Data Standard KY IEP/PSP Rev. 7/1/2025

Overview

Standard prepared by:

Amy Patterson

Data steward(s) Amy Patterson, (502) 564-4970 ext. 4513

Office(s) Office of Special Education and Early Learning

Revision history: July 1. 2025 Updated for the new school year.

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

July 3, 2023 Updated Campus Path to Classic View Added Search Terms Updated The Kentucky Administrative Regulations Link Updated Special Education Resources for Using Infinite Campus (IC) Link Updated all screenshots to the new look in Infinite Campus

March 7, 2023 Updated Visuals

November 3, 2022 Updated Visuals Updated links

April 29, 2020 Updated links Added QA SPED report.

August 17, 2018

Revised Alternate Assessment Participation Guidelines editor. Added Learner Characteristics Inventory editor.

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Description

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

Regulation citation(s)

• The Kentucky Administrative Regulations

Data use

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

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

Related ad-hoc filters and reports

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

Training

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

Search Terms: Special Ed Documents

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Section A – KY IEP

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

To create an IEP:

- 1. Go to Student Information | Special Ed | Special Ed Documents or Tool Search 'Special Ed Documents'
- 2. Click the New Document button
- 3. Select Create New Plan
- 4. Select KY IEP
- 5. Click the Create Document button

Crea	ite New Document Wizard						
	Please select one of the following documents:						
	Create New Conference Summary/Evaluation: Conference Summary, Referral, Consent for Evaluation, Evaluation/Eligibility Determination						
	Create New Plan: Goals and Objectives, Services, Accommodations, Transition, and Other Information						
	KY IEP						
	Private School Service Plan						
	Create New Progress Report: Report measurable progress against ongoing Plan Goals						
	Create Custom Form: Notices, checklists, and supplemental forms						
	Create KY Summary Report: Overview of Special Education services including service-related dates.						
	DOCUMENT SELECTED FOR CREATION: KY IEP						
	Create Document Cancel						

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IEP Editor: Education Plan

Editor Home - KY IEP 0			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Education Plan	(IN PROGRESS)	System Administrator 4/19/23 9:06 AM	>
Student Information	(IN PROGRESS)	System Administrator 4/19/23 9:07 AM	>
Enrollment Information	(IN PROGRESS)	System Administrator 4/19/23 9:10 AM	>
Parent/Guardian Information	(IN PROGRESS)	System Administrator 4/19/23 9:12 AM	>
Present Levels of Academic Achievement and Functional Performance	(IN PROGRESS)	System Administrator 4/19/23 9:20 AM	>
Transition Service Needs (14)	(IN PROGRESS)	System Administrator 4/19/23 9:23 AM	>
Postsecondary Goals and Services	(IN PROGRESS	System Administrator 4/19/23 9:27 AM	>

Education Plan	(IN PROGRESS					Editor 1 of 21
Type *						
Initial		T				
Meeting Date *			Start Date *	End Date *		
01/09/2023	(***) 		01/09/2023	 01/08/2024	(***) 	
Date of Eligibility Determ	nination					

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

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

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

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

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

Note: The Save button MUST be clicked before proceeding.

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

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

	Save & Next Save				
- (Save & Stay	•	Cancel	Complete	•

IEP Editor: Student Information

Editor Home - KY IEP 0			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Education Plan		System Administrator 4/19/23 9:06 AM	>
Student Information		System Administrator 4/19/23 9:07 AM	>
Enrollment Information		System Administrator 4/19/23 9:10 AM	>
Parent/Guardian Information		System Administrator 4/19/23 9:12 AM	>
Present Levels of Academic Achievement and Functional Performance		System Administrator 4/19/23 9:20 AM	>
Transition Service Needs (14)		System Administrator 4/19/23 9:23 AM	>
Postsecondary Goals and Services	(IN PROGRESS)	System Administrator 4/19/23 9:27 AM	>

Student Information IN PROGRESS Editor 2 of 21						
When a Plan is generated, a snapshot of the student's information is taken from Census. Click Refresh to retrieve a new copy of data.						
Last Name	First Name Nam	Middle Name Le	Suffix			
Gender M	Birthdate	Age 16				
Race, Ethnicity 3: Asian	Home Primary Language 1560: Vietnamese					
Address LOUISVILLE, KY 40206		Student Number	State ID			
Case Manager Information						
Name		Title				

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

Save & Stay	•	Refresh	Cancel	Complete
			_	

Note: The Save button MUST be clicked before proceeding.

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Save & Next]			
Save				
Save & Stay	•	Cancel	Complete	•

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

Editor Home - KY IEP 0			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Education Plan	(IN PROGRESS)	System Administrator 4/19/23 9:06 AM	>
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Present Levels of Academic Achievement and Functional Performance		System Administrator 4/19/23 9:20 AM	>
Transition Service Needs (14)		System Administrator 4/19/23 9:23 AM	>
Postsecondary Goals and Services		System Administrator 4/19/23 9:27 AM	>

IEP Editor: Enrollment Information

	Enrollment Information (NPROGRESS) Editor 3 of 21							
Click Refresh to retrieve a new copy of data is locked. Primary Disability	from a selected Enrollment record. Information entered into this editor w	ill modify the student's current Enrollment record when the plan						
Special Ed Status *	Special Ed Setting * (1)							
A: Active	6A: (K-14) >80% of day in general ed programs	•						
Grade 10 District of Residence	School Phone	School of Attendance						
District Information								
District Number	District Name PUBLIC SCHOOLS							
District Address Louisville, KY 40218		District Phone						
District ODED Address		District ODED Discus						

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

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

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

Enrollment Information (NOT STARTED)	Editor 3 of 21
Click Refresh to retrieve a new copy of data from a selected Enrollment record. Information entered into this editor v current Enrollment record when the plan is locked. Primary Disability	vill modify the student's
Special Ed Status *	
A: Active AR: Active/Referred	
ER: Eligible - Parents refused	
E Inactive	

Code	Title	Description
Α	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	Student is eligible for special education
	Refused	services; however, parent refused services.
		Note: Students with this status will not be
		included on Child Count.
I	Inactive	Student no longer receives special
		education services (e.g., withdrawal,
		graduation, dropped out, exiting from
		Special Education services).

