Enter the number of years in grades K-03

Repeated Grades: Enter number of times student repeated a grade

Summary of Most Recent Grades: Enter current or most recent grades student received for each content area

Summary of Standardized Group Test Data: Enter current or most recent results from tests, such as MAP, GRADE, CTBS, G-MADE, etc. Up to four additional tests may be added.

Physical Functioning and Summary of Support

Eval Type	Required for Locking?
Initial Evaluation	NOT Required
Re-evaluation	NOT Required
Other Evaluation	NOT Required

Physical Functioning and Summary of Support Editor
Physical Functioning

Attach documentation for results of each screening.

VISION (Required for all students referred for special education)
Screening Date:

HEARING (Required for all students referred for special education)
Screening Date:

MOTOR (Required when Specific Learning Disability suspected and as determined by ARC)
Screening Date:

SPEECH (Required as Determined by the ARC)
Screening Date:

Describe any Existing Medical Health Conditions Below:

Is Student Currently on Medication? :

Specify Type and Dosage Below:

Screening Information: Enter Screening Dates and indicate pass or fail.

NOTE: Vision, Hearing and Motor screening are *required* when SLD is suspected.

Medical Health Conditions: Describe any existing health conditions

Medications: Indicate if student is currently on any medication; if yes, list prescription and non-prescription medications the child is currently taking on a regular basis.

Summary of Past and Present Support

Summary of Past and Present Support

Has this student been evaluated for special education previously?

If yes,

- When was the student evaluated?
- What was the suspected area of disability?

What services is this student receiving or what services has this student received in the past? For the services below, enter [C] if currently receiving or [P] if the service was provided in the past.

Limited English Proficient	<input type="text"/>	Migrant	<input type="text"/>	Title 1	<input type="text"/>
Speech Language	<input type="text"/>	504	<input type="text"/>		
Extended School Services	<input type="text"/>	Gifted and Talented	<input type="text"/>		

Involvement with Outside Agency(ies):

Agency:

Describe services that are being provided to this student by the agency(ies) listed above:

Has student been evaluated for special education previously? Indicate if student was previously evaluated and determined ineligible OR if student previously received special education and was released
If Yes: Enter date the student was evaluated and the suspected disability

Indicate what services the student currently receives or has received in the past: Enter C if currently receiving **or** P if services provided in the past

Involvement with Outside Agencies: Indicate any agency(ies) student has been involved with, such as Pathways, Inc., IMPACT, Comprehend, Commission for Children with Special Health Care Needs, First Steps, VIPS, etc.

Describe services provided by agencies

Documentation of Student Progress

Eval Type	Required for Locking?
Initial Evaluation	Required
Re-evaluation	NOT Required
Other Evaluation	NOT Required

Click **New Test**

Print **New Test** Continue

Evaluation Outline
 Evaluation Header
 Student Demographics
 Parent/Guardian Demographics
 Summary of Interventions
 Summary of Interventions Data
 Major Areas of Concern
 School Information
 Physical Functioning and Summary of Support
Documentation of Student Progress

Documentation of Student Progress List

Test Name

Documentation of Student Progress Editor

Scores from District Universal Screenings:

Test Name:

Reading: **Date:**
Math: **Date:**
Language: **Date:**
Behavior: **Date:**

Complete this section in accordance with district procedures to document patterns of progress and Rate of Improvement.

Check the appropriate findings, document Date of ARC Decision and Signature of LEA Representative.

Note: If you click on the **New Test** button, you will be expected to enter data if you try to click **Save & Continue**. If this happens, you can click on another tab to get out of the editor.

ARC Decisions

Eval Type	Required for Locking?
Initial Evaluation	Required
Re-evaluation	Required
Other Evaluation	NOT Required

ARC Decisions

Admissions and Release Committee (ARC) Use Only-Decision of the ARC:

Complete at ARC meeting to discuss referral:

- This referral, as reviewed by the ARC, indicates a suspected disability and there is a need for an individual evaluation.
- This referral, as reviewed by the ARC, does not indicate a suspected disability and there is not a need for an individual evaluation.
- This referral, as reviewed by the ARC, does not include sufficient information to determine a suspected disability and the need to initiate a full and individual evaluation.

The ARC has determined the information needed to be collected and will reconvene on

Select the appropriate choice regarding the ARC Decision.

Basis of ARC Decisions & Parent Input

Eval Type	Required for Locking?
Initial Evaluation	Required
Re-evaluation	Required
Other Evaluation	Required

Basis of ARC Decisions & Parent Input
DESCRIPTION OF EACH EVALUATION PROCEDURE, TEST, RECORD, OR REPORT USED AS A BASIS FOR THE ARC DECISIONS. The following items were considered. (See 'Evaluator Assessments' section for explanation of evaluation procedures.):

Written Assessment Report Date:

Student Progress in Achieving IEP Goals

Functional Vision/Learning Media Assessment Vision Evaluation
 Orientation and Mobility Assessment Braille Skills Inventory

Intervention Data Referral
 Developmental History Educational History
 Vision Screening Hearing Screening
 Health Screening Communication Screening
 Academic Performance Screening Cognitive Screening
 Social/Emotional Competence Screening Motor Screening

Voice Evaluation Augmentative Comm. Assessment
 Oral Mechanism Evaluation Fluency Evaluation
 Communication Assessment Receptive Language Assessment
 Expressive Language Assessment Speech Sound Production Assessment
 Hearing Evaluation

Health/Medical Evaluation or Statement Motor Abilities
 Physical Therapy Assessment Occupational Therapy Assessment
 Assistive Technology Evaluation Perceptual Abilities Assessment

Social/Cultural Factors Adaptive Behavior Scale
 Behavior Rating Scales Social Competence Assessment
 Discipline Referral(s) Behavioral Data/Logs
 Functional Behavior Assessment (FBA)

Description of each

Evaluation: Check appropriate box for each evaluation procedure, test, record, or report used as a basis for proposed or refused action discussed

NOTE: If Written Assessment Report Date selected, date is required

The information gathered in this section should also be documented in the conference summary notes

<input type="checkbox"/> Behavior Observations	
<input type="checkbox"/> Individual Family Service Plan (IFSP)	
<input type="checkbox"/> Cognitive/Intellectual Assessment <input type="checkbox"/> Developmental Assessment	<input type="checkbox"/> Academic Performance Assessment
<input type="checkbox"/> Individual Learning Plan (ILP) <input type="checkbox"/> Multi-Year Course of Study	<input type="checkbox"/> Technical/Vocational Assessment
<input type="checkbox"/> Other Data: (Specify Below if Any)	
<input type="text"/>	
DOCUMENT PARENT CONCERNS AND INPUT	
<input type="text"/>	

Provide a summary of **Parent Concerns and Input** (unlimited characters)

*Data entry in the textbox labeled **Document Parent Concerns and Input** is required.*

Initial Eval/Reevaluation Plan/Other Eval

Eval Type	Required for Locking?
Initial Evaluation	Required
Re-evaluation	Required
Other Evaluation	Required

Initial Evaluation/Reevaluation Plan/Other Evaluation

Indicate type of Evaluation plan:

Initial Evaluation
 Reevaluation Plan
 Other Evaluation

Select the type of evaluation from the drop down box.

Initial Evaluation

Initial Evaluation/Reevaluation Plan/Other Evaluation

Indicate type of Evaluation plan: Initial Evaluation

Suspected Disability: (Select all suspected disabilities)

Select Values

Description of Action(s):

An evaluation will be conducted (See Consent to Evaluate/Reevaluate).

An evaluation will not be conducted.

Additional interventions will be implemented in the area(s) of (Specify)

Other: (Specify)

Reason(s) for Decision:

Review of referral information, including all existing data, supports a suspected disability and the need for a full evaluation.

Review of referral information, including all existing data, does not support a suspected disability nor the need for a full evaluation.

Additional information is required prior to acting on the referral.

Other: (Specify)

Select one or more Suspected Disabilities from the drop down list:

- |
- Autism
- Deaf-Blindness
- Developmental Delay
- Emotional-Behavioral Disability
- Functional Mental Disability
- Hearing Impairment
- Mild Mental Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment
- No Disability Suspected

You can add or delete with just one click

Indicate type of Evaluation plan: Initial Evaluation

Suspected Disability: (Select all suspected disabilities)

× Mild Mental Disability

× Specific Learning Disability

Suspected Disability: Select each suspected disability (you may select more than one if necessary)

Description of Action: Select the appropriate description of action proposed or refused

Reason for Decision(s): Select why the district proposed or refused to take action

If either of the **‘Other: (Specify)’** checkboxes are selected, data entry is required in the textbox.

Reevaluation Plan

Initial Evaluation/Reevaluation Plan/Other Evaluation

Indicate type of Evaluation plan:

The ARC reviewed existing data as outlined in Section I, including but not limited to:

1. Evaluations and information provided by parents;
2. Current classroom-based assessments and observations; and
3. Observations by teachers and related service providers.

The ARC has decided that additional information (See Consent to Evaluate/Reevaluate) is needed to determine: (Check all that apply)

If the student continues to have a disability.

If the student continues to need special education.

The present level of academic and functional performance and educational needs of the student.

Any additions or modifications to the special education and related services needed to enable the student to meet the goals set out in the IEP and to participate, as appropriate, in the general curriculum.

OR, The ARC decided that

Current data is sufficient. OR

A formal evaluation as requested by the parent will be conducted. (See Consent to Evaluate/Reevaluate).

AND

The parents have been informed of these decisions.

Make appropriate selections based on Reevaluation meeting.

When ‘Reevaluation Plan’ is the selected purpose for the meeting, the user must select *either 1 or more boxes from this section*

OR

Select one of these boxes

NOTE: You cannot select boxes from both sections.

AND click the checkbox for ‘The parents have been informed of these decisions.’

Other Evaluation

Other evaluation has been added for those times when an evaluation is necessary but falls outside of the Initial or 3yr. evaluation timeline, such as a need for an FBA, OT, or PT etc. evaluation that was not needed during the initial but needed before the 3 yr. evaluation, due to change in behavior, circumstance, or even parent request.

See the following page displaying the **Other Evaluation** editor.

The screenshot shows a software interface for creating an evaluation plan. At the top, a dropdown menu is set to 'Other Evaluation'. Below this, a section titled 'The ARC reviewed existing data as outlined in Section I, including but not limited to:' lists three items: evaluations from parents, classroom-based assessments, and observations by teachers. Another section, 'The ARC has decided that additional information... is needed to determine: (Check all that apply)', contains three checkboxes: 'The present level of academic and functional performance...', 'Any additions or modifications to the special education and related services...', and 'Other:'. The 'Other:' checkbox is followed by a text input field with scroll arrows. At the bottom, under the heading 'AND', there is a checkbox for 'The parents have been informed of these decisions.'

Make appropriate selections based on the Other Evaluation meeting

Notes entered within this editor will be printed under **Other**, (Specify)

You are required to click the checkbox for 'The parents have been informed of these decisions' in order to **Save**.

Consent to Evaluate/Reevaluate

Eval Type	Required for Locking?
Initial Evaluation	Required
Re-evaluation	Required
Other Evaluation	Required

Consent to Evaluate/Reevaluate

FOR EACH EVALUATION (INITIAL OR REEVALUATION), mark 'X' for the assessment components determined to be addressed within the multidisciplinary assessment. Mark 'E' if the assessment exists within the educational records of the student and will be considered.

Health, Vision, Hearing, and Motor Abilities

<input type="checkbox"/> <input type="checkbox"/> Medical / Health Evaluation	<input type="checkbox"/> <input type="checkbox"/> Vision Exam
<input type="checkbox"/> <input type="checkbox"/> Functional Vision / Learning Media Assessment	<input type="checkbox"/> <input type="checkbox"/> Orientation and Mobility
<input type="checkbox"/> <input type="checkbox"/> Braille Skills Inventory	<input type="checkbox"/> <input type="checkbox"/> Hearing
<input type="checkbox"/> <input type="checkbox"/> Fine Motor	<input type="checkbox"/> <input type="checkbox"/> Gross Motor
<input type="checkbox"/> <input type="checkbox"/> Occupational Therapy	<input type="checkbox"/> <input type="checkbox"/> Physical Therapy
<input type="checkbox"/> <input type="checkbox"/> Behavior Observation	<input type="checkbox"/> <input type="checkbox"/> Assistive Technology
<input type="checkbox"/> <input type="checkbox"/> Other: <input type="text"/>	

Academic Performance

<input type="checkbox"/> <input type="checkbox"/> Basic Reading	<input type="checkbox"/> <input type="checkbox"/> Reading Comprehension
<input type="checkbox"/> <input type="checkbox"/> Reading Fluency	<input type="checkbox"/> <input type="checkbox"/> Math Calculation
<input type="checkbox"/> <input type="checkbox"/> Math Reasoning	<input type="checkbox"/> <input type="checkbox"/> Oral Expression
<input type="checkbox"/> <input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> <input type="checkbox"/> Written Expression
<input type="checkbox"/> <input type="checkbox"/> Performance Based Tests	<input type="checkbox"/> <input type="checkbox"/> Criterion Referenced Tests
<input type="checkbox"/> <input type="checkbox"/> Curriculum Based Tests	<input type="checkbox"/> <input type="checkbox"/> Behavior Observation
<input type="checkbox"/> <input type="checkbox"/> Other: <input type="text"/>	<input type="checkbox"/> <input type="checkbox"/> Specify Areas: <input type="text"/>

General Intelligence

<input type="checkbox"/> <input type="checkbox"/> Cognitive / Intellectual Assessment (aptitude and mental processing)	<input type="checkbox"/> <input type="checkbox"/> Behavior Observation
<input type="checkbox"/> <input type="checkbox"/> Other: <input type="text"/>	

Social and Emotional Status

<input type="checkbox"/> <input type="checkbox"/> Adaptive Behavior / Self-Help	<input type="checkbox"/> <input type="checkbox"/> Behavior Observation
<input type="checkbox"/> <input type="checkbox"/> Behavior Rating Scale	<input type="checkbox"/> <input type="checkbox"/> Functional Behavioral Assessment
<input type="checkbox"/> <input type="checkbox"/> Other: <input type="text"/>	

Communication Status

<input type="checkbox"/> <input type="checkbox"/> Receptive Language	<input type="checkbox"/> <input type="checkbox"/> Expressive Language
<input type="checkbox"/> <input type="checkbox"/> Speech Sound Production	<input type="checkbox"/> <input type="checkbox"/> Voice
<input type="checkbox"/> <input type="checkbox"/> Fluency	<input type="checkbox"/> <input type="checkbox"/> Oral Mechanism
<input type="checkbox"/> <input type="checkbox"/> Hearing	<input type="checkbox"/> <input type="checkbox"/> Behavior Observation
<input type="checkbox"/> <input type="checkbox"/> Augmentative Communication	<input type="checkbox"/> <input type="checkbox"/> Other: <input type="text"/>

Vocational Evaluation / Transition Needs

<input type="checkbox"/> <input type="checkbox"/> Vocational Aptitude	<input type="checkbox"/> <input type="checkbox"/> Interest Inventory
<input type="checkbox"/> <input type="checkbox"/> Learning Style	<input type="checkbox"/> <input type="checkbox"/> Behavior Observations
<input type="checkbox"/> <input type="checkbox"/> Other: <input type="text"/>	

Other:

<input type="checkbox"/> <input type="checkbox"/> Social and Developmental History	<input type="checkbox"/> <input type="checkbox"/> IEP Progress Data
<input type="checkbox"/> <input type="checkbox"/> RTI Data	<input type="checkbox"/> <input type="checkbox"/> State Assessment Data
<input type="checkbox"/> <input type="checkbox"/> Specify: <input type="text"/>	

List the recommendations for student needs (e.g., glasses, hearing aids), any modifications/adaptations of evaluation instruments, procedures, or settings to be used for the evaluation (i.e., native language, mode of communication, cultural factors).

List existing reports/assessment data, which will be used as part of the multi-disciplinary assessment.

Evaluations Editor:

The Consent to Evaluate/Reevaluate Editor is the Evaluation Planning section of the Consent to Evaluate/Reevaluate Form. In this editor FOR EACH EVALUATION (INITIAL OR REEVALUATION), mark 'X' for the assessment components determined to be addressed within the multidisciplinary assessment. Mark 'E' if the assessment exists within the educational records of the student and will be considered. Also information about recommendations for student needs and existing reports/assessment data that will be used will go in to the text boxes at the bottom of this editor.

Parent Consent Editor

Eval Type	Required for Locking?
Initial Evaluation	Required
Re-evaluation	Required
Other Evaluation	Required

The Parent Consent Editor is the Parent Consent section (page 2) of the Consent to Evaluate/Reevaluate Form.

