

The background of the slide is a composite image. The top left shows a line of yellow school buses, with the number '32' visible on the front of one. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small white tables and chairs arranged in the room.

Individual Education Program (IEP) Consideration of Special Factors: Ensuring All Pieces of the Puzzle Connect Together

Office of Special Education and Early Learning (OSEEL)

Objectives

- Provide an overview of the requirements for the Consideration of Special Factors for Individual Education Program (IEP) development.
- Clarify how sections of the IEP connect together with the special factors to create a compliant and effective program ensuring student growth.

Support Documents



[Compliance Record Review Document](#)

IEP – pages 13-16



[Data Standard KY IEP/Private School Plan](#)



[Guidance for IEP Development](#)

State Regulations

- Kentucky Administrative Regulations (KARs) specify requirements for the IEP development process. These requirements are found at [707 KAR 1:320](#) Individual Education Program.
- [707 KAR 1:320, Section 5 \(2-4\)](#) specifies requirements for the Admissions and Release Committees (ARCs) Consideration of Special Factors.

Compliance with State Regulations

- The [Compliance Record Review Document](#) is based on the requirements of the Individuals with Disabilities Education Act (IDEA) and the 2008 Kentucky Administrative Regulations (KARs) for Special Education Programs.
- KAR Items 320.5.2 and 320.5.4 of the [Compliance Record Review Document](#) refer to the Consideration of Special Factors in the IEP.

Compliance Record Review Document: Consideration of Special Factors

KAR Item	Required Components	Yes	No	NA
320.5.2	<p>The ARC completed the <i>Consideration of Special Factors</i> for ALL the following areas and the factors listed below are consistent with information provided in the Present Levels.</p> <ul style="list-style-type: none"><input type="checkbox"/> Behavior<input type="checkbox"/> Limited English Proficiency<input type="checkbox"/> Blind or visually impaired<input type="checkbox"/> Communication needs<input type="checkbox"/> Deaf or hard of hearing<input type="checkbox"/> Assistive technology needs (707 KAR 1:290, Section 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Record Review Document: Need for a Particular Device or Service

KAR Item	Required Components	Yes	No	NA
320.5.4	The ARC included a statement on the IEP indicating the needs for a particular device or service (including an intervention, accommodation or other program modification), if any are needed, in order for the child to receive a free appropriate public education (FAPE).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Where do we begin
when developing
an IEP?



Present Levels of Academic Achievement and Functional Performance (Present Levels)

Communication

**Academic
Performance**

**Health, Vision,
Hearing and Motor
Abilities**

**Functional Hearing,
Listening and
Communication
Assessment**

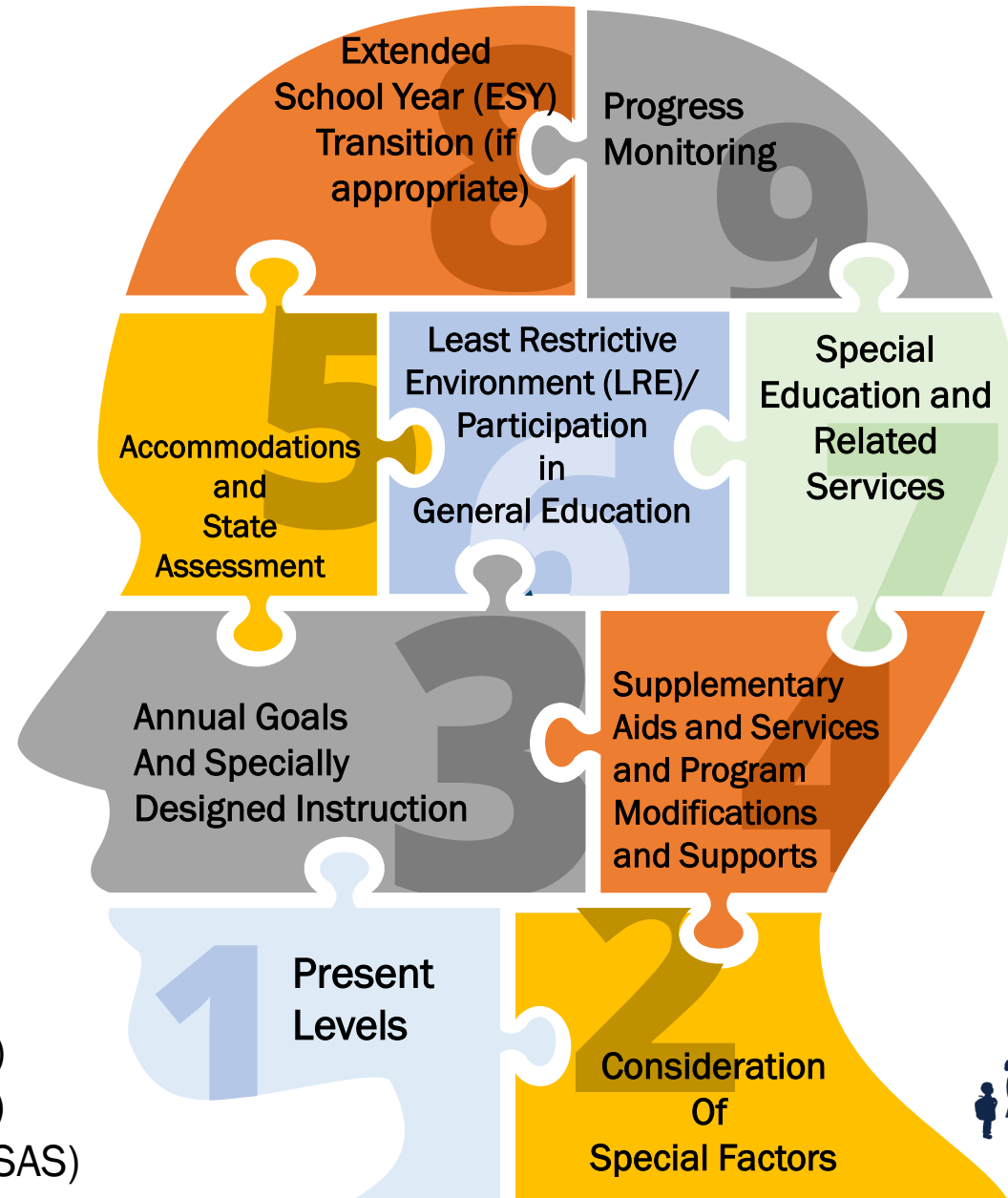
**Social and
Emotional Status**

**General
Intelligence**

**Functional
Vision/Learning
Media Assessment**

Transition Needs

Connecting the Puzzle



Extended School Year (ESY)
Least Restrictive Environment (LRE)
Specially Designed Instruction (SDI)
Supplementary Aids and Services (SAS)



Kentucky Department of
EDUCATION

Resources

- [IDEA Part B Regulations: Issued August 14, 2006 - Effective October 13, 2006 \(71 FR 46540\)](#)
- [Myths and Facts Surrounding Assistive Technology Devices and Services](#)

Questions

Contact the Division of IDEA Monitoring and Results (DIMR)
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