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

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

Enrollment Information (NOT STARTED		Editor 3 of 21	
Click Refresh to retrieve a new copy of data from a selected Enrollment record. Information entered into this editor will modify the student's current Enrollment record when the plan is locked. Primary Disability			
Special Ed Status * Grade District of Residence	Steecial Ed Settino * 1 3A1: (PreK)>=10 hrs/wk & Most Spec Ed within EC Prgm 3A2: (PreK)>=10 hrs/wk & Most Spec Ed outsde EC Prgm 3B1: (PreK)-10 hrs/wk & Most Spec Ed within EC Prgm 3B2: (PreK)-10 hrs/wk & Most Spec Ed outside EC Prgm	▼ndance	
District Information	3F: (PreK) Residential Facility		
District Number District Address	3P: (PreK) Service Provider Location 3S: (PreK) Separate Class		
District SPED Address	District SP	'ED Phone	

LRE Settings for Ages 3-5

Code	Description	Additional Info
3A1	10 hours or more in a regular early	Majority of special education and related services
	childhood program per week.	provided within the early childhood program.
3A2	10 hours or more in a regular early	Majority of special education and related services
	childhood program per week.	provided in another location.
3B1	Less than 10 hours in a regular early	Majority of special education and related services
	childhood program per week.	provided within the early childhood program.
3B2	Less than 10 hours in a regular early	Majority of special education and related services
	childhood program per week.	provided in another location.
3F	Special Education Program	Residential Facility – student lives at the facility providing
		educational services.
3P	Special Education Program	Service Provider Location – services are provided by a
		service provider other than the preschool classroom.
35	Special Education Program	Separate Class
3U	Separate School	Separate School
3X	Home	Home – services are provided in the student's place of
		residence (home), not at the service provider location.

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Enrollment Information (NPROGRESS) Editor 3 of 21			
Click Refresh to retrieve a new copy of data from a selected Enrollment record. Information entered into this editor will modify the student's current Enrollment record when the plan is locked. Primary Disability			
Special Ed Status *	Special Ed Setting * 🚯		
A: Active 💌	6A: (K-14) >80% of day in general ed programs	•	
Grade	6B: (K-14) 40% - 80% of day in general ed programs	*)
District of Residence	6C: (K-14) <40% of the day general ed programs		ndance
	6F: (K-14) Residential Facility		
District Information	6H: (K-14) Homebound/Hospital		
District Number	6I: (K-14) Correctional Facilities	2	
District Address	6J: (K-14) Parentally Placed in Private Schools	-	
District SPED Address	District	SPED I	Phone

LRE Settings for Ages 6-21

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

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

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

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

Note: The Save button MUST be clicked before proceeding.



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

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IEP Editor: Parent/Guardian Information

Editor Home - KY IEP 0	
NAME	
Education Plan	
Student Information	
Enrollment Information	
Parent/Guardian Information	
Present Levels of Academic Achievement and Functional Performance	
Transition Service Needs (14)	
Postsecondary Goals and Services	
Parent/Guardian Information (IN PROGRESS)	Editor 4 of 2
When a Plan is generated, a snapshot of the parent/guardian information is taken from Census. Individuals with the Guardian checkbox marked on the student display below. Click Refresh to retrieve a new copy of data.	Relationship tool for the
Print Sequence	Delete
Address	
Home Phone Cell Phone Cell Phone	

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



Note: The Save button MUST be clicked before proceeding.



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

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IEP Editor: Present Levels

Editor Home - KY IEP 0			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Education Plan	(IN PROGRESS)	System Administrator 4/19/23 9:06 AM	>
Student Information	(IN PROGRESS)	System Administrator 4/19/23 9:07 AM	>
Enrollment Information	(IN PROGRESS)	System Administrator 4/19/23 9:10 AM	>
Parent/Guardian Information		System Administrator 4/19/23 9:12 AM	>
Present Levels of Academic Achievement and Functional Performance	IN PROGRESS	System Administrator 4/19/23 9:20 AM	>
Transition Service Needs (14)	(IN PROGRESS)	System Administrator 4/19/23 9:23 AM	>
Postsecondary Goals and Services	(IN PROGRESS)	System Administrator 4/19/23 9:27 AM	>

Present Levels of Academic Achievement and Functional Performance (NOTSTARTED)	Editor 5 of 21	
Present Levels of Academic Achievement and Functional Performance, including how the disability affects the student's involvement and progress in the general curriculum.		
(For preschool children include the effect on participation in appropriate activities. Beginning in the child's 8th grade year or when the child has reached the age of 14, a st transition needs is included.)	tatement of	
Communication Status		
Performance commensurate with similar age peers		
Academic Performance		
Performance commensurate with similar age peers		
Health, Vision, Hearing, Motor Abilities		
□ Not an area of concern at this time		
	//	
Social and Emotional Status		
Performance commensurate with similar age peers		
Constanting and Constanting an	///	

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

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

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

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See the <u>IEP Guidance Document</u> and the <u>Compliance Record Review Document</u> for more information.

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

Note: The Save button MUST be clicked before proceeding.



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

IEP Editor: Transition Service Needs (14)

Editor Home - KY IEP 0			-
NAME	STATUS	MODIFIED BY	COMPLETED BY
Education Plan	(IN PROGRESS)	System Administrator 4/19/23 9:06 AM	>
Student Information	(IN PROGRESS)	System Administrator 4/19/23 9:07 AM	>
Enrollment Information	(IN PROGRESS)	System Administrator 4/19/23 9:10 AM	>
Parent/Guardian Information	(IN PROGRESS)	System Administrator 4/19/23 9:12 AM	>
Present Levels of Academic Achievement and Functional Performance	(IN PROGRESS)	System Administrator 4/19/23 9:20 AM	>
Transition Service Needs (14)	(IN PROGRESS)	System Administrator 4/19/23 9:23 AM	>
Postsecondary Goals and Services	(IN PROGRESS)	System Administrator 4/19/23 9:27 AM	>

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

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Transition Service Needs (14) (NOT STARTED)		Editor 6 of 21	
Beginning in the child's 8th grade year or when the child ha	as reached the age of 14 and thereafter.		
What transition assessments were used to determine the student's Check all that apply	preferences and interests? *		
Student Interview Student Portfolio Interest Inventory Career Awareness Individual Learning Plan Specify Other	Student Survey Vocational Assessments Parent Interview Career Aptitude Other		
		li	
Needs Related to the Course of Study * See Present Levels of Performance			
The Multi Year Course of Study is included with this IEP. The Multi Year Course of Study has been uploaded and attached.			
Do transition service needs focus on the child's course of study and are they addressed in the Present Levels? *			

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

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

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

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



Note: The Save button MUST be clicked before proceeding.