Parental Consent

The parent agrees for evaluation in each of the ARC selected areas for assessment indicated below:

Area of Assessment:

Select Values

Parent Consent

Yes, I understand the above information and do give my consent for a full individual evaluation in the area(s) listed above.

For Reevaluation purposes, I acknowledge that there is no additional data needed to determine that my child/student continues to be a child/student with an educational disability. I have been informed of the reasons no additional data is needed. I understand that I may request further assessment should I feel it is needed.

No, I understand the above information and do not give my consent.

Clicking in the **Area of Assessment** box will populate a drop down field.

- Health
- Hearing
- General Intelligence
- Communication Status
- Vocational Evaluation
- Vision
- Social and Emotional Status
- Academic Performance
- Motor Abilities
- Functional Vision/Learning Media Assessment
- Other (Specify)

Parent Consent Options: Parental consent options are selected for consent for evaluation. Select only one of the options.

Area of Assessment:

Academic Performance

Social and Emotional Status

Health

Hearing

General Intelligence

Communication Status

Vocational Evaluation

Vision

Motor Abilities

Functional Vision/Learning Media Assessment

Other (Specify)

Select one or more **Areas of Assessment**. You can add as many as you need. Once it is on the **Area of Assessment** field, the area will no longer populate in the list.

Note: *Academic Performance* and *Social and Emotional Status* are in the Area of Assessment, they no longer appear in the drop down box.

I have been advised in my native language or other mode of communication and understand the contents of the consent. A copy and explanation of procedural safeguards has been provided to me. I understand that my consent is voluntary and may be revoked at any time. Should I revoke consent I understand that it is not retroactive. If this is a Reevaluation, failure to respond to a request for consent shall result in the school district proceeding with the special education evaluation.

- Yes, I understand the above information and do give my consent for a full individual evaluation in the area(s) listed above.
- For Reevaluation purposes, I acknowledge that there is no additional data needed to determine that my child/student continues to be a child/student with an educational disability. I have been informed of the reasons no additional data is needed. I understand that I may request further assessment should I feel it is needed.
- No, I understand the above information and do not give my consent.

Parent/Student Signature

Date

Note: The Date of Initial Consent from the Evaluation header does NOT populate in the text field. Be sure to have parents complete the Date section of the form when they sign to give consent.

Initial Meeting Notes

Eval Type	Required for Locking?
Initial Evaluation	Required
Re-evaluation	NOT Required
Other Evaluation	NOT Required

The WYSIWYG (What You See Is What You Get) field is a Core Product update, meaning it is not specific to KY.

Initial Meeting Notes

The new WYSIWYG editor will allow you to:

- **Bold**
- *Italics*
- Underline
- Change Font Color
- [Insert Image or table](#)

Math	Reading	Writing
Each box adjusts to the size of the text entered	You can add what you need	And return where you want, the box will adjust

2

Initial Admissions and Release Committee Members

Eval Type	Required for Locking?
Initial Evaluation	Required
Re-evaluation	NOT Required
Other Evaluation	NOT Required

Select New Team Meeting

The screenshot shows a software interface with a top navigation bar containing three buttons: "Print", "New Team Meeting" (highlighted with a red box), and "Continue". Below the navigation bar is a left-hand navigation menu with the following items: "Evaluation Outline", "Initial Eval/Reevaluation Plan/Other Eval", "Consent to Evaluate/Reevaluate Parental Consent", "Initial Meeting Notes", "Initial Admissions and Release Committee Members" (highlighted in blue), and "Committee Members". The main content area on the right is titled "Initial Admissions and Release Committee Members" and contains a table with a header row labeled "Name" and an empty body.

Note: If you click on the **New Team Meeting** button, you will be expected to enter data if you try to click **Save & Continue**. If this happens, you can click on another tab to get out of the editor.

Initial Admissions and Release Committee Members

I have been advised, in my native language, and I understand the contents of this notice. I have a copy and have received an explanation of my procedural safeguards as parent of a student with a disability or as a student with a disability. I understand that I can receive an additional copy of my procedural safeguards, a further explanation of my rights, or assistance in understanding the content of this notice by contacting the student's school or the Director of Special Education.

Name(s) of Student Representative(s)*

Parent participated via alternate means.

***(if age 18 or older or younger if appropriate)**

Parents did not attend meeting.

Date

A copy of Parent Rights, if necessary, and appropriate Due Process forms were:

Mailed Delivered by school personnel

Sent home with student Emailed

Sent by fax

Names of Student Representative(s): Enter names of person(s) in attendance as the representative of student. *This is a required field*

Parents participated via alternate means: Check if applicable

Parents did not attend meeting: Check if applicable

Date: Enter date in which Parent Rights and appropriate Due Process forms were distributed
 Select means in which Parent Rights and appropriate Due Process forms were distributed; at least one selection is required.

Initial Admissions and Release Committee Members Attendance Editor				
		*SLD Eligibility Only		
Name	Role	*Agree	*Disagree	
X	Nick Easter	ARC Chair	<input type="checkbox"/>	<input type="checkbox"/>
X	Ginger Meade	Special Ed Teacher	<input type="checkbox"/>	<input type="checkbox"/>
X	Robin Linton	Regular Ed Teacher	<input type="checkbox"/>	<input type="checkbox"/>
X	Tonia Smith	Mother	<input type="checkbox"/>	<input type="checkbox"/>
Add New Attendee				

Enter Name and Role of each attendee present. Use the Add New Attendee to enter each attendee.

Name: Enter name of attendee

Role: Enter role of attendee

The KY Evaluation documents are displayed under Conference Summaries/Evaluations in the documents list.

Multi-Disciplinary Report

Eval Type	Required for Locking?
Initial Evaluation	Required
Re-evaluation	Required
Other Evaluation	NOT Required

Select New Multi-disciplinary Report

Print **+ New Multi-disciplinary Report** Continue

Evaluation Outline
 Evaluation Header
 Student Demographics
 Parent/Guardian Demographics
 Summary of Interventions
 Summary of Interventions Data
 Major Areas of Concern

Multi-Disciplinary Report List
 Report Discipline

A WYSIWYG field populates with a Report Discipline drop box.

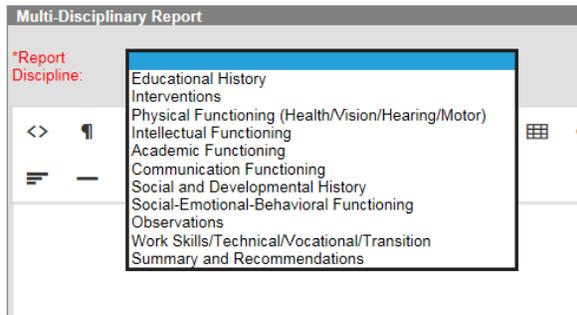
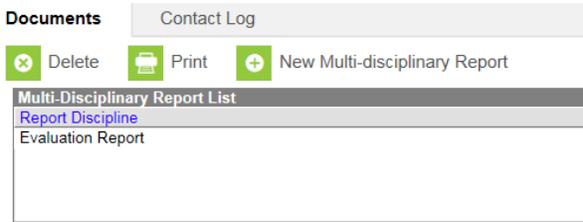
Multi-Disciplinary Report

*Report Discipline:

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 ☰ — A

- Evaluation Report
- Educational History
- Interventions
- Physical Functioning (Health/Vision/Hearing/Motor)
- Intellectual Functioning
- Academic Functioning
- Communication Functioning
- Social and Developmental History
- Social-Emotional-Behavioral Functioning
- Observations
- Work Skills/Technical/Vocational/Transition
- Summary and Recommendations

Once you select a Report Discipline you can type and/or copy & paste your report into the field.



As you save each section of your report, the saved portion will move to the top and will no longer appear in the drop down list.

Only the Report Discipline Headers that have been saved will print.

For Example if you only use the Evaluation Report, then only that header will print.

Note: If you click on the **New Multi-disciplinary Report** button, you will be expected to enter data if you try to click **Save & Continue**. If this happens, you can click on another tab to get out of the editor.

Review of Existing Data

Eval Type	Required for Locking?
Initial Evaluation	NOT Required
Re-evaluation	NOT Required
Other Evaluation	NOT Required

Review Of Existing Data

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

Current Related Services: N/A OT PT
 Speech O & M Special Transportation
 Other, Specify

Previous Eligibility Determinations

Previous Eligibility Determinations: ARC Dates for Eligibility Determination: Evaluation/Reevaluation Report in File: Yes No

Check any Current Related Services and Previous Eligibility Information.

If Multiple Disabilities is selected, list categories:

Review Of Existing Data

Current Disability: Multiple Disabilities

If 'Multiple Disabilities' is selected, list categories:

- Autism
- Emotional-Behavioral Disability
- Functional Mental Disability
- Hearing Impairment
- Mild Mental Disability
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Traumatic Brain Injury
- Visual Impairment

Current Related Services: N/A Speech Other

Special Transportation

If *Speech or Language Impairment*, *Specific Learning Disability*, or *Developmental Delay* is the current disability, then you will also need to specify the area(s).

Review Of Existing Data

Current Disability: Speech or Language Impairment

If 'Multiple Disabilities' is selected, list categories:

List Current Disability Area(s):

- Speech Sound Production and Use
- Language
- Fluency
- Voice

OT PT

O & M Special Transportation

Review Of Existing Data

Current Disability: Specific Learning Disability

If 'Multiple Disabilities' is selected, list categories:

List Current Disability Area(s):

- Oral Expression
- Written Expression
- Reading Fluency Skills
- Mathematics Calculation
- Listening Comprehension
- Basic Reading Skills
- Reading Comprehension
- Mathematics Reasoning

OT PT

O & M Special Transportation

Specify

Review Of Existing Data

Current Disability: Developmental Delay

If 'Multiple Disabilities' is selected, list categories:

List Current Disability Area(s):

- Cognition
- Motor development
- Self-help/adaptive behavior
- Communication
- Social-emotional development

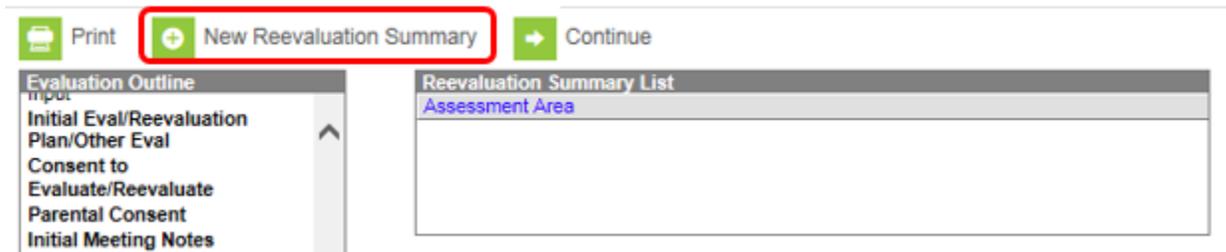
OT PT

O & M Special Transportation

Specify

Reevaluation Summary

Eval Type	Required for Locking?
Initial Evaluation	NOT Required
Re-evaluation	NOT Required
Other Evaluation	NOT Required



4

Select **New Reevaluation Summary**

Note: If you click on the **New Reevaluation Summary** button, you will be expected to enter data if you try to click **Save & Continue**. If this happens, you can click on another tab to get out of the editor.

Select an Assessment Area and complete the information.

Documents Contact Log

ue

Reevaluation Summary List
 Assessment Area

Reevaluation Summary Editor
Directions: Reevaluation Summary and Evaluator Assessments must be completed by the appropriate individuals prior to the ARC meeting.

Assessment Area:

Test:	Date:	Scale:	Standard Score:	Test:	Date:	Scale:	Standard Score:	Test:	Date:	Scale:	Standard Score:

- Communication Status
- Academic Performance
- Health, Vision, Hearing, Motor Abilities
- Social and Emotional Status
- General Intelligence
- Transition Needs
- Functional Vision/Learning Media Assessment

Evaluator Assessments

Eval Type	Required for Locking?
Initial Evaluation	NOT Required
Re-evaluation	NOT Required
Other Evaluation	NOT Required

Select New Evaluator Assessment

Summary Team Members **Documents** Contact Log

Print **+ New Evaluator Assessment** Continue

Evaluation Outline

- Initial Eval/Reevaluation Plan/Other Eval
- Consent to Evaluate/Reevaluate
- Parental Consent
- Initial Meeting Notes

Evaluator Assessments List

Attached Documentation

Note: If you click on the **New Evaluator Assessment** button, you will be expected to enter data if you try to click **Save & Continue**. If this happens, you can click on another tab to get out of the editor.

Evaluator Assessments Editor

Directions:

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

Documentation:

Summary:

ARC Determined Additional Assessments:

Select Documentation from drop down box.

Communication Status

Academic Performance

Health, Vision, Hearing, Motor Abilities

Social and Emotional Status

General Intelligence

Transition Needs

Functional Vision/Learning Media Assessment

Documentation:

Communication Status:

Summary:

ARC Determined Addition

- IEP Progress Data for each Goal
- Assistive Technology
- Augmentative Communication Devices
- Primary Mode of Communication
- Observations
- Other Specify:

Each Documentation section has its own drop down box

Communication Status:

Other, Specify:

If you choose Other Specify, data is required in the text field.

Documentation:	Academic Performance
Academic Performance:	
Summary:	IEP Progress Data for each Goal Grades (current and previous year) Attendance State Assessment Results District Assessment Results Work Sample Results
ARC Determined Additions	Effective Accommodations Basic Skills On-Task Behavior Rate of Learning Work Completion Math Computation Math Reasoning Written Language Reading Decoding Reading Comprehension Universal Screening Data Observations Intervention Data School-Based Assessment Learning Styles Other, Specify:

Health, Vision, Hearing, Motor Abilities:	
Summary:	IEP Progress Data for each Goal Current Health Status Medications and Impact Diagnosis Vision Screening Hearing Screening Vision/Hearing Difficulties
ARC Determined Additional Assessments	Gross/Fine Motor Skills Motor Planning Sensory Issues Injuries Mobility Observations Other, Specify:

Social and Emotional Status:	
Summary:	IEP Progress Data for each Goal Adaptive Skills Attention, Hyperactivity, Impulsivity Issues Disciplinary Referrals Suspensions Bus/School Peer Interaction Adult Interaction
ARC Determined Additions	Aggression Self-Control Functional Behavior Assessments Observations Social/Developmental History Update Other, Specify:

General Intelligence:	
Summary:	Aptitude Retention of Information (memory) Application of Knowledge Reasoning Skills Generalizes Knowledge Problem Solving Skills Observations Other, Specify:
ARC Determined Additio	

Transition Needs:	
Summary:	IEP Progress Data for each Goal <i>required</i> Individual Learning Plan (ILP) Transition Assessments Learning Styles Community Based Instruction Careers of Interest Work Experience Collaboration with Others Independent Living Home Responsibilities Multi-Year Course of Study <i>required</i> Observations Other, Specify:
ARC Determined A	

Documentation: Functional Vision/Learning Media Assessment ▼

Functional Vision / Learning Media Assessment:
Provide information if blind or visually impaired:

If this option is selected, provide details in the information text box.

ARC Determined Additional Assessments:

Are needed
 Are not needed

You must choose whether or not additional assessments are needed to Save.

Eligibility/Continued Eligibility

Eval Type	Required for Locking?
Initial Evaluation	Required
Re-evaluation	Required
Other Evaluation	NOT Required

The Eligibility Determination Forms document the Admissions and Release Committee's determination of the child's disability for which eligibility requirements for special education and related services have been met. The ARC completes the appropriate eligibility form(s) based on a review of the student's evaluation procedures, tests, records, or reports.

Each disability has a corresponding eligibility form that must be completed on a student with a suspected disability to determine eligibility. The forms are as follows:

- Autism Eligibility Form
- Deaf-Blindness Eligibility Form
- Developmental Delay Eligibility Form
- Emotional-Behavioral Disability Eligibility Form
- Functional Mental Disability Eligibility Form
- Hearing Impairment Eligibility Form
- Mild Mental Disability Eligibility Form
- Multiple Disabilities Eligibility Form
- Other Health Impairment Eligibility Form
- Orthopedic Impairment Eligibility Form
- Specific Learning Disability Eligibility Form
- Speech or Language Impairment Eligibility Form
- Traumatic Brain Injury Eligibility Form
- Visual Impairment Eligibility Form

Select New Checklist

The screenshot shows a software interface with a top navigation bar containing 'Print', 'New Checklist' (highlighted with a red box), and 'Continue' buttons. On the left is a sidebar menu with the following items: Evaluation Outline, Major Areas of Concern, School Information, Physical Functioning and Summary of Support, Documentation of Student Progress, ARC Decisions, and Basis of ARC Decisions & Parent Input. The main content area displays a table titled 'Eligibility/Continued Eligibility List' with two columns: 'Eligible Disability' and 'Determination'.