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

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IEP Editor: Postsecondary Goals and Services

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

Editor Home - KY IEP 0			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Education Plan		System Administrator 4/19/23 9:06 AM	>
Student Information		System Administrator 4/19/23 9:07 AM	>
Enrollment Information		System Administrator 4/19/23 9:10 AM	>
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Postsecondary Goals and Services	(IN PROGRESS	System Administrator 4/19/23 9:27 AM	>

Click the New button.

Postsecondary Goals and Services			
Postsecondary Goal(s) related to Education/Training, Empl Postsecondary Goal Relation: *	oyment, and if needed, Independent Living. Postsecondary Goal Timeframe: *		
Judens gua s w			

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

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

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Education/Training & Employment Goal

Postsecondary Goals and Services			
Postsecondary Goal(s) related to Education/Training, Emplo	yment, and if needed, Independent Living.		
Postsecondary Goal Relation: *	Postsecondary Goal Timeframe: *		
Education/Training & Employment 🔹	▼		
Student's goal is to Education/Training behavior - where and how			
	li li		
to be able to			
Employment behavior - where and how			
	- ···		

Independent Living Goal

Postsecondary Goals and Services	
Postsecondary Goal(s) related to Education/Training, Emp	oyment, and if needed, Independent Living.
Postsecondary Goal Relation: *	Postsecondary Goal Timeframe: *
Independent Living •	
Student's goal is to	
Independent Living behavior - where and how	

Note: Click the save button to add transition service.



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Click on a goal and click New Transition Service.

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

Transition Services and Agency Responsibility	
Transition Service	-
Transition Service *	Delete
Agency Responsible	
	li li
bh	

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

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

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

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



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

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

Note: The Save button MUST be clicked before proceeding.



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IEP Editor: Course of Study

NAME Education Plan Student Information Environment Information Present Quardian Information Present Levels of Academic Achievement and Functional Performance Transition Services (14) Performance Postsee of Study Course of Study (cortexter) Special Factors Education of study to assist the student in neaching the measurable postsecondary goals.	Editor Home - KY IEP 0	
Education Plan Student Information Present Grademic Achievement and Functional Performance Transition Services Course of Study Transfer of Rights Special Factors Course of Study (writing) Educer B reposed courses of study to assist the student in reaching the measurable postsecondary goals. Selver(0) Subject(0)	NAME	
Student Information Enolment Information Present Gardienic Achievement and Functional Performance Transition Service Needs (14) Potsecondary Goals and Services Course of Study Transfer of Rights Special Factors	Education Plan	
Evolutioner in Information Present Levels of Academic Achievement and Functional Performance Transition Service Needs (14) Postsecondary Goals and Services Course of Study Transfer of Rights Special Factors	Student Information	
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Present Levels of Academic Achtevement and Functional Performance Transition Services Course of Study Transfer of Rights Special Factors Course of Study (or structure) Editor 8 Proposed courses of study to assist the student in reaching the messurable postsecondary goals. Sedie * Subject() Subject Subjec	Parent/Guardian Information	
Transition Service Needs (14) Postsecondary Goals and Services Course of Study Transfer of Rights Special Factors Course of Study (NOTSTATE) Course of study to assist the student in reaching the measurable postsecondary goals. Poster Subjectia) Subjectia) Subjectia Subjectia Subjectia Subjectia Subjectia Subjectia Subjectia Subjectia Subjectia Subjectia	Present Levels of Academic Achievement and Functional Performance	
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Course of Study Transfer of Rights Special Factors Course of Study (NOT STARTED) Editor 8 Tropsed courses of study to assist the student in reaching the measurable postsecondary goals. Grade * Subject(a) Course of	Postsecondary Goals and Services	
Transfer of Rights Special Factors	Course of Study	
Special Factors	Transfer of Rights	
Course of Study (NOTSTARTED) Editor 8 Proposed courses of study to assist the student in reaching the measurable postsecondary goals.	Special Factors	
Course of Study (NOTSTARTED) Editor 8 Proposed courses of study to assist the student in reaching the measurable postsecondary goals.		-
Proposed courses of study to assist the student in reaching the measurable postsecondary goals.		
Subject(s)	Course of Study (NOT STARTED)	Editor 8 of 2
Subject(a)	Course of Study (NOT STARTED) Proposed courses of study to assist the student in reaching the measurable postsecondary goals.	Editor 8 of 2
Subject(s)	Course of Study (NOT STARTED) Proposed courses of study to assist the student in reaching the measurable postsecondary goals. Grade *	Editor 8 of 2
	Course of Study (NOT STARTED) Proposed courses of study to assist the student in reaching the measurable postsecondary goals. Grade *	Editor 8 of 2
	Course of Study (NOT STARTED) Proposed courses of study to assist the student in reaching the measurable postsecondary goals. Grade * Subject(s)	Editor 8 of 2
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	Course of Study (NOTSTARTED) Proposed courses of study to assist the student in reaching the measurable postsecondary goals.	Editor 8 of 2
	Course of Study (NOTSTARTED) Proposed courses of study to assist the student in reaching the measurable postsecondary goals.	Editor 8 of 2
	Course of Study (NOTSTARTED) Proposed courses of study to assist the student in reaching the measurable postsecondary goals.	Editor 8 of 2
	Course of Study (NOT STARTED) Proposed courses of study to assist the student in reaching the measurable postsecondary goals.	Editor 8 of 2
Delete	Course of Study (NOTSTARTED) Proposed courses of study to assist the student in reaching the measurable postsecondary goals.	Editor 8 of 2
	Course of Study (NOTSTARTED) Proposed courses of study to assist the student in reaching the measurable postsecondary goals.	Editor 8 of 2
Add	Course of Study (NOTSTARTED) Proposed courses of study to assist the student in reaching the measurable postsecondary goals.	Editor 8 of 2

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

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

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

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

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Note: The Save button MUST be clicked before proceeding.