Note: If you click on the **New Checklist** button, you will be expected to enter data if you try to click **Save & Continue**. If this happens, you can click on another tab to get out of the editor.

Choose a Disability from the drop down box.

The corresponding eligibility sheet will populate.

- Autism
- Deaf-Blindness
- Developmental Delay
- Emotional-Behavioral Disability
- Functional Mental Disability
- Hearing Impairment
- Mild Mental Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Select from the drop down whether it is an Initial Determination or Re-determination.

- Initial Determination
- Re-determination

After you Save, the disability will move to the Eligibility List. You may choose as many disabilities as appropriate.

Eligibility/Continued Eligibility List	
Eligible Disability	Determination
Mild Mental Disability	Initial Determination
Specific Learning Disability	Initial Determination

While there are some content consistencies across the eligibility forms, each form may also have unique criteria specific to the disability. All eligibility forms include these components:

Provide supporting evidence that demonstrates the ARC:

- Used multiple data sources that substantiate the existence of the disability (triangulation of data);
- Confirmed the progress of the child is impeded by the disability to the extent that the child's educational performance is significantly and consistently below the level of similar age peers.

Supporting Evidence:

The ARC used the above interpretation of the evaluation data to determine:

The student has _____ that adversely impacts his/her education and is eligible for specially designed instruction and related services.

The student does not have _____ and is not eligible for specially designed instruction and related services.

The student has _____ but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.

Evaluation data was insufficient to determine eligibility. Additional assessments and/or data will be obtained/collected in the area(s) of:

The ARC will reconvene by  to review and determine eligibility.

The ARC used the above interpretation of the evaluation data to determine: select the appropriate statement.

Evaluation data was insufficient to determine eligibility: select this statement if the ARC determines that additional data/assessments need to be obtained and select a date to reconvene the ARC meeting to discuss the information.

Document date in which the ARC will reconvene to review and determine eligibility.

Autism Eligibility Disability Form unique criteria on eligibility form

Autism Eligibility

The ARC determines a student to have **Autism** and is eligible for specially designed instruction and related services when:

<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1a. The student has a developmental disability, generally evident before age 3, significantly affecting verbal and nonverbal communication (must be present for eligibility), and
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1b. The student has a developmental disability affecting social interaction (must be present for eligibility), and
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	2. The student's deficits are not primarily the result of an emotional-behavioral disability.
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	3. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	4. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	5. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for each eligibility requirement* to determine if the student meets eligibility for a disability.

Deaf-Blindness Disability Form unique criteria on eligibility form

Deaf-Blindness Eligibility

The ARC determines a student to have a disability of **Deaf-Blindness** and is eligible for specially designed instruction and related services when:

<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1a. Student has a Hearing Impairment; and (See Hearing Impairment Eligibility Determination)
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1b. Student has a Visual Impairment (See Visual Impairment Eligibility Determination)
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	2. The combination of the two impairments causes such severe communication, developmental and educational needs that the student cannot be accommodated in special education programs designed solely for the children with visual impairments or hearing impairments, unless supplementary assistance is provided to address educational needs resulting from the two disabilities.
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	3. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	4. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	5. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for each eligibility requirement* to determine if the student meets eligibility for a disability.

Developmental Delay Disability Form unique criteria on eligibility form

Developmental Delay Eligibility
 The ARC determines a student to have a *Developmental Delay* and is eligible for specially designed instruction and related services when:

Y N Insufficient 1. Student is three (3) through eight (8) years of age. (Note: Eligibility for DD ends on the child's 9th birthday.)

Y N Insufficient 2. Student has not acquired skills or achieved commensurate with recognized performance expectations for his/her age in one or more of the developmental areas. (Check all that apply.)

- Cognition
- Communication
- Motor Development
- Social-emotional development
- Self-help/adaptive behavior

Y N Insufficient 3a. And, student demonstrates a measurable, verifiable difference between expected performance and current level of performance documented by:

Y N Insufficient I. Scores of two (2) standard deviations or more below the mean in one (1) or more of the five (5) [listed above] developmental areas using norm-referenced instruments and procedures; or

Y N Insufficient II. Scores of 1 ½ standard deviations below the mean in two (2) or more of the five (5) developmental areas [listed above] using norm-referenced instruments and procedures;

Y N Insufficient 3b. Or, normed scores are inconclusive and the professional judgment of the ARC verifies the existence of significant atypical quality or pattern of development.

Y N Insufficient 4. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).

Y N Insufficient 5. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.

Y N Insufficient 6. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for each eligibility requirement* to determine if the student meets eligibility for a disability.

Emotional-Behavioral Disability Form unique criteria on eligibility form

Emotional-Behavioral Disability Eligibility

The ARC determines a student to have an *Emotional-Behavioral Disability* and is eligible for specially designed instruction and related services when:

Y N Insufficient

1. When provided with interventions to meet instructional and social-emotional needs, the student continues to exhibit one or more of the following, when compared to the child's peer and cultural reference groups, across settings, over a long period of time and to a marked degree:

- Severe deficits exist in social competence or appropriate behavior which causes an inability to build or maintain satisfactory interpersonal relationships with adults or peers.
- Severe deficits exist in academic performance which are not commensurate with the student's ability level and are not solely a result of intellectual, sensory, or other health factors but are related to the child's social-emotional problems.
- A general pervasive mood of unhappiness or depression;
- A tendency to develop physical symptoms or fears associated with personal or school problems;

Y N Insufficient

2. The severe deficit in social competence, appropriate behavior, and academic performance is not the result of isolated inappropriate behaviors that are the result of willful, intentional, or wanton actions.

Y N Insufficient

3. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).

Y N Insufficient

4. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.

Y N Insufficient

5. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for each eligibility requirement* to determine if the student meets eligibility for a disability.

Functional Mental Disability Eligibility Form unique criteria on eligibility form:

Functional Mental Disability Eligibility
The ARC determines a student to have the disability of *Functional Mental Disability* and is eligible for specially designed instruction and related services when:

<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1a. Cognitive functioning is at least three (3) standard deviations below the mean;
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1b. Adaptive behavior is at least three (3) standard deviations below the mean;
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1c. Severe deficit in overall academic performance including acquisition, retention, and application of knowledge; and
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1d. Is typically manifested during the developmental period.
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	2. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	3. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	4. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for each eligibility requirement* to determine if the student meets eligibility for a disability.

Hearing Impairment Disability Eligibility Form unique criteria on eligibility form:

Hearing Impairment Eligibility
The ARC determines a student to have a *Hearing Impairment* and is eligible for specially designed instruction and related services when:

<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1. Whether permanent or fluctuating, the student has a hearing loss that meets one or more of the criteria below (check all that apply): <ul style="list-style-type: none"><input type="checkbox"/> 1a. a pure tone hearing loss in the speech range (500Hz, 1000Hz, and 2000Hz) of at least 25dB in the better ear;<input type="checkbox"/> 1b. a pure tone hearing loss in the high-frequency range (2000Hz, 4000Hz, and 6000Hz) of at least 45dB in the better ear; or<input type="checkbox"/> 1c. a unilateral hearing loss in the speech range (500Hz, 1000Hz, and 2000Hz) of at least 60dB in the impaired ear.
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	2. The hearing loss results in difficulty in identifying linguistic information through hearing.
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	3. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	4. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	5. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for each eligibility requirement* to determine if the student meets eligibility for a disability.

Mild Mental Disability Eligibility Form unique criteria on eligibility form:

Mild Mental Disability Eligibility

The ARC determines a student to have a **Mild Mental Disability** and is eligible for specially designed instruction and related services when:

<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1a. Cognitive functioning is at least two (2) standard deviations, but not more than three (3) standard deviations below the mean;
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1b. Adaptive behavior is at least two (2) standard deviations below the mean;
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1c. Severe deficit in overall academic performance including acquisition, retention, and application of knowledge; and
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1d. Is typically manifested during the developmental period.
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	2. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	3. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	4. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Provide supporting evidence that demonstrates the ARC:

- Used multiple data sources that substantiate the existence of the disability (triangulation of data);
- Confirmed the progress of the child is impeded by the disability to the extent that the child's educational performance is significantly and consistently below the level of similar age peers.

Supporting Evidence:

The ARC used the above interpretation of the evaluation data to determine:

- The student has a mild mental disability that adversely impacts his/her education and is eligible for specially designed instruction and related services.
- The student does not have a mild mental disability and is not eligible for specially designed instruction and related services.
- The student has a mild mental disability, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.
- Evaluation data was insufficient to determine eligibility. Additional assessments and/or data will be obtained/collected in the area(s) of:

The ARC will reconvene by to review and determine eligibility.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for each eligibility requirement* to determine if the student meets eligibility for a disability.

Multiple Disabilities Eligibility Form unique criteria on eligibility form:

Multiple Disabilities Eligibility
The ARC determines a student to have *Multiple Disabilities* and is eligible for specially designed instruction and related services when:

Y N Insufficient

1a. The student has a combination of two (2) or more of the following disabilities:

- Autism
- Emotional-Behavioral Disability
- Hearing Impairment
- Mild Mental Disability
- Functional Mental Disability
- Orthopedic Impairment or Physical Disability
- Other Health Impairment
- Specific Learning Disability
- Traumatic Brain Injury
- Visual Impairment
- Deaf-Blindness

Complete the eligibility determination for all disabilities checked.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for each eligibility requirement* to determine if the student meets eligibility for a disability.

NOTE: An eligibility form for each disability selected must be completed.

Other Health Impairment Eligibility Form unique criteria on eligibility form:

Other Health Impairment Eligibility
The ARC determines a student to have a disability of *Other Health Impairment* and is eligible for specially designed instruction and related services when:

Y N Insufficient

1a. The existence of a health impairment caused by chronic or acute health problems such as heart condition, tuberculosis, sickle cell anemia, hemophilia, epilepsy, rheumatic fever, nephritis, asthma, lead poisoning, leukemia, diabetes, acquired immune deficiency syndrome, attention deficit disorder, or attention deficit hyperactive disorder. The diagnosis of Other Health Impairment is (specify):

Y N Insufficient

1b. The effect of the impairment on (check all that apply):

- Strength
- Vitality
- Alertness (including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment).

Y N Insufficient

2. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).

Y N Insufficient

3. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.

Y N Insufficient

4. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for each eligibility requirement* to determine if the student meets eligibility for a disability.

Orthopedic Impairment Eligibility Form unique criteria on eligibility form:

Orthopedic Impairment Eligibility
The ARC determines a student to have an *Orthopedic Impairment*; and is eligible for specially designed instruction and related services when:

<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1a. The existence of an impairment caused by a congenital anomaly (e.g. clubfoot, absence of a member, etc.); OR
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1b. The existence of an impairment caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.); OR
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1c. The existence of an impairment from other causes such as cerebral palsy, amputations, fractures, burns that cause contractions, etc.
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	2. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	3. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	4. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for each eligibility requirement* to determine if the student meets eligibility for a disability.

Specific learning Disability Eligibility Form unique criteria on eligibility form:

Specific Learning Disability Eligibility
 The ARC determines a student to have a *Specific Learning Disability* and is eligible for specially designed instruction and related services when:

Y N Insufficient 1. The student is provided with learning experiences and instruction appropriate for the student's age or state-approved grade level standards;

Y N Insufficient 2. The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to ability level or intellectual development (Method A: Severe Discrepancy)

OR

The student fails to achieve a rate of learning to make sufficient progress to meet grade level standards aligned with the Kentucky Core of Academic Standards in one or more of the areas identified below when assessed using a response to scientific, research-based intervention process; (Method B: Response to Intervention)

Y N Insufficient 3. The student does not achieve adequately, as indicated on multiple data sources, for the student's age or grade level standards aligned with the Kentucky Core of Academic Standards in one or more of the following areas:

- Oral Expression
- Listening Comprehension
- Written Expression
- Basic Reading Skills
- Reading Fluency Skills
- Reading Comprehension
- Mathematics Calculation
- Mathematics Reasoning

Y N Insufficient 4. The deficits in achievement are not primarily the result of vision, hearing, or motor impairments; mental disability; emotional behavioral disability; cultural factors, environmental or economic disadvantage, or limited English proficiency.

Y N Insufficient 5. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility)

Y N Insufficient 6. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for each eligibility requirement* to determine if the student meets eligibility for a disability.

7a. The following relevant behavior was noted during the observations of the child:

7b. Relationship of the observed behavior (7a.) to the child's academic functioning:

8. Educationally relevant medical findings, if any:

9. The instructional strategies used and the student-centered data collected in response to scientific, research-based intervention performance:

Speech or Language Impairment Eligibility Form unique criteria on eligibility form:

Speech or Language Impairment Eligibility
 The ARC determines a student to have a *Speech or Language Impairment* and is eligible for specially designed instruction and related services when:

Y N Insufficient

1. Communication disorder in one or more of the following:
 Speech Sound Production and Use
 Language
 Fluency
 Voice

Y N Insufficient

2. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).

Y N Insufficient

3. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.

Y N Insufficient

4. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for each eligibility requirement* to determine if the student meets eligibility for a disability.

Note: The guidelines in the “[Kentucky Eligibility Guidelines - Revised for Students with Speech or Language Impairment, 2009](#)” may be used as supporting evidence to verify speech or language impairment.

Traumatic Brain Injury Eligibility Form unique criteria on eligibility form:

Traumatic Brain Injury Eligibility
 The ARC determines a student to have a *Traumatic Brain Injury* and is eligible for specially designed instruction and related services when:

Y N Insufficient

1. Evaluation information collected across multiple settings that verifies an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairments, or both, and is NOT a congenital, degenerative, or brain injury induced by birth trauma. Traumatic brain injury is evidenced by information that indicates an open or closed head injury resulting in an impairment in one or more of the following areas (check all that apply)

Cognition
 Judgment
 Language
 Problem Solving
 Memory
 Sensory, perceptual, motor abilities
 Attention
 Reasoning
 Psycho-social behavior
 Physical functions
 Abstract thinking
 Information processing and speech

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for each eligibility requirement* to determine if the student meets eligibility for a disability.

Y N Insufficient

2. A current, educationally relevant statement, completed by a qualified professional verifies the existence of a traumatic brain injury. The diagnosis and extent of the brain injury is:

Y N Insufficient

3. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).

Y N Insufficient

4. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.

Y N Insufficient

5. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Visual Impairment Eligibility Form unique criteria on eligibility form:

Visual Impairment Eligibility
The ARC determines a student to have a *Visual Impairment* and is eligible for specially designed instruction and related services when:

<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1a. The visual acuity, even with prescribed lenses, is 20/70 or worse in the better eye; OR
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1b. The visual acuity is better than 20/70 and the child has any of the following conditions: <input type="checkbox"/> A medically diagnosed progressive loss of vision; <input type="checkbox"/> A visual field of twenty (20) degrees or worse; <input type="checkbox"/> A medically diagnosed condition of cortical blindness; OR <input type="checkbox"/> A functional loss of vision.
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	2. The student requires specialized materials and instruction in orientation and mobility, Braille, visual efficiency or tactile exploration.
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	3. Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	4. Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	5. Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for each eligibility requirement* to determine if the student meets eligibility for a disability.

Eligibility Determination

Eval Type	Required for Locking?
Initial Evaluation	Required
Re-evaluation	Required
Other Evaluation	NOT Required

Eligibility Determination for Initial Evaluations

Note: This editor will also appear at the bottom of Reevaluations and Other Evaluations

Eligibility Determination
Evaluation Determination Type: Initial Evaluation ▼

Document the ARC decision regarding the determination of the student's eligibility for special education and related services and reasons for the decision on the appropriate Eligibility Determination form(s). *(Note: For Multiple Disabilities, complete a separate form for each underlying disability category.)*

***Date of Eligibility Determination** Student does not have an educational disability requiring special education and related services.

09/08/2015

Primary Disability

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

Underlying Disability (A) Underlying Disability (B)

Underlying Disability (C) Underlying Disability (D)

Date of Eligibility Determination: Enter month, day and year of the last date that eligibility for services was determined by the ARC.

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

Primary Disability: The Primary Disability (PD) will auto-populate with the most recent PD regardless of the purpose of the meeting. From the drop list, select the appropriate category of disability for student. *If Multiple Disabilities selected as Primary Disability at least two Underlying Disabilities must be selected*

NOTE: Data elements in this area should be completed based on appropriate disability eligibility form. Once document saved and locked any subsequent KYIEP, KY Private School Plans and fields will populate with selection.

A selection from the Primary Disability drop list **OR** the checkbox of Student does not have an educational disability...MUST be made if Eligibility/Continued Eligibility is selected as Purpose of Meeting.



NOTE: The location of this field is the data owner of Primary Disability and will populate the IDEA December 1 Child Count

If Developmental Delay, Speech or Language Impairment, or Specific Learning Disability are chosen as the Primary Disability, an additional text box will appear requiring you to select their areas in which the student has a disability. You should select all areas identified.

Primary Disability
Developmental Delay

- Cognition
- Motor development
- Self-help/adaptive behavior
- Communication
- Social-emotional development

Primary Disability
Specific Learning Disability

- Oral Expression
- Written Expression
- Reading Fluency Skills
- Mathematics Calculation
- Listening Comprehension
- Basic Reading Skills
- Reading Comprehension
- Mathematics Reasoning

Primary Disability
Speech or Language Impairment

- Speech Sound Production and Use
- Language
- Fluency
- Voice

These areas of disability will now be a part of the primary disability and print in headers displaying the student's primary disability, such as the IEP and enrollment tab.

*Date of Eligibility Determination
07/08/2015

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

Primary Disability
Specific Learning Disability

- ✕ Mathematics Calculation
- ✕ Mathematics Reasoning

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

Underlying Disability (A)

Underlying Disability (B)

Underlying Disability (C)

Underlying Disability (D)

Eligibility Determination for Reevaluation or Other Evaluation

Select each additional need, if any.

Eligibility Determination
Evaluation Determination Type: Reevaluation

Reevaluation Determination (Completed by the ARC)

Does the ARC need additional information in any of the following areas?

Select Values

If any area above is selected, further assessments are needed prior to determining eligibility.

The ARC members reviewed the EXISTING DATA contained in this document and determined that:

Further assessments are not needed to determine eligibility and educational needs for Special Education and Related Services.

Further assessments are needed to determine eligibility and educational needs for Special Education and Related Services. The specific assessments that make that determination are recorded in the Initial Evaluation/Reevaluation Plan Evaluation section.

Based on the existing and current data referenced in this document, this child continues to have a disability of

Based on the existing and current data referenced in this document, this child does not continue to have a disability of

Parent has requested a formal evaluation.

- Communication Status
- Academic Performance
- Health, Vision, Hearing, Motor Abilities
- Social and Emotional Status
- General Intelligence
- Transition Needs
- Functional Vision/Learning Media Assessment

Once a data need is selected, it will populate the "Select Values" box.

Does the ARC need additional information in any of the following?

Communication Status General Intelligence

If any area above is selected, further assessments are needed prior to determining eligibility.

Document the ARC decision regarding the determination of the student's eligibility for special education and related services and reasons for the decision on the appropriate Eligibility Determination form(s). (Note: For Multiple Disabilities, complete a separate form for each underlying disability category.)

***Date of Eligibility Determination** 09/08/2015

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

Primary Disability
 Speech or Language Impairment

Select Values

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

Underlying Disability (A) Underlying Disability (B)

Underlying Disability (C) Underlying Disability (D)

IEP Developed/Reviewed/Revised

Eval Type	Required for Locking?
Initial Evaluation	Required
Re-evaluation	Required
Other Evaluation	Required

Select the appropriate checkbox as to the status of the IEP

A selection MUST be made if IEP Developed/Reviewed/Revised is selected as the Purpose of the Meeting.

IEP Developed/Reviewed/Revised
Individual Education Program developed/reviewed/revised
(A new IEP must be developed at least annually for continued eligibility.)

- An Individual Education Program has been developed, reviewed or revised.
- An Individual Education Program has been reviewed and remains appropriate until Annual Review.
- An Individual Education Program has NOT been developed, reviewed or revised.

Placement Options and Decisions

Eval Type	Required for Locking?
Initial Evaluation	Required
Re-evaluation	Required
Other Evaluation	NOT Required

Placement Option Considered: Document discussion for placement options ‘Accepted’ (Yes) or ‘Rejected’ (No) and reason for accepting or rejecting the specific placement option.

Placement Options and Decisions

Placement Options and Decisions: Based on the review of assessment data and the completed IEP, the ARC discussed the following placement option(s):

Placement Option Considered
 Full time general education environment (Participation only in the regular education environment, including classes with co-teaching)

Accepted:
 Yes No
 Reason Accepted/Rejected

Part-time general education and Part-time special education environment (Participation in regular education, which may include co-teaching, and special education environments; any time the student is removed from regular education, regardless of the amount of time)

Accepted:
 Yes No
 Reason Accepted/Rejected

Full-time special education environment (Participation only in a special education environment; no participation with non-disabled peers for any part of school day)

Accepted:
 Yes No
 Reason Accepted/Rejected

Consideration of Potential Harmful Effects

There are no potential harmful effects of the placement on the child or on the quality of services needed by the child.

Potential harmful effects identified and modifications to compensate are outlined below:

Select placement option based on the services described in the child’s IEP and the ability to provide these options in the least restrictive environment possible with the child’s non-disabled peers.

This editor should be progressed through starting with the **first** placement option:

- If 'Yes' selected, enter the reason accepted and then proceed to the Consideration of Harmful Effects.
- If 'No' selected enter the reason rejected and proceed to the **second** placement option.
- If 'Yes' selected on **second** placement option, enter the reason accepted and then proceed to the Consideration of Harmful Effects.
- If 'No' selected enter the reason rejected and proceed to the **third** placement option.
- If 'No' selected on placement option one and two, yes must be selected for **third** placement with reason accepted entered.

NOTE: Once a selection of YES and reason accepted entered, no other data entry will be accepted.

Consideration of Potential Harmful Effects: If determining placement, document any potentially harmful effects on the child or the quality of services.

A selection of yes for one of the placements must be made if Placement Options and Decisions was the selection for the Purpose of the Meeting.

A selection of Consideration of Potential Harmful Effects must be made if Placement Options and Decisions was the selection for the Purpose of the Meeting.

Notes that are entered within this editor will be printed within the **Summary Notes** section under a header labeled as the Editor Name.

Disciplinary Review

Eval Type	Required for Locking?
Initial Evaluation	NOT Required
Re-evaluation	NOT Required
Other Evaluation	NOT Required

Disciplinary Review

Manifestation Determination Review

Step 1:

The ARC reviews all relevant information including the IEP, current data, teacher observations, teacher-collected data, any relevant information provided by the parents to answer the following questions:

1. Was the conduct in question caused by or have a direct and substantial relationship to the student's disability?

No. Proceed with Step 1, Question 2.

Yes. Follow Step 2 to conduct a manifestation review.

2. Was the conduct in question the direct result of the failure to implement the IEP?

No. Proceed with Disciplinary Action.

Yes. Follow Step 2 to conduct a manifestation review.

Disciplinary Action: Behavior is NOT a Manifestation of the Disability

If the ARC determines the student's behavior *is not* a manifestation of the disability, the ARC determines appropriate educational services the student will receive in the disciplinary setting.

Step 2: Behavior is a Manifestation of the Disability

1. Has a functional behavior assessment (FBA) been conducted?

No. The ARC completes an FBA.

Yes. Proceed to Step 2, Question 2. Date of FBA: 

2. Has a Behavior Intervention Plan (BIP) been developed, including strategies for instruction and management of behaviors?

No. The ARC develops a BIP.

Yes. Proceed to Step 3. Date of BIP: 

Step 3: Determining Services and Placement

The ARC reviewed/ revised the IEP to determine appropriate educational services.

The ARC determined an appropriate placement for implementation of the IEP.

Notice of Graduation or Aging Out

Eval Type	Required for Locking?
Initial Evaluation	NOT Required
Re-evaluation	NOT Required
Other Evaluation	NOT Required

Notice of Graduation or Aging Out
Notice of Graduation or Aging Out
 (for students beginning at age 16 or younger if appropriate)

The ARC anticipates the student will NOT require longer than 4 years of high school to graduate.

The ARC anticipates the student will require longer than 4 years of high school to graduate.

The ARC anticipates that the student will graduate within the next twelve (12) months.

The student has been provided with a summary of academic and functional performance including recommendations on how to assist the student in meeting his or her post secondary goal(s).

Based on the student's birth date, the student will age-out and no longer be eligible for services on:



Notice of Graduation or Aging Out: Beginning when student is age 16 or younger, the ARC should document the student's graduation plan or date of reaching maximum age.

If age-out is selected, the student's 21st birthdate must be entered.

Medicaid

Eval Type	Required for Locking?
Initial Evaluation	NOT Required
Re-evaluation	NOT Required
Other Evaluation	NOT Required

Medicaid

Annual written notice was provided to the parent in order to submit claims for Medicaid Reimbursement.

In addition to covered services on the student's IEP and/or covered evaluations outlined through evaluation planning, collateral services will be provided by qualified providers as needed.

Student is not eligible for Medicaid.

Document the appropriate action(s) when a student is eligible for Medicaid services

Other Factors

Eval Type	Required for Locking?
Initial Evaluation	NOT Required
Re-evaluation	NOT Required
Other Evaluation	NOT Required

Other Factors Relevant to the Action
Identified factors relevant to the action as follows specified below:

None identified
 Identified factors relevant to the action as follows:

|

Document Identified factors relevant to the action:

Select **None Identified**, if appropriate

Select **Identified factors relevant to the action** if appropriate. If selected, factors must be documented in the textbox.

Evaluation Meeting Notes

Eval Type	Required for Locking?
Initial Evaluation	NOT Required
Re-evaluation	Required
Other Evaluation	Required

Eval Meeting Notes

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Eval Meeting Notes go here. |

Evaluation Admissions and Release Committee Members

Eval Type	Required for Locking?
Initial Evaluation	NOT Required
Re-evaluation	Required
Other Evaluation	Required

Select *New Team Meeting*

The screenshot shows a software interface with three buttons at the top: 'Print', 'New Team Meeting' (highlighted with a red box), and 'Continue'. Below the buttons is a sidebar menu with the following items: 'Evaluation Outline', 'Initial Eval/Reevaluation Plan/Other Eval', 'Consent to Evaluate/Reevaluate Parental Consent', and 'Initial Meeting Notes'. To the right of the sidebar is a main content area titled 'Eval Admissions and Release Committee Members' with a 'Name' field.

The screenshot shows the 'Eval Admissions and Release Committee Members' form. It contains a paragraph of text: "I have been advised, in my native language, and I understand the contents of this notice. I have a copy and have received an explanation of my procedural safeguards as parent of a student with a disability or as a student with a disability. I understand that I can receive an additional copy of my procedural safeguards, a further explanation of my rights, or assistance in understanding the content of this notice by contacting the student's school or the Director of Special Education." Below this is a text input field labeled "Name(s) of Student Representative(s)*". There are two checkboxes: "Parent participated via alternate means." and "Parents did not attend meeting." (with a note: "(if age 18 or older or younger if appropriate)"). There is a "Date" field with a calendar icon. Below that is a section titled "A copy of Parent Rights, if necessary, and appropriate Due Process forms were:" with four checkboxes: "Mailed", "Delivered by school personnel", "Sent home with student", and "Emailed". There is also a checkbox for "Sent by fax".

Names of Student Representative(s): Enter names of person(s) in attendance as the representative of student. *This is a required field.*

Parents participated via alternate means: Check if applicable.

Parents did not attend meeting: Check if applicable

Date: Enter date in which Parent Rights and appropriate Due Process forms were distributed.

Select means in which Parent Rights and appropriate Due Process forms were distributed; at least one selection is required if student's eligibility is SLD

Eval Admissions and Release Committee Members Attendance Editor				
*SLD Eligibility Only				
	Name	Role	*Agree	*Disagree
X	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
X	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

Enter Name and Role of each attendee present. Use the Add New Attendee to enter each attendee.

Name: Enter name of attendee

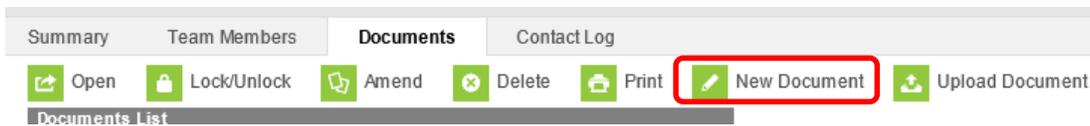
Role: Enter role of attendee

Conference Summary Evaluation

1-0	KY Conference Summary
Campus Path: Student Information > Special Ed > Documents Tab	

Click **New Document** from the New Document Wizard

NOTE: As of 7/14/15, this editor has not yet been updated to match the same editor in the KY Evaluation. The standards will be updated and an email will be sent out when the update occurs. Also do not use the Do Not Print check box. This will be removed and it is near impossible to access the information on those pages once the check boxes are removed.



Click New Document

Check the box next to 'Create new Evaluation'

Check the box KY Conference Summary

Click the **Create Document** button

A screenshot of a 'Create New Document Wizard' dialog box. The title bar reads 'Create New Document Wizard'. Below the title bar, it says 'Please select one of the following documents:'. There are four main options, each with a checkbox and a description:

- Create New Evaluation:**
Initial Referral, Reevaluation, Other Reevaluation, Consent for Evaluate/Services, Eligibility/Continued Eligibility, Disciplinary Review, IEP Review, Placement and Consent, Meeting Notes
 - KY Conference Summary
 - KY Evaluation
- Create New Plan:**
Goals and Objectives, Services, Accommodations, Transition, and Other Information
- Create New Progress Report:**
Report measurable progress against ongoing Plan Goals
- Create New Simple Form:**
Notices, checklists, and supplemental forms
- Create KY Summary Report:**

Below these options, it says 'DOCUMENT SELECTED FOR CREATION: KY Conference Summary'. Under 'Instructions:', it lists 'Basis of Decision, Parent Concerns, Disciplinary Review, IEP Review, Meeting Notes, Medicaid'. At the bottom right, there are two buttons: 'Create Document' (highlighted with a red box) and 'Cancel'.

Conference Summary – this document should be used for all other ARC meetings including but not limited to meetings for the purposes listed below:

- Disciplinary Review
- IEP developed/reviewed/revised
- Placement options and decisions

To create a Conference Summary the editors listed below require data entry upon saving/locking the document. (The Conference Summary should be locked as described on the following page prior to locking.)

- ARC Header
- Basis for ARC Decisions
- Parent Concerns and Input
- IEP Developed/Reviewed/Revised
- Placement Options and Decisions
- Other Factors
- Admission and Release Committee Members

ARC Header – required for locking

Evaluation Editor
The ability to lock or mark a document as complete has been relocated to the main view of the Documents tab, outside of the evaluation editors.

*ARC Date
07/14/2015

Purpose of the Meeting

Disciplinary Review (Manifestation Determination)
 IEP developed/reviewed/revised
 Placement Options and Decisions

Eligibility Determination Date (read only)
07/08/2015

Created Date	Created By	Modified Date	Modified By
07/14/2015	Administrator, System	07/14/2015	Administrator, System

Eligibility Determination Date: this is a **read only** field populated from the eligibility determination date entered on the Eligibility/Continued Eligibility editor, if appropriate.

ARC Date: Enter the Date of the Admissions and Release Committee meeting. This field auto-populates with the date the document was created.

NOTE: The Conference Summary will be saved in the year based on the ARC Date entered. This date will display beside the document name on the documents display tree.

Purpose of the Meeting: Select the purpose of the meeting, multiple options can be selected (selection required):

- Disciplinary Review
- IEP Developed/Reviewed/Revised
- Placement Options and Decisions

NOTE: The Purpose of Meeting will display next to the ARC Date beside the document name on the documents display tree.

Student Demographics Editor – required for locking

Student Demographics			
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.			
<input type="button" value="Refresh Student Information"/>			
Last Name <i>Fame</i>	First Name <i>Darlene</i>	Middle Name	Suffix
Race, Ethnicity <i>6 : White</i>	Gender <i>F</i>	Birthdate <i>11/23/1999</i>	
Student Address <i>123 Maple Ave Blaine, MN 55449</i>			
School Name <i>Polk High School</i>	School Phone <i>(555)934-8309</i>	Student Number <i>3548</i>	Grade <i>09</i>
Primary Disability, if currently identified <i>Autism</i>			

Refresh Student Information: Demographic data will be populated/updated with Census data.

Primary Disability auto populates from the student's current, locked Conference Summary | Eligibility/Continued Eligibility editor, if applicable.

Basis for ARC Decisions Editor – required for locking

Description of each Evaluation: Check appropriate box for each evaluation procedure, test, record, or report used as a basis for proposed or refused action discussed.

Basis for the ARC Decisions
DESCRIPTION OF EACH EVALUATION PROCEDURE, TEST, RECORD, OR REPORT USED AS BASIS FOR THE ARC DECISIONS. The following items were considered.