IEP Editor: Transfer of Rights

Editor Home - KY IEP 0	
NAME	
Education Plan	
Student Information	
Enrollment Information	
Parent/Guardian Information	
Present Levels of Academic Achievement and Functional Performance	
Transition Service Needs (14)	
Postsecondary Goals and Services	
Course of Study	
Transfer of Rights	
Special Factors	
Transfer of Rights at Age of Majority (NOT STARTED)	Editor 9 of 2
If applicable, one year before the student reaches age 18 the student and parent have been informed of Act, if any, that will transfer on reaching the age of majority.	the student's rights under Part B of the Individuals with Disabilities Education
Date student was informed of the transfer of rights month/day/year	

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

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

			Not Needed	
Save & Stay	•	Cancel	Complete	•

Note: The Save button MUST be clicked before proceeding.



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

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

IEP Editor: Special Factors

Course of Study		
Transfer of Rights		
Special Factors		
Goals and Objectives		
Reporting Progress		
Supplementary Aids and Services		
Accommodations for State/Classroom Assess	sments	
Special Factors (NOT STARTED)		Editor 10 of 2
The ARC MUST address each question below and consider these is Does the child's behavior impede his/her learning or that of others?	ssues in the review and revision of the IEI vention strategies and supports to address that	P. behavior.
Does the child have limited English proficiency?		
Is the child blind or visually impaired?		li,
Is instruction in Braille needed? Is use	of Braille needed?	Will Braille be the student's primary mode of communication? See evaluation data for supporting evidence
For Math & Science, student will need		
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.

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

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

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

Is the child deaf or hard of hearing?
If yes, the IEP Team must consider:
1 The objidite language and communication model: Describe:
1. The clinics ranguage and communication needs, bescribe.
See Present Levels for Communication Status and Functional Hearing, Listening and Communication Assessment
_ Other
specity:
2. Upportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs; bescribe:
A harmonic second with the distribution of the bill de large second second second by the second s
 Any necessary opportunities for oirect instruction in the childs and communication mode, bescribe:
As a solution technology devices and consists assessment in order to implement the ability (ED)
Ale assistere reclanitogy devices and services necessary in order to implement une clinics i.cr :
If was include anomaniate devices in the Statement of Devices/Services helow
и јед новое арририва челес и не оциснски о релесијот нестоком.
Statement of Davines
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 speciary uesigned instruction see speciary uesigned instruction
see supplemental Alus and services
Snarifer
openiy.

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

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

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

Note: The Save button MUST be clicked before proceeding.



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

IEP Editor: Goals and Objectives

Select New Plan Goal

Editor Home - KY IEP 0
NAME
Education Plan
Student Information
Enrollment Information
Parent/Guardian Information
Present Levels of Academic Achievement and Functional Performance
Transition Service Needs (14)
Postsecondary Goals and Services
Course of Study
Transfer of Rights
Special Factors
Goals and Objectives
Reporting Progress

Click the New button.

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Goals and Objectives	
typese 17 Associate No monde available.	
Goals	
Sequence * 1 Area Annual Goal *	
Method(s) of Measurement Select Method(s) of Measurement Specially Designed Instruction	
For the IEP to be in effect by the child's 16th birthday and thereafter: This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) r Education/Training Employment Independent Living	of

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

Area: Enter the Content Area for the specified goal.

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

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

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

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

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

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

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

Objectives	
No saved records.	
Add	

Objectives	
Objective	-
Sequence	Delete
Objective *	
	1

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



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

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IEP Editor: Reporting Progress

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

Reporting Progress (NOT STARTED)	Editor 12 of 21
Reporting Progress Concurrent with the issuance of Report Cards Other	
Specify Other:	

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

Note: The Save button MUST be clicked before proceeding.



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

Save: Saves the data in the editor and navigates to the Editor Home showing all editors.

Save & Stay: Saves the data in the editor and stays on the same editor.

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

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IEP Editor: Supplementary Aids and Services

Statement of Supplementary Aids and Services, to be provided to th	e child or on behalf of the child. 🗋	
Supplementary Aids and Services (NOT START	B	Editor 13 of 2
Accommodations for State/Classroom Assessments		
Reporting Progress Supplementary Aids and Services		
Goals and Objectives		
Special Factors		

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

Note: The Save button MUST be clicked before proceeding.



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

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IEP Editor: Accommodations for State/Classroom Assessments

Accommodations for State/Classroom Assessments			
Alternate Assessment Participation Guidelines			
Learner Characteristics Inventory			
Supports and Modifications			
Least Restrictive Environment			
Special Ed Services			
Accommodations for State/Classroom Assessments (NOT STARTED)	I	Editor 14 of 21
Accommodations for Administration of State Assessments and Assessments in the Cla	ssroom		
ARC determined no accommodations needed			
In order to justify appropriateness of accommodations for any state mandated tests, th classroom assessment as well as meet all additional requirements established by the <i>In</i> 703 KAR 5:070 document.	e testing accommodations clusion of Special Populat	s must be used consistently as part of routine instructi ion in the State-Required Assessment and Accountabili	on and ty Programs,
Note: The Kentucky Administrative Regulations regarding accommodations on state test of state tests. Any IEP test accommodation that the regulations determine will invalidate student.	ng dictate whether a stude a particular test or type of	nt may use a particular accommodation during the adn test shall not be utilized in administration of such tests	ninistration to the
Accommodations			
Paraphrasing Manintaliana	Scribes		
Braile	Large Print		
Reinforcement and behavior modification strategies Readers (celect one)	Extended Time (sele	ct one)	
Online / Text Reader	 Double Time 		
Human Reader	Calculator (select or	ne)	
American Sign Language	 Handheld Calc 	ulator	
Other Language	Special Calcula Specify Special C	BOF Calculator	
	opcony opeciar c		
Other			
Specify Other			
			1

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

Note: The Save button MUST be clicked before proceeding.