Written Assessment Report Date:

Student Progress In Achieving IEP Goals

Functional Vision/Learning Media Assessment
 Orientation and Mobility Assessment

Vision Evaluation
 Braille Skills Inventory

Intervention Data
 Developmental History
 Vision Screening
 Health Screening
 Academic Performance Screening
 Social/Emotional Competence Screening

Referral
 Educational History
 Hearing Screening
 Communication Screening
 Cognitive Screening
 Motor Screening

Voice Evaluation
 Oral Mechanism Evaluation
 Communication Assessment
 Expressive Language Assessment
 Hearing Evaluation

Augmentative Comm. Assessment
 Fluency Evaluation
 Receptive Language Assessment
 Speech Sound Production Assessment

Health/Medical Evaluation or Statement
 Physical Therapy Assessment
 Assistive Technology Evaluation

Motor Abilities
 Occupational Therapy Assessment
 Perceptual Abilities Assessment

Social/Cultural Factors
 Behavior Rating Scales
 Discipline Referral(s)
 Functional Behavior Assessment (FBA)

Adaptive Behavior Scale
 Social Competence Assessment (Emotional/Behavioral)
 Behavioral Data/Logs

Behavior Observations

Individual Family Service Plan (IFSP)

Cognitive/Intellectual Assessment
 Developmental Assessment

Academic Performance Assessment

Individual Learning Plan (ILP)
 Multi-Year Course of Study

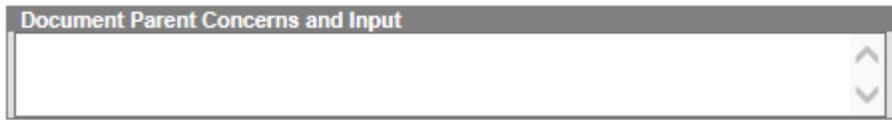
Technical Vocational Assessment

Parental Input (Specify in Document Parent Concerns and Input section)

Other Data: (Specify Below if Any)

NOTE: If Written Assessment Report Date selected, date is required

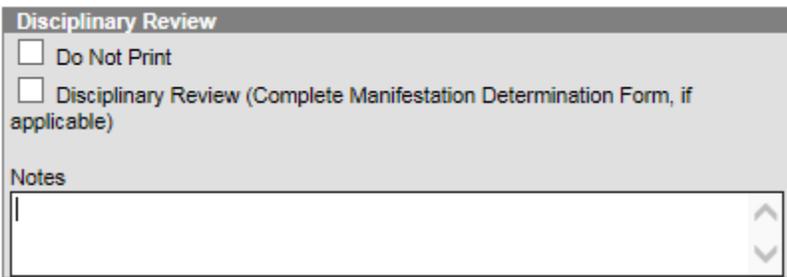
Parent Concerns and Input Editor – required for locking



Provide a summary of parent concerns or input (this is a scroll textbox – unlimited characters)

Data entry in this editor is required.

Disciplinary Review Editor – NOT required for locking



Select if a Disciplinary Review is the purpose of the meeting

Notes that are entered within this editor will be printed within the **Summary Notes** section under a header labeled as the Editor Name.

IEP Developed/Reviewed/Revised Editor – required for locking

IEP Developed/Reviewed/Revised

Do not print if meeting was to review a referral only

OPTIONS/ACTIONS CONSIDERED AND REASONS FOR THE DECISIONS:
Complete all applicable sections based on the purpose of the meeting. Explain why the ARC proposes or refuses to take action, providing documentation for the reasons for those decisions in the sections below, in the notes section, and through the appropriate attachments.

Individual Education Program developed/reviewed/revised
(A new IEP must be developed at least annually for continued eligibility)

An Individual Education Program has been developed, reviewed, or revised.

An Individual Education Program has been reviewed and remains appropriate until Annual Review.

An Individual Education Program has NOT been developed, reviewed, or revised.

Notes

Select the appropriate checkbox as to the status of the IEP

*A selection **MUST** be made if IEP Developed/Reviewed/Revised is selected as the Purpose of the Meeting.*

Notes that are entered within this editor will be printed within the **Summary Notes** section under a header labeled as the Editor Name.

Placement Options and Decisions Editor – required for locking

Placement Options and Decisions
<input type="checkbox"/> Do Not Print
Placement Options and Decisions: Based on the review of assessment data and the completed IEP, the ARC discussed the following placement option(s):
Placement Option Considered Full time general education environment (Participation only in the regular education environment, including classes with co-teaching)
Accepted: <input type="checkbox"/> Yes <input type="checkbox"/> No Reason Accepted/Rejected
<input type="text"/>
Part-time general education and Part-time special education environment (Participation in regular education, which may include co-teaching, and special education environments; any time the student is removed from regular education, regardless of the amount of time)
Accepted: <input type="checkbox"/> Yes <input type="checkbox"/> No Reason Accepted/Rejected
<input type="text"/>
Full-time special education environment (Participation only in a special education environment; no participation with non-disabled peers for any part of school day)
Accepted: <input type="checkbox"/> Yes <input type="checkbox"/> No Reason Accepted/Rejected
<input type="text"/>
Consideration of Potential Harmful Effects
<input type="checkbox"/> There are no potential harmful effects of the placement on the child or on the quality of services needed by the child.
<input type="checkbox"/> Potential harmful effects identified and modifications to compensate are outlined below:
<input type="text"/>
Notes
<input type="text"/>

This editor should be progressed through starting with the **first** placement option:

- If 'Yes' selected, enter the reason accepted and then proceed to the Consideration of Harmful Effects.
- If 'No' selected enter the reason rejected and proceed to the **second** placement option.
- If 'Yes' selected on **second** placement option, enter the reason accepted and then proceed to the Consideration of Harmful Effects.
- If 'No' selected enter the reason rejected and proceed to the **third** placement option.
- If 'No' selected on placement option one and two, yes must be selected for **third** placement with reason accepted entered.

NOTE: Once a selection of YES and reason accepted entered, no other data entry will be accepted.

Consideration of Potential Harmful Effects: If determining placement, document any potentially harmful effects on the child or the quality of services.

A selection of yes for one of the placements must be made if Placement Options and Decisions was the selection for the Purpose of the Meeting.

A selection of Consideration of Potential Harmful Effects must be made.

Notes that are entered within this editor will be printed within the **Summary Notes** section under a header labeled as the Editor Name.

Notice of Graduation or Aging-Out Editor – NOT required for locking

Notice of Graduation or Aging Out

Do Not Print

IV. NOTICE OF GRADUATION OR AGING OUT: (for students beginning at age 16 or younger if appropriate)

The ARC anticipates the student will NOT require longer than 4 years of high school to graduate.

The ARC anticipates the student will require longer than 4 years of high school to graduate.

The ARC anticipates that the student will graduate within the next twelve (12) months.

The student has been provided with a summary of academic and functional performance including recommendations on how to assist the student in meeting his or her post secondary goal(s).

Based on the student's birth date, the student will age-out and no longer be eligible for services on:



Notes

Notice of Graduation or Aging Out: Beginning when student is age 16 or younger, the ARC should document the student's graduation plan or date of reaching maximum age.

If age-out is selected the student's 21st birthdate must be entered.

Notes that are entered within this editor will be printed within the **Summary Notes** section under a header labeled as the Editor Name.

Medicaid Editor– NOT required for locking

Medicaid

Do Not Print

Annual written notice was provided to the parent in order to submit claims for Medicaid Reimbursement.

In addition to covered services on the student's IEP and/or covered evaluations outlined through evaluation planning, collateral services will be provided by qualified providers as needed.

Student is not eligible for Medicaid.

Notes

|

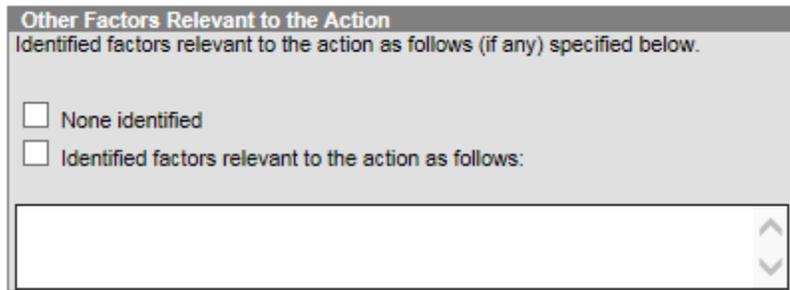
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Document the appropriate action(s) when a student is eligible for Medicaid services.

Notes that are entered within this editor will be printed within the **Summary Notes** section under a header labeled as the Editor Name.

Other Factors Editor – required for locking



The screenshot shows a web-based editor window titled "Other Factors Relevant to the Action". Below the title bar, it says "Identified factors relevant to the action as follows (if any) specified below." There are two radio button options: "None identified" and "Identified factors relevant to the action as follows:". Below these options is a large, empty text input field with a vertical scrollbar on the right side.

Document Identified factors relevant to the action:

Select **None Identified**, if appropriate.

Select **Identified factors relevant to the action** if appropriate. If selected, factors must be documented in the textbox.

A selection in this editor is required.

Notes that are entered within this editor will be printed within the **Summary Notes** section under a header labeled as the Editor Name.

Admissions and Release Committee Members Editor – required for locking

Select New Team Meeting

Admissions and Release Committee Members
 I have been advised, in my native language, and I understand the contents of this notice. I have a copy and have received an explanation of my procedural safeguards as parent of a student with a disability or as a student with a disability. I understand that I can receive an additional copy of my procedural safeguards, a further explanation of my rights, or assistance in understanding the content of this notice by contacting the student's school or the Director of Special Education.

***Names of Student Representative(s)**

Parent participated via alternate means.

***(if age 18 or older or younger if appropriate)**

Parents did not attend meeting.

Date

A copy of Parent Rights, if necessary, and appropriate Due Process forms were:

Mailed Delivered by school personnel
 Sent home with student Emailed
 Sent by fax

Admissions and Release Committee Members Attendance Editor

Name	Role
X <input type="text"/>	<input type="text"/>
X <input type="text"/>	<input type="text"/>

Names of Student

Representative(s): Enter names of person(s) in attendance as the representative of student. *This is a required field.*

Parents participated via alternate means: Check if applicable.

Parents did not attend meeting: Check if applicable.

Date: Enter date in which Parent Rights and appropriate Due Process forms were distributed.

Select means in which Parent Rights and appropriate Due Process forms were distributed; at least one selection is required.

Enter Name and Role of each attendee present. Use the Add New Attendee to enter each attendee.

Name: Enter name of attendee

Role: Enter role of attendee

Summary Notes Editor

Notes that are entered within each previous editor will be displayed under a heading of that editor within the printed Notes section of the Conference Summary. Summary Notes will print in the order the notes are entered on the specified editors followed by any notes entered on the 'Summary Notes' editor.

Additional Information:

1. The Conference Summary documents are displayed under Conference Summaries/Evaluations in the documents list.

KY IEP

Select **New Document**

Select **Create New Plan:** Select KY IEP then click **Create Document**

Create New Document Wizard

Please select one of the following documents:

Create New Evaluation:
Initial Referral, Reevaluation, Other Reevaluation, Consent for Evaluate/Services, Eligibility/Continued Eligibility, Disciplinary Review, IEP Review, Placement and Consent, Meeting Notes

Create New Plan:
Goals and Objectives, Services, Accommodations, Transition, and Other Information

KY IEP

Private School Service Plan

Education Plan Editor

Education Plan
The ability to lock or mark a document as complete has been relocated to the main view of the Documents tab, outside of the plan editors.

*Meeting Date *Start Date *End Date

07/10/2015 07/10/2015 07/09/2016

*Type

Initial

Meeting Date: Enter the date the Admissions and Release Committee met to develop the current IEP

Start Date: This will auto-populate based on the meeting date. You may change the date.

End Date: Enter the date in which the IEP is due to be reviewed. This field will be auto populated, one year minus a day from the Meeting Date entered.

Type: From the drop list, select 'Initial' or 'Annual' or 'Transferred.' You now have the ability to add and identify an IEP from outside of your district.

Student Demographics Editor

Always click **Refresh Student Information** as this will populate the most recent demographic information from Census.

Student Demographics			
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.			
<input type="button" value="Refresh Student Information"/>			
Last Name <i>Fame</i>	First Name <i>Darlene</i>	Middle Name	Suffix
Race, Ethnicity <i>White</i>	Birthdate <i>11/23/1999</i>	Birth City	Gender <i>F</i>
Student Address <i>123 Maple Ave Blaine, MN 55449</i>		Home Primary Language <i>English</i>	
School Name <i>Polk High School</i>	School Phone <i>(555)934-8309</i>	Student Number <i>3548</i>	Grade <i>09</i>

Note this editor now includes the student's Home Primary Language.

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.
<input type="button" value="Get Disability from Evaluation"/>
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 [Redacted]
Primary Disability <i>10: Specific Learning Disability</i>
Special Ed Status A: Active
Special Ed Setting 6A: (age 6-21) >80% of day in general ed programs
Resident District :

Primary Disability: Click 'Get Disability from Evaluation' button to auto-populate the Primary Disability as *Read only* from student's Conference Summary | Eligibility/Continued Eligibility Editor.

Go back to [General Enrollment Special Ed Fields](#).

Code descriptions are located below.

***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 and assists in the determination as to whether this student will be included in the school’s December 1st Child Count.

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 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).
N	Not Eligible	Student was tested and determined not eligible to receive services
PR	Pre-Referral	Optional status designation to be used when school desires to track non-special education student in the intervention process
Z	Referred	Non-special education student is being referred for testing.

Go back to [General Enrollment Special Ed Fields](#).

***Setting:** From the drop list, select the appropriate LRE description. LRE settings are based upon student's age as of December 1st.

Code	Description	
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		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		Majority of special education and related services provided in another location
3F	Special Education Program	Residential Facility
3P		Service Provider Location
3S		Separate Class
3U	Separate School	
3X	Home	

Go back to [General Enrollment Special Ed Fields](#).

Reference addendum *LRE Flow Chart for 3-5 Year olds* and clarification [HERE](#)

Ages 6-21	
Code	Description
6A	80% or more of the day in general ed programs
6B	40%-80% of the day in general ed programs
6C	<40% of the day in general ed programs
6F	Residential facility
6H	Homebound/Hospital
6I	Correctional facilities
6J	Parentally Placed in Private School
6U	Separate School

Present Levels

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 is included.)

Communication Status:

Performance commensurate with similar age peers

^
v

Academic Performance:

Performance commensurate with similar age peers

^
v

Health, Vision, Hearing, Motor Abilities:

Not an area of concern at this time

^
v

Social and Emotional Status:

Performance commensurate with similar age peers

^
v

General Intelligence:

Performance commensurate with similar age peers

^
v

Functional Vision/Learning Media Assessment:

Not an area of concern at this time

^
v

Functional Hearing, Listening, & Communication Assessment:

Not an area of concern at this time

^
v

Effect on the Involvement and Progress in the General Curriculum: within domain areas listed below, the ARC documents how the disability affects the student's involvement in and progress in the general curriculum.

Communication Status: includes performance in the areas of voice, fluency, receptive and expressive language (includes pragmatics), and speech sound production and use. This includes any means (e.g., speech, sign language, augmentative communication) by which a student relates experiences, ideas, knowledge, and feelings to others.

Academic Performance: describes the level of development or achievement and how the student applies his/her learning in one or more of the following areas: basic reading skills, reading comprehension, reading fluency, math calculation, math reasoning, written expression, oral expression, and listening comprehension. The description may include strategies applied in learning and preferred learning styles.

Health, Vision, Hearing, Motor Abilities: includes information regarding the student's relevant health or physical needs. This information is typically provided through screening information and by health care providers, including physical and occupational therapists.

Social and Emotional Status: includes functional performance information about the student's social skills, interpersonal behavior, personal skills, self-related behaviors, sensory self-regulation, emotional behavior, organization and executive skills, environmental access/mobility skills, and independent living skills.

General Intelligence: includes information about the student's aptitude, knowledge application, thinking, memory, reasoning and problem solving skills.

Transition Needs:

Not an area of concern at this time (Checking this box is not an option when the student is in the 8th Grade or 14 years or older because transition must be addressed for these students)

Check all areas of need as identified by the Admissions and Release Committee (More than one area may be checked.)

Instruction

Related services

Community experiences

Employment

Daily Living Skills

Post School Adult Living Objectives

Functional Vocational Evaluation

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 the transition services which assist the student in reaching postsecondary goals. Transition needs must include one or more of the following:

- Instruction
- Related service
- Community experience
- Development of employment
- Post school adult living objectives
- Acquisition of daily living skills, if appropriate
- Functional vocational evaluation.

Functional Vision/Learning Media Assessment: For a student who is blind or visually impaired, the ARC evaluates the student’s reading and writing skills, needs related to learning, and appropriate reading and writing media including consideration of the future need for instruction in Braille and use of Braille.

Present Level Area: Functional Hearing, Listening and Communication Assessment
 For a student who is deaf or hard of hearing, the ARC evaluates the student’s ability to understand and process linguistic information through hearing as well as how a student uses his/her hearing in the educational environment.

Transition Service Needs (14)

Transition Service Needs	
What transition assessments were used to determine the student's preferences and interests?	
(Check all that apply)	
<input type="checkbox"/> Student Interview	<input type="checkbox"/> Student Survey
<input type="checkbox"/> Student Portfolio	<input type="checkbox"/> Vocational Assessments
<input type="checkbox"/> Interest Inventory	<input type="checkbox"/> Parent Interview
<input type="checkbox"/> Career Awareness	<input type="checkbox"/> Career Aptitude
<input type="checkbox"/> Individual Learning Plan	<input type="checkbox"/> Other(describe below):
<div style="border: 1px solid black; height: 30px; width: 100%;"></div>	
Transition Services Needs <i>(Beginning in the child's 8th grade year or when the child has reached the age of 14 and thereafter.)</i>	
Needs Related to the Course of Study - See Present Levels of Performance	
Does the student's Individual Learning Plan (ILP) include the student's course of study?	
<input type="checkbox"/> No. If No , do not proceed with development of IEP until ILP is initiated, including the child's course of study.	
<input type="checkbox"/> Yes. (See student's attached course of study to include current year through graduation or exiting special education)	
Do transition service needs focus on the child's course of study and are they addressed in the Present Levels?	
<input type="checkbox"/> No <input type="checkbox"/> Yes	

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

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

Transition Services (16)

Post-Secondary Goals, Transition Services, and Agency Responsibilities List

Select New Service

Postsecondary Goal(s), Transition Services and Agency Responsibility
Postsecondary Goal(s) Related to Education/Training, Employment, and if needed, Independent Living:

Postsecondary Goal:
[Dropdown menu]

Transition Service: [List box]

Agency Responsible: [List box]

Postsecondary Goal:
[Dropdown menu]
Education/Training & Employment
Independent Living

Choose the type of goal you are writing from the drop down box.

Postsecondary Goal(s), Transition Services and Agency Responsibility
Postsecondary Goal(s) Related to Education/Training, Employment, and if needed, Independent Living:

Postsecondary Goal:
Education/Training & Employment [Dropdown menu]
Education/Training & Employment Goal

[List box]
After high school
After graduation
Upon completion of high school

Choose the opening of the goal

Postsecondary Goal: Required by the student's 16th birthday, or younger, if appropriate. The ARC develops postsecondary goal 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.

Postsecondary Goal(s), Transition Services and Agency Responsibility
 Postsecondary Goal(s) Related to Education/Training, Employment, and if needed, Independent Living:

Postsecondary Goal:
 Education/Training & Employment ▾
 Education/Training & Employment Goal
 Upon completion of high school ▾

SMITH's goal is to (Education/Training behavior - where and how)

to be able to (Employment behavior - where and how)

Transition Service: 

Agency Responsible: 

Student name will automatically populate

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 agency responsible for providing transition service. Correspond numbering as to what agency provides the numbered transition service.

Both Transition Service and Agency Responsible have a template bank to assist you which can be accessed by clicking the icon next to the field name.

Course of Study Editor

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

Grade:

Subject(s):

Subject(s):

Grade:

Subject(s):

Subject(s):

Grade:

Subject(s):

Choose a grade level from the drop down box.

Note: This editor only starts with 4 grade levels, Grade 14 must be added each year the student returns as a grade 14. Up to 4 additional years can be added as needed.

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

Transfer of Rights Editor

Transfer of Rights at Age of Majority

If applicable, one year before the student reaches age 18 the student and parent have been informed of the student's rights under Part B of the Individuals with Disabilities Education Act, if any, that will transfer on reaching the age of majority.

Date student was informed of the transfer of rights

Enter the date that the student and parent were informed of reaching the age of majority rights, 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 auto-populate as a *Read Only* date on future IEPs.

Special Factors Editor

Special Factors

Consideration of Special Factors for IEP Development: (The ARC MUST address each question below and consider these issues in the review and revision of the IEP.)

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

Yes No

If **Yes**, include appropriate strategies, such as positive behavioral interventions and supports in the Statement of Devices/Services below.

Does the child have limited English proficiency?

Yes No

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

Is the child blind or visually impaired?

Yes No

If **Yes**, the IEP Team must consider:

- Is instruction in Braille needed?
 Yes No
 - Is use of Braille needed?
 Yes No
 - Will Braille be the student's primary mode of communication?
 Yes No
- (See evaluation data for supporting evidence.)

Does the child have communication needs?

Yes No

If **Yes**, specify below:

- See Present Levels for Communication Status
- Other (Specify):

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

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

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.

Does the child have communication needs? For students with communication needs, the ARC addresses the student's language and communication needs in the areas of stuttering, impaired articulation, language impairment, voice impairment, delayed acquisition of language, or an absence of language.

Is the child deaf or hard of hearing?
 Yes No
If **Yes**, the IEP Team must consider:

- The child's language and communication needs; Describe:
 See Present Levels for Communication Status and Functional Hearing, Listening and Communication Assessment
 Other (Specify):
- Opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs; Describe:
- Any necessary opportunities for direct instruction in the child's language and communication mode. Describe:

Are assistive technology devices and services necessary in order to implement the child's IEP?
 Yes No
If **Yes**, include appropriate devices in the Statement of Devices/Services below.

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

- See Specially Designed Instruction
- See Supplemental Aids and Services
- See Behavior Intervention Plan
- Other (Specify):

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

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 link to the location of the services identified based on the student’s special factors.

Goals and Objectives Editor

Select New Plan Goal

The screenshot shows a web application interface with four tabs: 'Summary', 'Team Members', 'Documents', and 'Contact Log'. The 'Documents' tab is active. Below the tabs are four buttons: 'Print', 'Print Editor', 'New Plan Goal', and 'Continue'. The 'New Plan Goal' button is highlighted with a red rectangle. Below the buttons is a list of document categories on the left and a large empty box on the right labeled 'Goals and Objectives'. The list on the left includes: Plan Outline kylIEP15, Education Plan, Student Demographics, Enrollment Status, Present Levels, Transition Services Needs (14), Transition Services (16), Course of Study, Transfer of Rights, Special Factors, and Goals and Objectives (which is highlighted in blue).

The 'Goal Editor' form contains the following fields and options:

- Sequence:** A text input field containing the letter 'p'.
- Area:** A text input field.
- Annual Goal:** A large text area with up and down arrow icons on the right side.
- Method(s) of Measurement:** A dropdown menu currently showing 'Select Values'.
- Specially Designed Instruction:** A text area with up and down arrow icons on the right side.
- For the IEP to be in effect by the child's 16th birthday and thereafter:** This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of:
 - Education/Training
 - Employment
 - Independent Living

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 method outlined in the IEP Guidance document.

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

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

Specifically Designed Instruction: Select from template bank “**what the teacher does**” to instruct, assess, and re-teach 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:

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

Education/Training Employment Independent Living

ARC must determine which postsecondary goal, (as written on the transition page of the IEP), the annual goal supports.

Reporting Progress Editor

Reporting Progress

Concurrent with the issuance of Report Cards

Other, specify

The ARC informs the parent 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.

Supplementary Aids and Services Editor

Supplementary Aids and Services

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

Use the template bank to enter in text box “**what the student needs**” in order 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. SAS includes strategies, aids and services.

Accommodations of Assessments Editor

Accommodations of Assessments
Accommodations for Administration of State Assessments and Assessments in the Classroom

ARC determined no accommodations needed

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

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

<input type="checkbox"/> Readers	<input type="checkbox"/> Scribes
<input type="checkbox"/> Paraphrasing	
<input type="checkbox"/> Reinforcement and behavior modification strategies	
<input type="checkbox"/> Manipulatives	<input type="checkbox"/> Use of Technology
<input type="checkbox"/> Braille	<input type="checkbox"/> Interpreters
<input type="checkbox"/> Extended time	<input type="checkbox"/> Calculator
<input type="checkbox"/> Time and a Half	
<input type="checkbox"/> Double Time	
<input type="checkbox"/> Other, specify:	

Student has been determined eligible for participation in the Alternate Assessment Program. Complete the **Alternate Assessment Participation Guidelines** section if selecting this checkbox. If determined eligible for the Alternate Assessment the ARC must also determine if the student is Dimension A or Dimension B.

<input type="checkbox"/> Dimension A
<input type="checkbox"/> Dimension B

The ARC may identify assessment accommodations to participate in state or district-wide assessment if they are used consistently as a part of the student's routine instruction and classroom assessment.

Student has been determined eligible for participation in the Alternate Assessment System: Select checkbox to indicate the ARC determined the student eligible for the alternate assessment.

- Specify Dimension A or Dimension B

NOTE: *If student determined eligible for Alternate Assessment, the Alternate Assessment Guidelines form must be completed.*

Accommodations Determination Editor (General Conditions)

Accommodations Determination (General Conditions)

Directions: Accommodations are intended to reduce or even eliminate the effects of a student's disability and allow students to access grade level content. They do not reduce learning expectations. If the ARC determines an accommodation is needed, the ARC decides which accommodations are appropriate, based on current supporting data/evidence.

Check the boxes below to document the ARC's decisions.

After reviewing supporting data/evidence and completing the corresponding sections on the 'Accommodations Determination' editor, the ARC identified the following accommodation(s) to be provided for the student:

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Assistive Technology | <input type="checkbox"/> Reader |
| <input type="checkbox"/> Scribe | <input type="checkbox"/> Paraphrasing |
| <input type="checkbox"/> Reinforcement and behavior Modification Strategies | <input type="checkbox"/> Interpreter |
| <input type="checkbox"/> Manipulatives | <input type="checkbox"/> Calculator |
| <input type="checkbox"/> Extended Time: | |
| <input type="checkbox"/> Time and a Half | |
| <input type="checkbox"/> Double Time | |

The identified accommodation(s) meet all the following General Conditions for Using Accommodations per KAR 703 5:070.

*Criteria Determination

- Accommodations are student initiated, not teacher initiated. Student initiated applies to assistive technology, interpreter, (when it is not the student's primary mode of communication), manipulatives, reader, scribe, calculator, paraphrasing, and extended time;
- Accommodations for many students may be considered transitional strategies and should be faded as appropriate and as the student gains the skills necessary for an independent level of academic performance;
- Accommodations shall not impact the content validity being measured;
- Accommodations shall be age-appropriate and clearly described in the student's education plan;
- Accommodations are for the purpose of allowing students access to the general education curriculum;
- Accommodations shall be based on the individual needs of the student and not on a disability category;
- Accommodations are not a substitute for high-quality instructional practices;
- Evaluation information or ongoing progress data must support the need for intervention and accommodations in the specified area of need;
- Accommodations shall be part of the student's ongoing instructional program and not introduced immediately prior to the state-required assessments. Caution must be used prior to making education plan changes related to accommodations near or within the state-required assessment window;

Note: If you choose *Extended time*, you must choose either Time and a Half or Double Time.

Note: You must select a Criteria Determination: Student either *Meets all criteria* OR *Does not meet criteria*.

- The use of technology shall be the first accommodation considered before adult accommodation (e.g., reader, scribe), if feasible. Select rationale for ARC decision if adult accommodation (e.g., reader, scribe) is determined instead of technology use:
 - Student has limited to no previous experience with the assistive technology
 - Student is in the beginning stage of skill development in using the assistive technology
 - Student is making progress in the instructional phase of skill development but not yet an independent user of the assistive technology
- Test administrators and students shall be informed of all student accommodations to which the student is entitled prior to state-required assessments to ensure student needs are met;
- Changes in the administration of the assessment or recording of student responses shall be consistent with the instructional strategies, assistive technology devices and services identified on the student's education plan. The selection of the accommodations shall be based on data analysis that supports the need for and effectiveness of the specific accommodation.

Explain the ARC's plan for fading the accommodation by answering the following questions:

a. What do student data/evidence show when accommodations are used during classroom assignments and assessments? Explain:

b. What do student data/evidence show when accommodations are not used during classroom assignments and assessments? Explain:

c. How are you monitoring and evaluating the effectiveness of accommodations?

d. What is the least intrusive accommodation possible to meet the needs of the student while allowing the maximum level of independence possible?

e. Are the accommodations individualized and specifically designed to aid the student as the student learns?

f. What is the plan for scaffolding supports or interventions being taught in order for the student to gain independence?

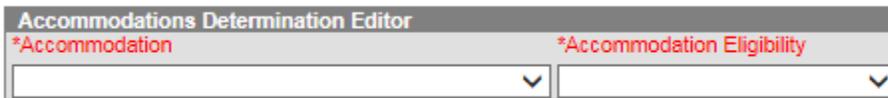
g. By next annual review, where does the ARC anticipate the student's level of independence will be regarding use of the accommodation (i.e. accommodations are faded or reduced as the student gains/demonstrates increased skill and confidence and moves toward greater independence)? Explain:

Note: Use the *Monitoring and Evaluating Accommodations Guidance* to assist you in evaluating an accommodation's effectiveness.

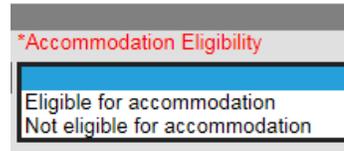
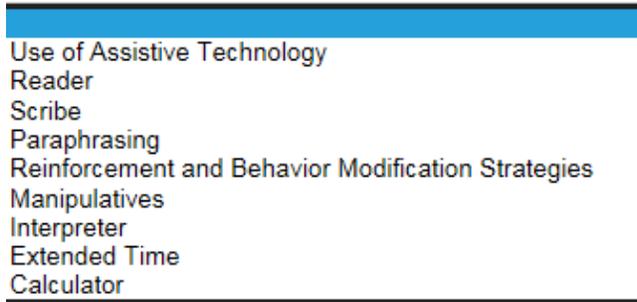
Explain the ARC's plan for fading the accommodation by answering the questions.

Accommodations Determinations Editor

Select New Accommodation Determination



Choose an Accommodation from the drop down list and chose Eligible or Not eligible for accommodation



Each accommodation has its own unique checklist:

Accommodations Determination Editor		
*Accommodation	*Accommodation Eligibility	
Use of Assistive Technology		
Additional Requirements		
<input type="checkbox"/> An assistive technology device is an item, piece of equipment, or product system whether acquired commercially, off the shelf, modified, or customized that is used to increase or improve functional capabilities of individuals with disabilities.		
<input type="checkbox"/> The ARC has described in the IEP the conditions under which the student may use technology on a routine basis during instruction.		
Check those that apply:		
<input type="checkbox"/> Amplification equipment	<input type="checkbox"/> magnifying devices	<input type="checkbox"/> communication board or device
<input type="checkbox"/> talking calculator	<input type="checkbox"/> Cranmer abacus	<input type="checkbox"/> FM trainer
<input type="checkbox"/> text-to-speech software or device	<input type="checkbox"/> signing avatar	<input type="checkbox"/> noise buffers
<input type="checkbox"/> non-calibrated rule or template	<input type="checkbox"/> word processor	<input type="checkbox"/> speech-to-text software or device
<input type="checkbox"/> close-captioned or video materials	<input type="checkbox"/> Refresher Braille	<input type="checkbox"/> audio file of state-required assessment
<input type="checkbox"/> word prediction	<input type="checkbox"/> electronic dictionaries	<input type="checkbox"/> computer/laptop
<input type="checkbox"/> other		

Accommodations Determination Editor	
*Accommodation	*Accommodation Eligibility
Reader	
<p>The role of the reader during the reading, mathematics, science, social studies and writing (on-demand/language mechanics) sections of the state-required assessments shall be limited to the following:</p> <ul style="list-style-type: none"> • Read the directions, prompts, situations, passages, and stories as written; • Re-read the directions, prompts, situations, passages, and stories only if specifically requested by the student; and, • Read individual words or abbreviations that are mispronounced by text or screen readers, if specifically requested by the student. <p>The reader shall not:</p> <ul style="list-style-type: none"> • Use or provide additional information or directions that may lead the student to specific information needed to answer the question; or, • Point out parts of the task, questions or parts skipped by the student <p>Additional Requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A reader shall not be used as a replacement for reading instruction or assistive technology. <input type="checkbox"/> The criteria for determining the use of a reader shall not be solely dependent upon the student's grade level performance or cognitive ability. <input type="checkbox"/> There must be documentation over time that, even with interventions and high quality instruction, the student continues to be unable to access the assessment without the use of a reader. <input type="checkbox"/> The ARC must consider under what conditions on a routine basis during instruction the student will use a reader. 	