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

IEP Editor: Alternate Assessment Participation Guidelines

Accommodations for State/Classroom Assessments
Alternate Assessment Participation Guidelines
Learner Characteristics Inventory
Supports and Modifications
Least Restrictive Environment
Special Ed Services

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



Alternate Assessment Participation Guidelin	ICS NOT STARTED		Editor 15 of 21	
Kentucky Alternate Assessment Participation Guidelines Documentation Form				
**For further clarification of terms used in this worksheet, please refer to the Guidance for Admissions & Release Committee (ARCs) on Participation Decisions for the KY Alternate Assessment.				
**All answers to Participation Criterion must be answered Ye	s in order to be eligible to p	articipate in the KY Alternate Assessment.		
The parent was provided a copy of the Alternate Assessment Parent Guide with an opportunity to ask questions. If yes, indicate below when the Guide was provided to the parents.				
If no, provide a copy of the Alternate Assessment Parent Guide and an opportunity to ask questions.				
When Guide was Provided to Parents	Date Guide Provided to Paren	ts		
•	month/day/year			
The Admissions and Release Committee has explained the difference between an <u>Alternative High School Diploma</u> (704 KAR 3:305) and <u>Regular High School Diploma</u> to all members of the ARC.				

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

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

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

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

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

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

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

Participation Criterion #1

Participation Criterion #1		
Questions to determine eligibility. 1. Has the student been determined to be a student with a disabili	ty eligible to receive special education services under the Individuals g developed for the student? meet Special Education Determination for Eligibility criteria i ible to participate in the KY Alternate Assessment. The ARC refer to the accommodations and modifications form. Docu tion Determination for Eligibility criteria in one or more disat	with Disabilities Education Act (IDEA)? in one or more disability categories defined in Kentucky must determine state approved accommodations (as set ument on IEP and conference summary. ility categories, continue to Criterion #2.
Sources of Evidence and Justification Check and complete after sources have been reviewed and docum	ented in the conference summary.	
Check and complete after sources have been reviewed and docum E Valuation Data Date: month/day/year Other Specify Other	entee in the conference summary. Disability Eligibility Determination Form (required) Date: month/day/year	Individual Education Program (required) Date: month/day/year

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

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

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

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

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

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

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

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

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

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

Participation Criterion #2

Participation Criterion #2
1. The student's demonstrated cognitive functioning and adaptive behavior in the home, school and community environments are significantly below age expectations, even with program modifications and accommodations.
2. ARC reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) in all academic areas AND adaptive behavior(s), to inform the ARC decision.
Response Answer to Criterion
 If NO to either question, stop here. The student does not have a significant cognitive disability. The student is not eligible to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary. If YES to both, continue to Criterion #3.

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

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

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

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Sources of Evidence and Justification			
 Evaluation Data (required) Date: 	 Individual Education Program (required) Date: 	 Previous IEP (required if available) Date: 	
month/day/year	month/day/year	month/day/year	
Progress Monitoring Data (required) Specify Progress Monitoring Data			
Teacher Observations (optional) Specify Teacher Observations			
Other Specify Other			_//
 Supporting Comments (optional) Specify Supporting Comments 			_1;
			11

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

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

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

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

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

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

Teacher Observations: This is an optional field.

Other: This is an optional field.

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

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

Participation Criterion #3

Participation Criterion #3
1. Does the student require extensive individual direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access and make progress on the Kentucky Academic Standards and to maintain and generalize learning.
2. ARC reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) to inform the ARC decision.
Response Answer to Criterion
If NO to either question, stop here. The ARC determines that the student does not require direct instruction across multiple settings and/or accommodations, modifications, and supports that exceed what is allowed on the general assessments for students as described in the "Inclusion Document" and set forth in 703 KAR 5:070. The student is not eligible to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.
If YES to both. The student requires extensive direct individual instruction in multiple settings and substantial supports to achieve measurable gains in the grade and age appropriate curriculum that do exceed what is allowed on the general assessments for students as described in the "Inclusion Document" and set forth in 703 KAR 5:070, continue to Criterion #4.

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

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

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

Date:		 Disability Eligibility De Date: 	termination Form	 Individual Education Pr Date: 	ogram (required)
month/day/year		month/day/year		month/day/year	
Assistive Technology Co Date:	onsideration Guide (optional) Documentation of Act (required)	commodations Determination	ion	
month/day/year		Date:	-		
Progress Monitoring (rec Specify Progress Monitoring	quired) 9				
Parent Input (required) Specify Parent Input					
Teacher Observations Specify Teacher Observation	ns				
Other Specify Other					

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

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

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

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

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

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

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

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

Teacher Observations: This is an optional field.

Other: This is an optional field.

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

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

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Participation Criterion #4

Participation Criterion #4
1. Did the ARC carefully consider each of these items Check as considered
Excessive or extended absences Disability related to visual or autitory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment Native language, social, cultural, and economic differences Those identified as English Language Learners (ELL) Pre-deremined noor performance on the curved-eval assessment
The student displays disruptive behaviors or experiences emotional duress during testing Administrator decision Educational placement or instructional setting
2. The ARC's decision for the student to participate in the KY Alternate Assessment is not primarily the result of any of the exclusions listed above.
Response Answer to Criterion
If NO to either question, stop here. Any criterion that is not checked means that the student is not eligible to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IIP and conference summary. If YES to both. All necessary exclusions were considered. Continue to ARC Eligibility Determination.
Sources of Evidence and Justification
Supporting Comments (optional) Specify Supporting Comments

Did the ARC carefully consider each of these items:

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

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

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

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

Supporting Comments: This is optional.

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

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

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

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

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

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

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

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

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

Note: The Save button MUST be clicked before proceeding.