Accommodations Determination Editor	
*Accommodation	*Accommodation Eligibility
Scribe	
<p>The role of the scribe during the state required assessments (multiple choice, extended-response, short-answer and on-demand) shall be limited to the following:</p> <ul style="list-style-type: none"> • Record what the student dictates word for word; • Format, capitalize and punctuate the student's writing as directed by the student; • Give the written product to the student to edit or revise. <p>Additional Requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The use of a scribe shall be limited to the following conditions; <ul style="list-style-type: none"> • A student has a verified disability as documented in the IEP that impacts written expression to the degree that the student's performance is significantly and consistently below same age peers; • A student is unable to translate thoughts into written language and is not able to print, use cursive techniques or use technology; or, • A student is able to translate thoughts into written language but is not able to print, use cursive techniques or use technology. <input type="checkbox"/> The ARC must consider under what conditions on a routine basis during instruction the student will use a scribe: 	

Accommodations Determination Editor	
*Accommodation	*Accommodation Eligibility
Paraphrasing	
<p>Paraphrasing during the state-required assessments shall be limited to the following:</p> <ul style="list-style-type: none"> • Breaking directions into parts or segments; • Using similar words or phrases in directions; and • Repeating or rephrasing directions. <p>Paraphrasing shall not include:</p> <ul style="list-style-type: none"> • Defining words or concepts; • Teaching vocabulary; or, • Telling a student what to do first, second, etc. <p>Additional Requirements:</p> <p><input type="checkbox"/> Paraphrasing shall not be used as a replacement for reading, listening, or oral communication instruction.</p> <p><input type="checkbox"/> The ARC must consider under what conditions on a routine basis during instruction the student will need paraphrasing.</p> <div style="border: 1px solid gray; height: 30px; width: 100%;"></div>	

Accommodations Determination Editor	
*Accommodation	*Accommodation Eligibility
Reinforcement and Behavior Modification Strategies	
<p>Additional Requirements:</p> <p><input type="checkbox"/> Reinforcement and behavior modification strategies may include:</p> <ul style="list-style-type: none"> • Verbal, tangible or tactile reinforcements for being on task; • Use of technology to focus attention or reduce stress; or, • Testing in a separate location outside the regular classroom. <p><input type="checkbox"/> The ARC must consider under what conditions on a routine basis during instruction the student will need reinforcement and behavior modification strategies:</p> <div style="border: 1px solid gray; height: 30px; width: 100%;"></div>	

Accommodations Determination Editor	
*Accommodation	*Accommodation Eligibility
Manipulatives	
Additional Requirements:	
<input type="checkbox"/> Manipulatives cannot be placed on the student's desk but instead should be located in a place in which the student can access them when needed to complete a task or problem.	
<input type="checkbox"/> All manipulatives should be free of writing and used only as a trigger to the student for organizing thoughts.	
<input type="checkbox"/> In addition to the student's regular manipulatives offered, a student may have on 3 inch x 5 inch notecard with blank graphic organizer(s) drawn on it (front and back) for the assessment. The card shall not contain any written text or labels.	
<input type="checkbox"/> The ARC must consider under what conditions on a routine basis during instruction the student will use manipulatives:	
<input type="text"/>	
Specify manipulatives to be used:	
<input type="text"/>	

Accommodations Determination Editor	
*Accommodation	*Accommodation Eligibility
Interpreter	
An interpreter may sign during the state-required assessments (i.e., translate the assessment to the student using American Sign Language) under the following conditions:	
<ul style="list-style-type: none"> The student has a verified disability in the area of hearing to the degree that the student's development of language (i.e., receptive and expressive) is significantly impacted; and, The student uses sign language as the normal mode of communication due to his/her disability. 	
The interpreter shall not:	
<ul style="list-style-type: none"> Indicate correct answers to test items; or, Define words for the student, provide content or teach vocabulary or concepts. 	
Additional Requirements:	
<input type="checkbox"/> Interpreters must adhere to the grammatical equivalent of English without adding to or elaborating on the content.	
<input type="checkbox"/> An interpreter shall not be used as a replacement for assistive technology.	
<input type="checkbox"/> The ARC must consider under what conditions on a routine basis during instruction the student will use an interpreter.	
<input type="text"/>	

Accommodations Determination Editor

*Accommodation *Accommodation Eligibility

Extended Time []

Additional Requirements:

The use of extended time on the state-required assessments shall be utilized as long as the student is demonstrating on-task efforts, which allow the student to make progress on completing the assessment responses.

The ARC must consider under what conditions on a routine basis during instruction the student will use extended time:

[]

Specify extended time for student:

time and a half, OR

double time

Accommodations Determination Editor

*Accommodation *Accommodation Eligibility

Calculator []

The use of a calculator is allowed on all sections of the state-required assessments including those labeled NON-CALCULATOR sections.

Additional Requirements:

A calculator shall not reduce learning expectations.

A calculator shall not be used as a replacement for mathematics instruction or assistive technology.

The ARC must consider under what conditions on a routine basis during instruction the student will use a calculator:

[]

Note: Supporting Evidence is located at the bottom of each check list AND should be filled out for each eligible accommodation.

Supporting Evidence:

- Reason(s) calculator was selected;
- Verified disability which results in need for calculator;
- Impact the disability has on the student's specific areas of learning;
- Supporting evaluation information;
- Data collected over time;
- Evidence from the IEP.

[]

Alternate Assessment Participation Guidelines

Alternate Assessment Participation Guidelines
 Indicate all available accommodations to be used as part of the student's daily learning strategies:

The Admissions and Release Committee has determined and verified that the student meets all of the following criteria:

1. Student's Individual Program is current
2. Has the student's current level of communication been determined through observations and evaluations?
 - 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.
 - Student uses intentional communication, but not at 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 but no clear use of objects/textures, regularized gestures, pictures, signs, etc. to communicate.
 - Student alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions. Or the student's response to sensory stimuli (e.g. sound/voice, sight/gesture, touch, movement, smell) is unclear.
3. Current and longitudinal data across settings in all academic areas include progress in monitoring (IEP data and progress in general education curriculum) AND adaptive behavior(s) have been reviewed and documents the ARC decision.

Indicate data sources and dates below:

Current Data School Year:

Longitudinal Data (across time and settings)

School Year(s):

LOCATION OF DOCUMENTATION TO SUPPORT ADMISSIONS AND RELEASE COMMITTEE DECISION (Indicate all that apply)

Select Values

Comments (Optional):

4. Demonstrates cognitive ability and adaptive behavior which prevent completion of the Kentucky Core Academic Standards without modifications that exceed the accommodations allowed in the general assessments as described in the *Inclusions Document* and set forth in 703 KAR 5:070.

LOCATION OF DOCUMENTATION TO SUPPORT ADMISSIONS AND RELEASE COMMITTEE DECISION (Indicate all that apply)

Select Values

Comments (Optional):

Choose either *Yes* or *No* from the drop down box

Determine if student is Dimension A or Dimension B.

Choose either *Yes* or *No* from the drop down box

Fill in the data sources and dates.

Select all the documentation that supports the ARC Decision from the drop down box.

- Individual Education Program
- Due Process Folder
- Classroom Observation
- Diagnostic Assessment
- Informal Assessment
- Evidence of Interventions (academic and behavioral)
- Student Work Folder (general core curriculum)
- Other (Specify)

Add comments if necessary.

5. The student's inability to complete the Kentucky Core Academic Standards is not the result of excessive or extended absences, or primarily the result of visual or auditory disabilities, emotional, behavioral disabilities, specific learning disabilities, communication disorder, or social, cultural, and economic differences and those identified as English Language Learners (ELL). ▼

LOCATION OF DOCUMENTATION TO SUPPORT ADMISSIONS AND RELEASE COMMITTEE DECISION (Indicate all that apply)

Select Values

Comments (Optional):

6. Current adaptive behavior requires extensive, individualized direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access the Kentucky Core Academic Standards. ▼

LOCATION OF DOCUMENTATION TO SUPPORT ADMISSIONS AND RELEASE COMMITTEE DECISION (Indicate all that apply)

Select Values

Comments (Optional):

7. At this time the Admissions and Release Committee members agree that the student meets the participation guidelines for Kentucky's Alternate Assessment. All data sources referenced can be verified with supporting documentation. Eligibility is determined on an annual basis and must occur in order to determine future participation in Alternate Assessment. ▼

8. The Admissions and Release Committee has explained the difference between an Alternative High School Diploma and a High School Diploma. ▼

9. The parent was provided a copy of the Alternate Assessment Parent Guide with an opportunity to ask questions. If yes, indicate below when the guide was provided to the parents. ▼

Prior to ARC

During the ARC

Other:

Date Guide Provided to Parents:

10. I understand that by signing this, my child will be participating in the Kentucky Alternate Assessment and the participation guidelines will be reviewed on an annual basis. ▼

11. Prior to being considered for placement into Performance Dimension B: Progress, an Admissions and Release Committee must convene to develop a communication plan as part of the student's Individual Education Program. Documentation of this decision is required on the IEP. ▼

Comments (Optional):

12. Indicate the appropriate grade level the student will be assigned to for this school year. **Grade:**

ADDITIONAL COMMENTS HERE:

Choose either *Yes* or *No* from the drop down box

Select all the documentation that supports the ARC Decision from the drop down box.

- Individual Education Program
- Due Process Folder
- Classroom Observation
- Diagnostic Assessment
- Informal Assessment
- Evidence of Interventions (academic and behavioral)
- Student Work Folder (general core curriculum)
- Other (Specify)

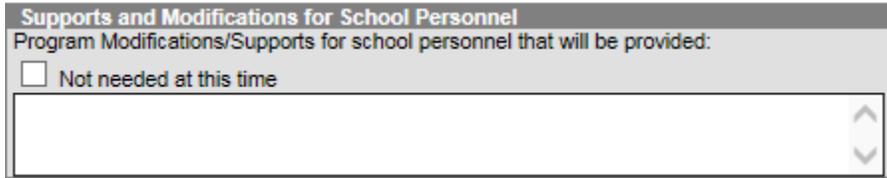
Choose either *Yes* or *No* from the drop down box

Note: You are required to provide the Date Guide Provided to Parents.

Choose either *Yes* or *No* from the drop down box

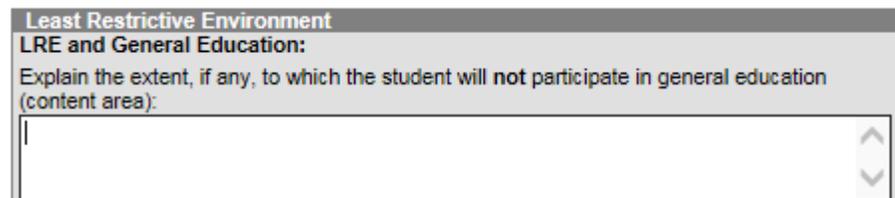
Fill out grade level assigned for the current school year.

Supports and Modifications Editor



The ARC identifies program modifications and supports for school personnel that are to be provided on behalf of a student to meet the unique needs 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.

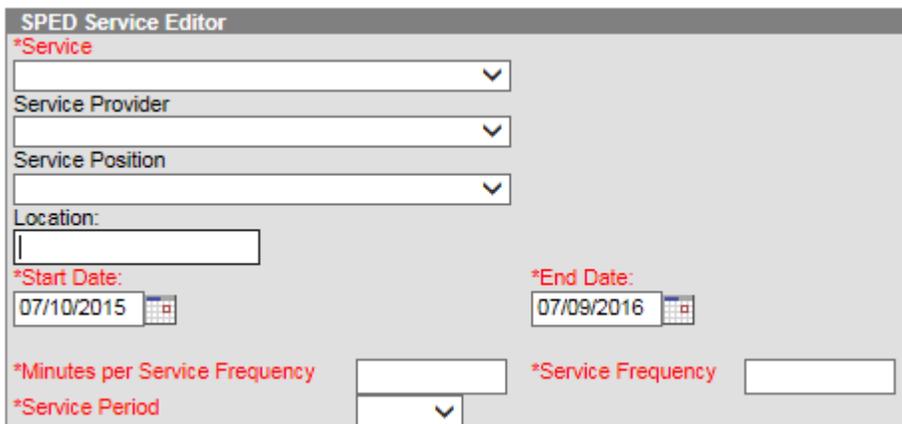
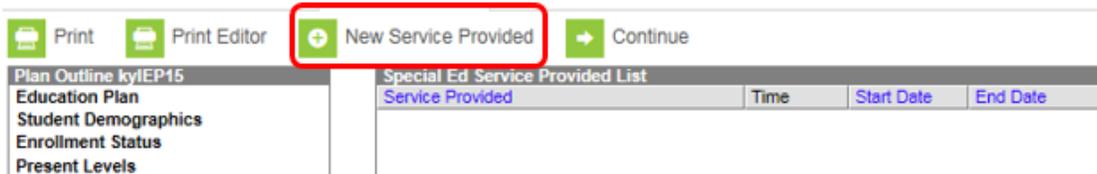
Least Restrictive Environment Editor



The ARC determines the extent, if any, to which the student will **not** participate in general education (content area).

Special Ed Services Editor

Select New Service Provided



Service: Select from drop list Special Education

NOTE: Special Education should be the only option in the Service drop list. Other options will not print on the IEP and should be removed via System Administration | Special Ed | Services.

Service Position: Select the position of each person responsible for implementing the services from the service position drop list.

NOTE: Do not select from the Service Provider drop list. Selection will not print on the IEP and should be removed via System Administration | Special Ed | Service Providers.

Location: Identify the setting (i.e., regular classroom, special classroom, community) in which the service(s) will be provided. Include the content class (i.e., language arts, science, PE) in which the student will receive Special Designed Instruction (SDI). NOTE: Co-teaching is the regular classroom.

Start Date: This date will auto-populate based on the Start Date from the Education Plan editor.

End Date: This date will auto-populate based on the End Date from the Education Plan editor.

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.

Reference addendum *Document Services for Trimester Scheduling* [HERE](#)

Reference the [Collaborative Teaching Practices for Exceptional Children Question and Answer Document](#).

Related Services Editor

Service Provided	Time	Start Date	End Date
------------------	------	------------	----------

Related Service Editor		*Service
*Service	<input type="text"/>	Adaptive P.E.
Service Provider	<input type="text"/>	Assistive Technology Services
Service Position	<input type="text"/>	Audiology
Location:	<input type="text"/>	Counseling Services
*Start Date:	07/10/2015	Emergency Plan Of Action
*End Date:	07/09/2016	Feeding Methods
*Minutes per Service Frequency	<input type="text"/>	Interpreter Services
*Service Period	<input type="text"/>	Medical Services (Diagnostic)
		Medical Services (Evaluation)
		Medication (Other Than Oral)
		Music Therapy
		Occupational Therapy
		Orientation & Mobility Services for VI students
		Other Health Procedures
		Parent Counseling and Training
		Physical Therapy
		Psychological Services (Evaluation)
		Psychological Services (Other)
		Recreation
		Rehabilitation Counseling
		Respiratory Assistance
		School Health Services
		Social Skills Instruction
		Social Work Services
		Speech/Language Therapy
		Toileting/Bowel/Bladder Services
		Transportation (no lift)
		Transportation (with lift)
		Travel Training

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

Service Position: Select the position of each person responsible for implementing the services from the service position drop list.

NOTE: Do not select from the Service Provider drop list. Selection will not print on the IEP and should be removed via System Administration | Special Ed | Service Providers.

Location: Identify the setting (i.e., regular classroom, special classroom, community) in which the service(s) will be provided. Include the content class (i.e., language arts, science, PE) in which the student will receive SDI. NOTE: Co-teaching is the regular classroom.

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 for 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: Student must have Transportation as a related service on current IEP, if student's Transportation Code is indicated as T5-Special Transported.

Reference the [Collaborative Teaching Practices for Exceptional Children Question and Answer Document](#).

Reference the [Guidance for the Related Services of OT, PT, and SLP in Kentucky Public Schools](#)

Extended School Year Editor

Extended School Year

Are extended school year services required for this student?

Yes
 No
 More Data Needed

If the ARC determines ESY services are to be provided, describe the service and indicate to which annual goal or goals the service is related. If the ARC determines no ESY services are to be provided, please document the reason(s) for this decision

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 at no cost to the parents.

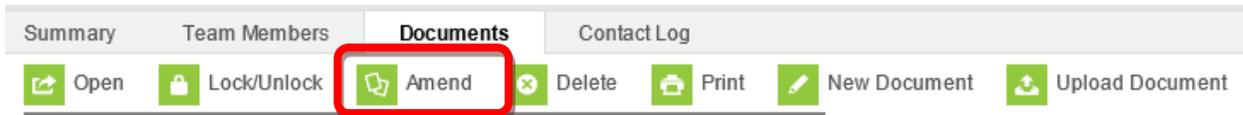
1P	Document Services for Trimester Schedule						
Campus Path:							
Examples for Documenting Trimester Scheduling							
Special Education	Anticipated Frequency and Duration Of Service					Service Provider (by Position)	Location (e.g., Regular Classroom, Resource Room, Separate Class)
	Service Minutes (per Service Frequency)	Service Frequency (Daily, Weekly, Monthly, Annually)	Service Frequency (Number of times provided per Service Period)	Start Date	End Date		
	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	
<p><i>Reference the Collaborative Teaching Practices for Exceptional Children Question and Answer Document.</i></p>							

Campus Path: Student Information > Special Ed > Documents Tab > Amend

The Special Education Document Amend tool allows users make changes to IEPs that have already been locked. When developing a new IEP at an annual review meeting users are directed to click **New Document**, then **Create New Plan**, then **KY IEP**.