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

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IEP Editor: Learner Characteristics Inventory

Accommodations for State/Classroom Assessments
Alternate Assessment Participation Guidelines
Learner Characteristics Inventory
Supports and Modifications
Least Restrictive Environment
Special Ed Services

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

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



Learner Characteristics Inventory (NOT STARTED) Editor 16 of 21
1. Student's primary IDEA disability label:	
For students identified as Multiple Disabilities document the	underlying disabilities below:
Underlying Disability (A)	Underlying Disability (B)
· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·
Underlying Disability (C)	Underlying Disability (D)
· · · · · · · · · · · · · · · · · · ·	×
2. Is your student's primary language a language other than English?	
•	
3. What is the student's primary classroom setting?	
Special School	
 Regular School, self-contained special education classro day. 	om, some special inclusion (students go to art, music, PE) but return to their special education class for most of school
 Regular School, primarily self-contained special education math science in addition to specials) but are in general education 	n classroom, some academic inclusion (students go to some general education academic classes (such as reading, cation classes less than 40% of the school day)
Regular School, resources room/general education class	, students receive resource room services, but are in general education classes 40% or more of the school day.
Regular School, general education class inclusive/collab classes.	orative (students based in general education classes) - at least 80% of the school day is spent in general education

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

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

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

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4. Expressive Communication Check the best description
 Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal. Uses intentional communication, but not as a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/refuges.points/tuces.points/tuc to clearly workers as varients of intentions.
Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.
5. Does your student use oral speech to communicate? Student uses his/her vocal cords to produce words
6. Does your student use an augmentative communication system in addition to or in place of oral speech?
7. Receptive Language Check the best description
 Independently follows 1-2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues. Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions. Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions. Uncertain response to sensory stimuli (e.g., sound/voice; sigh/gesture; touch; movement; smell.)
8. Motor Check the best description
No significant motor dysfunction that requires adaptations. Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard). Uses wheelchair, positioning equipment, and/or assistive devices for most activities. Needs personal assistance for most/all motor activities.

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

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

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

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

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

9. Engagement
Responds with social interaction, but does not initiate or sustain social interactions.
Alerts to others.
Does not alert to others.
10. Health Issues / Attendance
Check the best description
Attends at least 90% of school days.
Attends approximately 75% of school days, absences primarily due to health issues.
Receive shoreboard instruction due to health issues.
 Highly irregular attendance or homebound instruction due to issues other than health.
11.Reading
Check the best description
Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.)
Reads fluently with basic (literal) understanding from paragraphs/short passages with nanrative/informational texts in print or Braille.
Aware of text/Brails follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.
No observable awareness of print or Braille.
12. Mathematics
Check the best description
Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
Does computational procedures with or without a calculator.
Counts with 1.1 correspondence to at least 10, ana/or makes numbered sets of items. Counts by rote to 5.
No observable awareness or use of numbers.

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

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

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

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

Note: The Save button MUST be clicked before proceeding.

Save & Next				
Save				
Save & Stav	•	Cancel	Complete	

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

IEP Editor: Supports and Modifications



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

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use of school time, or use of school staff, and may involve specialized training for any staff that comes in contact with the student. If no needs are identified, select, "Not needed at this time".

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



Note: The Save button MUST be clicked before proceeding.



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

IEP Editor: Least Restrictive Environment



Least Restrictive Environment (NOT STARTED)	Editor 18 of 21
LRE and General Education	
Explain the extent, if any, to which the student will not participate in general education Content Area	
	1

Note: The Save button MUST be clicked before proceeding.

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

IEP Editor: Special Ed Services

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

Accommodations for State/Classroom Assessments		
Alternate Assessment Participation Guidelines		
Learner Characteristics Inventory		
Supports and Modifications		
Least Restrictive Environment		
Special Ed Services		

Click New button at the bottom of the screen.

Special Ed Services (NOT STARTED)			Editor 19 of	f 21
Service Provided †	Duration/Frequency	Start Date	End Date	
	No records available.			4
н 4 э н			0 - 0 of 0 items	*
New Cancel Complete +				

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Special Ed Services					
Service *	Service Position *				
Location *					
Duration and Frequency					
Start Date * 05/12/2023 Minutes per Service Frequency * *	End Date * 05/11/2024 Service Frequency *	Service Period *			

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

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

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

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

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

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

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

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

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

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

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

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Examples for Documenting Trimester Scheduling

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

Note: The Save button MUST be clicked before proceeding.

Save & New
Save & Next
Save
Save & Stay

Save & New: Saves the data in the editor and opens a new editor to add another service. *Save & Next:* Saves the data in the editor and moves to the next editor.

Save: Saves the data in the editor and navigates to the *Editor Home* showing all editors. *Save & Stay:* Saves the data in the editor and stays on the same editor.

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

IEP Editor: Related Services

Special Ed Services
Related Services
Extended School Year

Click New button at the bottom of the screen.

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tenes hunder tenes hunder tenes tenes	Noncontranslide Noncontranslide	Related Services (Norsharto)			Editor 20 of 21			
	More months and define	Service Provided †	Duration/Trequency	Start Dute	End Date			
* * * * * \$ \$-040 dams	e e e e e e e e e e e e e e e e e e e	1	rev rocalitis difensate.					
* * * * * * 8 0-042 Brmz	• • • • C-billions Const. Compose •							
• • • • • 0-017 žem • • • • • • 0-017 žem	• • • • 0.040 Pens							
	• • • • 0-pd 9 anns cour Gauges •							
a + + + +	• • • • C-0/2.0mm							
v + + + +	• • • • • 0-0.010 terms							
0-0 d'é fens Compte	• • • • Couple. •							
	C-out of thems							
Nee Cancel Complete +	cont Grays +							
		Now Cancel Complete +						
		Related Services						
Related Services	elated Services	Service *		Serv	ice Position *			
Related Services Service * Service Position *	elated Services			•		•	•	•
Related Services Service * Service Position *	elated Services	Location*						
Related Services Service * Service Position *	elated Services	E-overlott -						
Related Services Service * Service Position * Location *	elated Services service * service Position * cation *							
Related Services Service * Service Position * Location *	elated Services							
Related Services Service * Service Position * Location * Duration and Frequency	elated Services	Duration and Frequency						
Related Services Service * Service Position * Location * Duration and Frequency Start Date # End Date #	elated Services	Duration and Frequency		End	Data #			
Related Services Service * Service Position *	elated Services	Duration and Frequency Start Date * 05/12/2023	e	End	Date *			
Related Services Service * Service Position *	elated Services	Duration and Frequency Start Date * 05/12/2023		End D	Date * /11/2024			
Related Services Service *	elated Services	Duration and Frequency Start Date * 05/12/2023 Minutes per Service Frequen	cy *	End I 05 Serv	Date * /11/2024 🖬		Service Period *	Service Period *

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

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

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

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

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

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

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

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

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

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

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

Note: Student must have Transportation as a related service on current IEP, if student's Transportation Code is indicated as T5-Special Transported. See the <u>Guidance for Special Transportation in Kentucky</u>.

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



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

Note: The Save button MUST be clicked before proceeding.



IEP Editor: Extended School Year

Note: This is a required editor.

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Special Ed Services
Related Services
Extended School Year

Extended School Year (NOT STARTED)	Editor 21 of 21
Are extended school year services required for this student? 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 document the reason(s) for this decision.	provided, please

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

Note: The Save button MUST be clicked before proceeding.



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

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

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



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Section B – KY Private School Service Plan

Kentucky Administrative Regulations: 707 KAR 1:370

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

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

To create a Private School Service Plan (PSP):

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

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Create New Document Wizard				
Please select one of the following documents:				
Create New Conference Summary/Evaluation: Conference Summary, Referral, Consent for Evaluation, Evaluation/Eligibility Determination				
Create New Plan: Goals and Objectives, Services, Accommodations, Transition, and Other Information				
 □ KY IEP ✓ Private School Service Plan 				
Create New Progress Report: Report measurable progress against ongoing Plan Goals				
Create Custom Form: Notices, checklists, and supplemental forms				
Create KY Summary Report: Overview of Special Education services including service-related dates.				
DOCUMENT SELECTED FOR CREATION: Private School Service Plan				
Create Document Cancel				

PSP Editor: Service Plan

Editor Home - Private School Service Plan 🚯		
NAME		
Service Plan		
Student Information		
Parent/Guardian Information		
Enrollment Information		
Goals and Objectives		
Services		
Team Meeting		
Service Plan (NOT STARTED)		Editor 1 of 7
Meeting Date * Start Date *	End Date *	Date of Eligibility Determination
month/day/year in month/day/year	month/day/year	N/A N/A
Proposed Action *		
· · · · · · · · · · · · · · · · · · ·		

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

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

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

Note: The Save button MUST be clicked before proceeding.



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

PSP Editor: Student Information

Editor Home - Privat	e School Service Plan	
NAME		
Service Plan		
Student Information		
Parent/Guardian Informatio	n	
Enrollment Information		
Goals and Objectives		
Services		
Team Meeting		
Student Information	N PROGRESS	
When a Plan is generated, a sna	pshot of the student's information is tak	en from Census. Click Refresh to retrieve a new copy of data
Last Name	First Name	Middle Name
Gender	Birthdate	Age
Race, Ethnicity	Home Primary Language	
Student Number	State ID	

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

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

Note: The Save button MUST be clicked before proceeding.

Save & Next				
Save				
Save & Stay	•	Cancel	Complete	

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

PSP Editor: Parent/Guardian Information

NAME			
Service Plan			
Student Information			
Parent/Guardian Informat	ion		
Enrollment Information			
Goals and Objectives			
Services			
T 11			
Parent/Guardian Info	rmation (NPROGRESS)		E
Parent/Guardian Info When a Plan is generated, a s student display below. Click I	rmation (IN PROGRESS) snapshot of the parent/guardian information i Refresh to retrieve a new copy of data.	s taken from Census. Individuals with the Guardian ch	E
Parent/Guardian Info Parent/Guardian Info When a Plan is generated, a t student display below. Click It ABNER, AXIE - MOTHER NATURA Print Sequence	rmation (N PROCESS) snapshot of the parent/guardian information i Refresh to retrieve a new copy of data.	s taken from Census. Individuals with the Guardian che	Eckbox marked on the Relationship tool for
Parent/Guardian Info When a Plan is generated, a student display below. Click I abnes, axie - MOTHER NATURA Print Sequence	rmation (IN PROGRESS) snapshot of the parent/guardian information i Refreah to retrieve a new copy of data. L/ADOP	s taken from Census. Individuals with the Guardian chr	E eckbox marked on the Relationship tool for
Parent/Guardian Info When a Plan is generated, a t student display below. Click I ABINER, AXIE - MOTHER, NATURA Print Sequence Address Home Phone	rmation (IN PROGRESS) snapshot of the parent/guardian information in Refresh to retrieve a new copy of data. <i>L/ADOP</i> Work Phone	s taken from Census. Individuals with the Guardian chr	E eckbox marked on the Relationship tool for
Parent/Guardian Info When a Plan is generated, a t student display below. Click I ABNER, AXIE - MOTHER NATURA Print Sequence Address Home Phone E-mail	rmation (IN PRODECSS) snapshot of the parent/guardian information i Refresh to retrieve a new copy of data. L/ADOP Work Phone	s taken from Census. Individuals with the Guardian che	Eckbox marked on the Relationship tool for
Parent/Guardian Info When a Plan is generated, a t student display below. Click It anner, AXIE - MOTHER, NATURA Print Sequence Address Home Phone E-mail ABNER, JERRY - FATHER, NATURA	rmation (IN PROGRESS) anapshot of the parent/guardian information i Refreah to retrieve a new copy of data. <i>LADOP</i> Work Phone	s taken from Census. Individuals with the Guardian chu Cell Phone	E
Parent/Guardian Info When a Plan is generated, a c student display below. Click I aBINER, AXIE - MOTHER, NATURA Print Sequence Address Home Phone E-mail ABINER, JERRY - FATHER, NATURA Print Sequence U	rmation (IN PROCESS) snapshot of the parent/guardian information i Refresh to retrieve a new copy of data. L/ADOP Work Phone	s taken from Census. Individuals with the Guardian che Cell Phone	Eckbox marked on the Relationship tool for
Parent/Guardian Info When a Plan is generated, a s student display below. Click I annes, AXIE - MOTHER, NATURA Print Sequence Address Home Phone E-mail ABINER, JERRY - FATHER, NATURA Print Sequence T	rmation (M PROGRESS) anapshot of the parent/guardian information i Referant to retrieve a new copy of data. <i>L/ADOP</i> Work Phone	s taken from Census. Individuals with the Guardian che Cell Phone	E eckbox marked on the Relationship tool for

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



Note: The Save button MUST be clicked before proceeding.