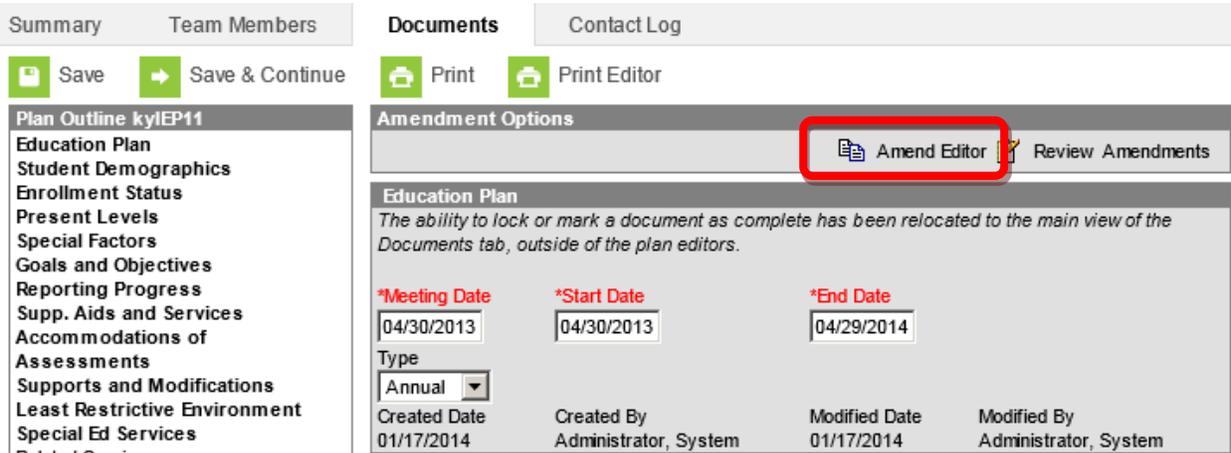
To amend an IEP:

1. Select the document to be amended from the Documents list.
2. Click the **Amend** button in the action bar.



3. A warning appears asking the user to verify that they want to amend the document. Click OK or Cancel.
4. Select the **document editor** to be amended.

5. Click the **Amend Editor** button above the editor.



6. Amend desired fields and enter an **Amendment Reason**.



Click **Save & Continue** to move to the next editor or **Save** to save the changes and remain in the editor. Complete any additional amendments needed. Once saved, the document can be closed and remain in unlocked draft status.

Once all desired editors are amended, click **Review Amendments**.

Review Amendments

*Amendment Start Date
Original Start Date: 08/26/2015
Plan End Date: 08/25/2016

Amendment 1 (Current Amendment) 08/26/2015 - 08/25/2016
 Administrator System

Education Plan

Amended based on new present levels

Modified by Administrator System on 08/29/2015

Enter an **Amendment Start Date**. The Start Date of the amended plan will be changed to the value entered.

To continue:

Click **Save** to continue making amendments to the document. Use this option to save the amendment in unlocked draft status. The Amendment Start Date and amendments are saved and the service dates are adjusted accordingly.

Click **Back to Plan** to make more amendments.

Click **Complete Amendment** to complete the amendment and lock the amended document. The End Date of the previous plan is updated to the day before the Amendment Start Date. Service dates are adjusted accordingly.

A new document appears above the original when the amendment is begun. The original is labeled (**Amended Original**) and the new document is labeled (**Amended 1**). The original document is given an End Date of the day previous to the Start Date of the Amended document.



NOTE: There is no longer a need to unlock the 'original' IEP to modify dates.

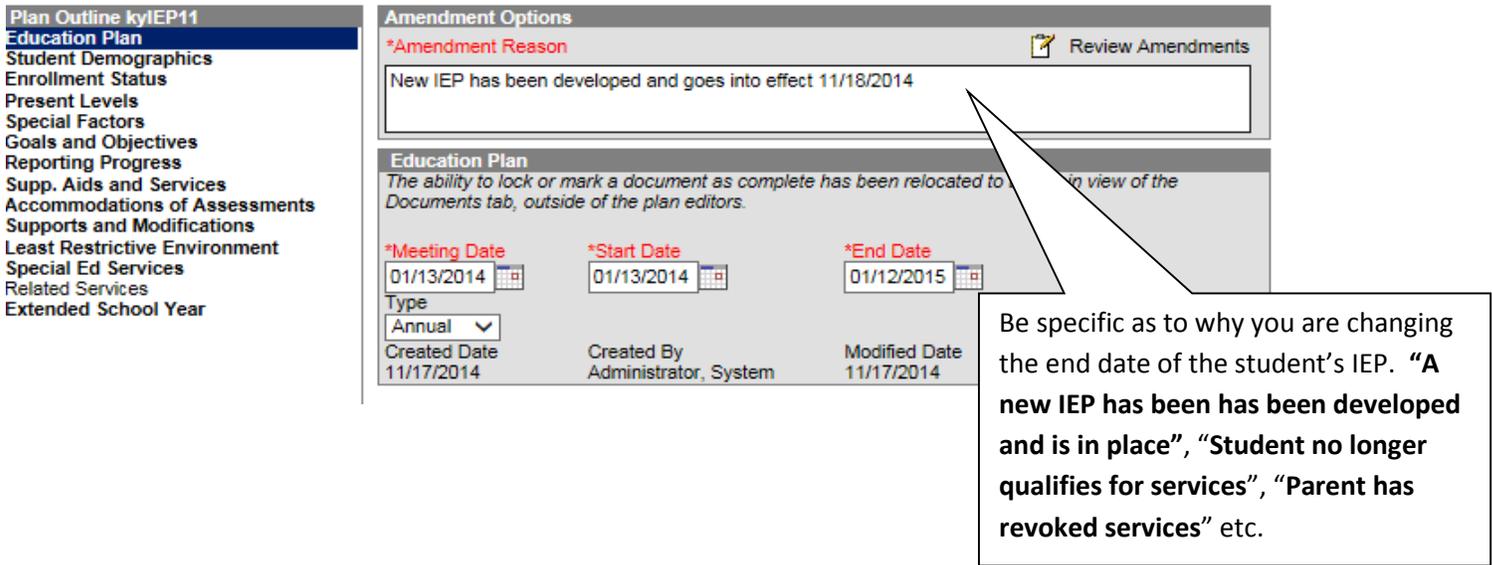
AMMENDING THE END DATE OF AN IEP

To amend the end date of an IEP:

1. Select the document to be amended from the Documents list.
2. Click the **Amend** button in the action bar.

3. Select the **document editor** to be amended.

4. Click on the Amend Editor.



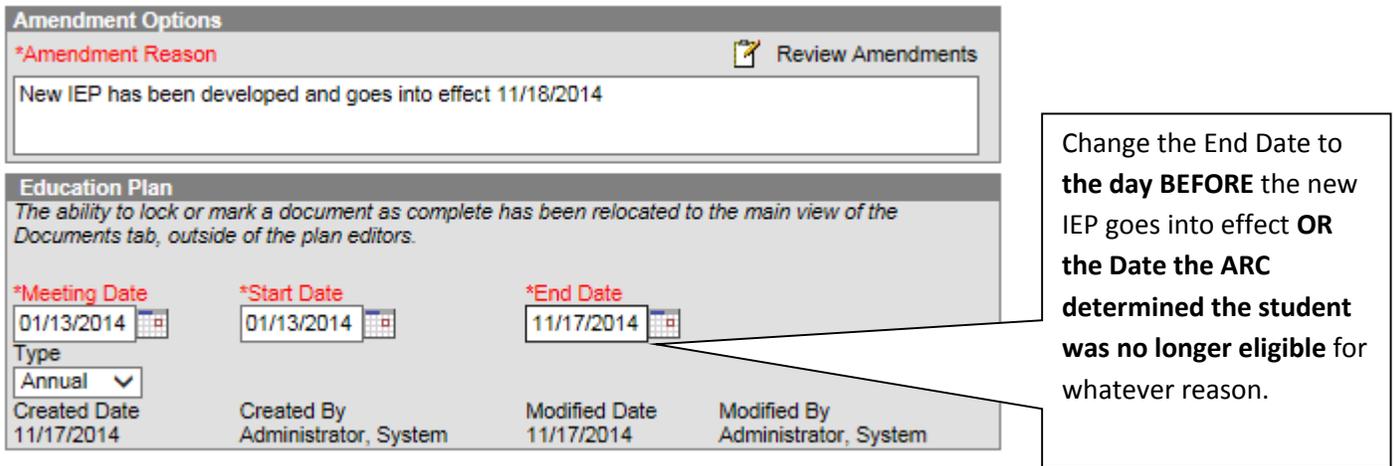
Plan Outline kyIEP11
Education Plan
Student Demographics
Enrollment Status
Present Levels
Special Factors
Goals and Objectives
Reporting Progress
Supp. Aids and Services
Accommodations of Assessments
Supports and Modifications
Least Restrictive Environment
Special Ed Services
Related Services
Extended School Year

Amendment Options
*Amendment Reason Review Amendments
New IEP has been developed and goes into effect 11/18/2014

Education Plan
The ability to lock or mark a document as complete has been relocated to the main view of the Documents tab, outside of the plan editors.

*Meeting Date: 01/13/2014
*Start Date: 01/13/2014
*End Date: 01/12/2015
Type: Annual
Created Date: 11/17/2014
Created By: Administrator, System
Modified Date: 11/17/2014

Be specific as to why you are changing the end date of the student's IEP. "A new IEP has been developed and is in place", "Student no longer qualifies for services", "Parent has revoked services" etc.



Amendment Options
*Amendment Reason Review Amendments
New IEP has been developed and goes into effect 11/18/2014

Education Plan
The ability to lock or mark a document as complete has been relocated to the main view of the Documents tab, outside of the plan editors.

*Meeting Date: 01/13/2014
*Start Date: 01/13/2014
*End Date: 11/17/2014
Type: Annual
Created Date: 11/17/2014
Created By: Administrator, System
Modified Date: 11/17/2014
Modified By: Administrator, System

Change the End Date to the day BEFORE the new IEP goes into effect OR the Date the ARC determined the student was no longer eligible for whatever reason.

Click Save and then click Review Amendment



Save Save & Continue Print Print Editor

Plan Outline kyIEP11
Education Plan
Student Demographics
Enrollment Status
Present Levels
Special Factors

Amendment Options
*Amendment Reason Review Amendments
New IEP has been developed and goes into effect 11/18/2014

Save Complete Amendment Back to Plan

Review Amendments

*Amendment Start Date 11/17/2014 Original Start Date: 01/13/2014
Plan End Date: 11/17/2014

Amendment 1 (Current Amendment) System Administrator 11/17/2014 - 11/17/2014

Education Plan

New IEP has been developed and goes into effect 11/18/2014

Modified by System Administrator on

If you do not select Complete Amendment the Amended IEP will not lock.

The Amendment Start Date should be the day BEFORE the new IEP goes into effect OR the Date the ARC determined the student was no longer eligible for services.

Click Complete Amendment to finish the Amendment process.

This is how it will look in the active school year when you amend an IEP.

Documents List

- 2014-2015 (3)
 - Plans (3)
 - KY IEP <14 (11/18/2014-11/17/2015)
 - KY IEP <14 (11/17/2014-11/17/2014) (Amended 1)
 - KY IEP <14 (01/13/2014-11/16/2014) (Amended Original)

The Amended Original ends the day before the new IEP begins. The Amended 1 starts and ends the day before the new IEP begins.

NOTE: If your 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. You only amend to end date if two IEP's have overlapping dates.

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.

Select **New Document**

Select **Create New Plan**: select the Private School Service Plan

Create New Document Wizard

Please select one of the following documents:

Create New Evaluation:
Initial Referral, Reevaluation, Other Reevaluation, Consent for Evaluate/Services, Eligibility/Continued Eligibility, Disciplinary Review, IEP Review, Placement and Consent, Meeting Notes

Create New Plan:
Goals and Objectives, Services, Accommodations, Transition, and Other Information

KY IEP

Private School Service Plan

Create New Progress Report:
Report measurable progress against ongoing Plan Goals

Create New Simple Form:
Notices, checklists, and supplemental forms

Create KY Summary Report:

DOCUMENT SELECTED FOR CREATION: Private School Service Plan

Service Plan Editor

Service Plan
The ability to lock or mark a document as complete has been relocated to the main view of the Documents tab, outside of the plan editors.

***Meeting Date** ***Start Date** ***End Date**

07/16/2015 07/16/2015 07/15/2016

Meeting Date: Enter the date the Admissions and Release Committee met to develop the current Service Plan.

Start Date: Enter the date on which the Service Plan starts and services begin.

End Date: Enter the date on which the Service Plan is due to be reviewed. This field will be auto-populated, one year minus a day from the Meeting Date entered.

Select **Save & Continue**



Student Demographics Editor

Select **Save & Continue**

Student Demographics
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.

Refresh Student Information

Last Name	First Name	Middle Name	Suffix
White			
Race, Ethnicity	Birthdate	Birth City	Gender
White			F
Student Address	Home Primary Language		
	English		
School Name	School Phone	Student Number	Grade
	(606)546-9253		10

Parent/Guardian Demographics Editor

Parent/Guardian Information

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

Parent/Guardian comes from the census system and the only people listed here are marked as guardians of the student's current household, or direct guardians to the student through the relationship.

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

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

State ID

Primary Disability
:

Special Ed Status

Special Ed Setting

Resident District
:

District of Placement
:

Private School Placement

Home Primary Language
:

Refresh Student Information: This will populate demographic data from Census

Primary Disability: Click 'Get Disability from Evaluation' button to auto-populate the Primary Disability as *Read only* from student's Conference Summary | Eligibility/Continued Eligibility Editor.

Select **Save & Continue** when completed

***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 and assists in the determination as to whether this student will be included in the school’s December 1st Child Count.

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 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).
N	Not Eligible	Student was tested and determined not eligible to receive services
PR	Pre-Referral	Optional status designation to be used when school desires to track non-special education student in the intervention process
Z	Referred	Non-special education student is being referred for testing.

***Setting:** From the drop list, select the appropriate LRE description. LRE settings are based upon student’s age as of December 1st.

Code	Description	
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		Majority of special education and related services provided in another location
3B1	Less than 10 hours in a regular early	Majority of special education and related services provided within the early childhood program

3B2	childhood program per week	Majority of special education and related services provided in another location
3F	Special Education Program	Residential Facility
3P		Service Provider Location
3S		Separate Class
3U	Separate School	
3X	Home	

Ages 6-21	
Code	Description
6J	Parentally Placed in Private School

NOTE: The only valid Setting for a student age 6-21 is 6J: Parentally Placed in Private School

Resident District: Auto-populates from Enrollment | State Reporting Fields; select from drop list the district in which the student resides (where they live)

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.

Proposed Action Editor

Proposed Action: Upon review of the service plan, select the appropriate action as decided by ARC.

Goals and Objectives Editor

Select New Plan Goal

Enter Goal Name

Annual Goal: Enter statement of anticipated results to be achieved in a calendar year or less as determined by the ARC.

The screenshot shows a web form titled "Private School Service Plan Editor". It contains several fields and dropdown menus: a dropdown for "Service" with "Special Education" selected; a dropdown for "Service Provider"; a dropdown for "Service Position" with "SPECIAL EDUCATION TEACHER" selected; a text field for "Location" with "Private School" entered; date pickers for "Start Date" (09/09/2011) and "End Date" (09/08/2012); text input fields for "Minutes per Service Frequency" (30) and "Service Frequency" (3); and a dropdown for "Service Period" with "week" selected.

Services Editor:

Select New Service Provided

Service: Select from drop list Special Education.

Service Position:

NOTE: Do not select from the Service Provider drop list. It will likely not be populated and selection will not print on the service plan and should be

removed via System Administration | Special Ed | Service Providers.

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.

Team Meeting Editor | Select New Team Meeting

Person Attending Meeting Editor

Print In Plan

MeetingTime Meeting Date

Meeting Location Invite Date

Comments

Person Attending Meeting Editor

Parent / Guardian	Role	Name
<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>

Enter Role and Name of meeting participants, if parent/ guardian select indicator

Select **Save & Continue**

Select the **Documents Tab**

Once saved, **Private School Service Plans** are located under the **Plans** folder of the current school year

Documents List

- 2013-2014 (4)
 - Plans (1)
 - Private School Service Plan (06/30/2014-06/29/2015)**
 - Conference Summaries / Evaluations / Consent (3)

Select the plan and then select the Lock/Unlock to lock the plan.