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

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PSP Editor: Enrollment Information

Editor Home - Private School Service	Plan 💿	
NAME		
Service Plan		
Student Information		
Parent/Guardian Information		
Enrollment Information		
Goals and Objectives		
Services		
Team Meeting		
Enrollment Information (NOT STAR	ED	Editor 4
Enrollment Information NOT STAR	ED from a selected Enrollment record. Information entered into this edito	Editor 4
Enrollment Information NOT STAR Click Refresh to retrieve a new copy of data is locked. Primary Disability	ED from a selected Enrollment record. Information entered into this edito	Editor 4
Enrollment Information NOT STAR Click Refresh to retrieve a new copy of data is locked. Primary Disability Special Ed Status	FD from a selected Enrollment record. Information entered into this edito	Editor 4
Enrollment Information NOT STAR Click Refresh to retrieve a new copy of data is locked. Primary Disability Special Ed Status	from a selected Enroliment record. Information entered into this edito Special Ed Setting	Editor 4 or will modify the student's current Enrollment record when the plan
Enrollment Information NOT STAR Click Refresh to retrieve a new copy of data is locked. Primary Disability Special Ed Status Grade	Trom a selected Enrollment record. Information entered into this editor Special Ed Setting School Year	Editor 4 or will modify the student's current Enrollment record when the plan
Enrollment Information NOT STAR Click Refresh to retrieve a new copy of data is locked. Primary Disability Special Ed Status Grade District of Residence	ED from a selected Enrollment record. Information entered into this edito Special Ed Setting School Year Private School Placement	Editor 4 or will modify the student's current Enrollment record when the plan
Enrollment Information NOT STAR Click Refresh to retrieve a new copy of data is locked. Primary Disability Special Ed Status Grade District of Residence	FD from a selected Enrollment record. Information entered into this edito Special Ed Setting School Year Private School Placement	Editor 4 or will modify the student's current Enrollment record when the plan
Enrollment Information NOT STAR Click Refresh to retrieve a new copy of data is locked. Primary Disability Special Ed Status Grade District of Residence	from a selected Enrollment record. Information entered into this edito Special Ed Setting School Year Private School Placement	Editor 4 or will modify the student's current Enrollment record when the plar
Enrollment Information NOT STAR Click Refresh to retrieve a new copy of data is locked. Primary Disability Special Ed Status Grade District of Residence	from a selected Enrollment record. Information entered into this edito Special Ed Setting School Year Private School Placement	Editor 4 or will modify the student's current Enrollment record when the plan
Enrollment Information NOT STAR Click Refresh to retrieve a new copy of data is locked. Primary Disability Special Ed Status Grade District of Residence District of Placement Information District Number	ED from a selected Enrollment record. Information entered into this edito Special Ed Setting School Year Private School Placement District Name	Editor 4
Enrollment Information NOT STAR Click Refresh to retrieve a new copy of data is locked. Primary Disability Special Ed Status Grade District of Residence District of Placement Information District Number District Address	ED from a selected Enrollment record. Information entered into this edito Special Ed Setting School Year Private School Placement District Name	Editor 4 or will modify the student's current Enrollment record when the plan

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

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

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

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

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

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

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

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

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

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



Note: The Save button MUST be clicked before proceeding.



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

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PSP Editor: Goals and Objectives

Editor Home - Private School Service Plan ()
NAME
Service Plan
Student Information
Parent/Guardian Information
Enrollment Information
Goals and Objectives
Services
Team Meeting

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

Goals and Objectives (NOT STARTED)	Editor 5 of 7
28 Sequence 11 Annual Goal	12
	No records available.
	•
New Cancel	

Goals and Objectives	
Sequence *	
Goal Name *	
Annual Goal	
	/ii

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Goal Name: Enter the name of the goal.

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

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

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

Objectives	
Objective :	-
Sequence *	Delete
Add	20

• Enter Objective/Benchmarks.

Objective: *		
		10

Note: The Save button MUST be clicked before proceeding.



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

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PSP Editor: Services

Editor Home - Private School Service Plan (1)
NAME
Service Plan
Student Information
Parent/Guardian Information
Enrollment Information
Goals and Objectives
Services
Team Meeting

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

Services (NOT STARTED)			Editor 6 of 7
26 Service Provided 1	Frequency	Start Date	End Date
	no records available.		1
И 4 Р И			
New Cancel			
Convisoo			
Services			
Service *		Service	e Position
		•	
Location			

.

Service: Select from drop list Special Education.

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

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

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Duration and Frequency			
Start Date *	End Date *		
05/22/2023	05/21/2024		
Minutes per Service Frequency *	Service Frequency *	Service Period *	
•			•

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 <u>may not</u> be a range of time. Service Minutes does not equal total minutes; it is a subset of total minutes of class time.

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

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

Note: The Save button MUST be clicked before proceeding.



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

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PSP Editor: Team Meeting

Editor Home - Private School Service Plan (1)				
NAME				
Service Plan				
Student Information				
Parent/Guardian Information				
Enrollment Information				
Goals and Objectives				
Services				
Team Meeting				

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

Notesting Meeting Time Meeting Date * Meeting Time month/day/year Image: Image
Ne month day/year Meeting Time Meeting T
Team Meeting Print in Plan Total Print in Plan Total
Meeting Date * Meeting Time month/day/year Image: Comments
month/day/year Image: Comments
Invite Date month/day/year
month/day/year
Comments

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

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Attendance ()				
First Name *	Last Name *	Role *	Parent/Guardian	
AXIE	ABNER	MOTHER, NATURAL/ADOP (GUARDIAN)		×
JERRY	ABNER	FATHER, NATURAL/ADOP (GUARDIAN)		×
Add Refresh				

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

Note: The Save button MUST be clicked before proceeding.



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

