

1	Special Education Data Standards		
KDE Contact (Data Steward)	Nick Easter	Updated	09/03/2013
Description	<p>The purpose of the Special Education Data Standards document is to give Kentucky schools and districts a set of guidelines for entering data into the student information system. This document provides a series of screen shots and an explanation of the data elements required for state and federal reporting needs. Data standardization is important to ensure consistency in the data across schools in districts and across districts throughout the state</p>		
Data Standard Reg sites, data use, etc.	The Kentucky Administrative Regulations		
How is data used	<p>Data is use to meets Federal Reporting Requirements under Sec. 618 of the IDEA</p> <ul style="list-style-type: none"> • December 1 Child Count • Special Education Exit Report • Special Education Behavior Report – Expulsions • Special Education Behavior Report – Removals • IAES End of Year Reporting 		
Noted Changes for current year	<p>Changes to Editor Based Conference Summary (removal of the Evaluation Date). Addition of KY Consent form, addition of SSP7: Restraint and SSP8: Seclusion.</p>		
Available Ad-Hoc & Reports	SPED EOY Behavior Data; IDEA Dec 1 Count Extract; Special Ed Exit Report; Caseload Summary Report		
Available Training	<p>Additional resources can be found on the Student Information System – Special Education Webpage.</p> <p>Instructional Documents</p> <p>Transfer of Student Special Education Records Help with Ad-hoc reporting Infinite Campus Ad Hoc Query Instructions Infinite Campus Ad Hoc Field Descriptions Infinite Campus Ad Hoc Tool Rights IDEA December 1 Child Count Special Education In Infinite Campus Questions and Answers Document User Rights for Special Education in IC Instructions on Creating Template Banks in I.C. Special Education Private School Enrollment Special education Student Enrollment Infinite Campus Combine Student Instructions</p>		

Campus Path:

Student Information | Student Locator

Student Locator should always be used to enroll a student

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

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

Identity Info Section

Identity Info			
*Last Name	*First Name	Middle Name	Suffix
<input type="text" value="Doe"/>	<input type="text" value="Jack"/>	<input type="text" value=""/>	<input type="text" value=""/>
*Gender	*Birth Date	Soc Sec Number	
<input type="text" value="Male"/>	<input type="text" value="7/2/1996"/>	<input type="text" value=""/>	
Race/Ethnicity			
*Is the individual Hispanic/Latino?			
<input type="text" value=""/>			
*Is the individual from one or more of these races? (check all that apply)			
<input type="checkbox"/> American Indian or Alaska Native			
<input type="checkbox"/> Asian			
<input type="checkbox"/> Black or African American			
<input type="checkbox"/> Native Hawaiian or Other Pacific Islander			
<input type="checkbox"/> White			
State Race Ethnicity			
<input type="text" value=""/>			
*Race/Ethnicity Determination			
<input type="text" value=""/>			

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

First Name: The first name given to a student as indicated on their birth certificate, social security card, passport or through a legal name change; such as, adoption or marriage certificate. The first name should contain the proper first name of the student, please do not use nicknames here.

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

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

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

Race/Ethnicity:

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

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

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

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: A person having origins in any of the Black racial groups of Africa.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

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

01: Parent Identified

02: Self Identified

03: Observer Determined

04: Unknown

Campus Path: Student Information | General | Enrollment Tab

General Enrollment Information Fields:

The screenshot shows a web-based form titled "General Enrollment Information". The form is organized into several sections:

- Calendar:** 11-12 Knox Central High School
- Schedule (read only):** MAIN (dropdown menu)
- *Grade:** 12 (dropdown menu)
- Class Rank Exclude:**
- *Start Date:** 08/03/2011 (calendar icon)
- No Show:**
- End Date:** (calendar icon)
- End Action:** (dropdown menu)
- *Service Type:** P: Primary (dropdown menu)
- *Start Status:** E01: First enrollment of the year (dropdown menu)
- End Status:** (dropdown menu)
- Dropout Reasons:** (dropdown menu)
- Start Comments:** (text area with scroll arrows)
- End Comments:** (text area with scroll arrows)

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

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

Start Date: Enter the date in which enrollment began

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

End Date: Enter ending date of student's selected enrollment

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

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

P: Primary – Select at school of accountability for student

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

N: Special Ed Services Only - Students who attend school less than a full day due to the requirements of the student's IEP or who attend just for special education services/related services, i.e., Private School or home school students who attend the district for special education/related services only.

State Reporting Fields:

State Reporting Fields

State Exclude Perkins Only

Migrant
 Immigrant Refugee

Out Of State Extra Year in Primary

Program 504 School Choice

Homeless Living Status

Foreign Exchange

Dropout Questionnaire

Resident District

School of Accountability **District of Accountability**

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

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

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

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

Special Ed Fields:

Special Ed Fields

Special Ed Status
A: Active

Full Funding

Primary Disability
07: Emotional Behavior Disability

Setting
6A:(age 6-21) >80% of day in general ed programs

Date Eligible but Refused **Special Ed Exit Status** **Special Ed Exit Date**

PartC ID

*The IDEA December 1 Child Count pulls Special Ed Status and Setting from the student's IEP Enrollment Status Editor. To be included on the child count report, data for the child MUST be populated on the IEP Enrollment Status editor, as shown [HERE](#).
If student is determined 'Not eligible' for special education services, the information MUST be populated on the Enrollment tab.

***Special Ed Status:** From the drop list, select the option that defines the student's status within the special education process at a specific school location and assists in the determination as to whether this student will be included in the school's December 1st Child Count.

Reference code file table [HERE](#).

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

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

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

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

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

Reference code file table [HERE](#)

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

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

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

Code	Description
01	Transfer to Regular Education
02	Graduated with a Diploma
03	Certificate of Attainment
04	Maximum Age

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

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

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

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

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

1C	Behavior Management
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Campus Path: Student Information | Behavior | Admin | Event Types

Behavior data entry was previously entered under Student Information | General | Behavior Tab

NOTE: Data entered into the Behavior Management Tool will display as read only on the student's behavior tab.

NEW LOCATION: Behavior | Behavior Management Tool

Incident Detail Information

An incident is a group of behavior events linked by time and proximity. Events do not have to be related nor have the same participants to be grouped together in an incident. So there could be multiple events attached to one incident.

Incident Detail Information
This section stores information specific to the incident and will be shared on all participant's behavior tab. Add Event/Participant button will not be enabled until all required fields are filled.

Status	In Progress	Submitted Date:	
		Submitted By:	
*Alignment	Discipline	Title	
*Date of Incident	08/03/2012	*Time of Incident	08:29 AM
		Damages	\$
Context		Context Description	
Behavior Event Location	SSL1: Classroom	Location Description	
Details			

Status: Select from the drop list the status of Incident detail

- In Progress
- Completed

Submitted by: Select from the drop list the staff that reported the behavior incident detail

Alignment: Select from the drop list the type of incident

- Discipline (*negative*)
- Award (*positive*)

Title: Enter a brief description of incident as a whole, i.e., Fight at Assembly

Date of Incident: Enter the date the incident occurred. This field defaults to the date the record is created.

Time of Incident: Enter the time the incident occurred. This field defaults to the time the record is created.

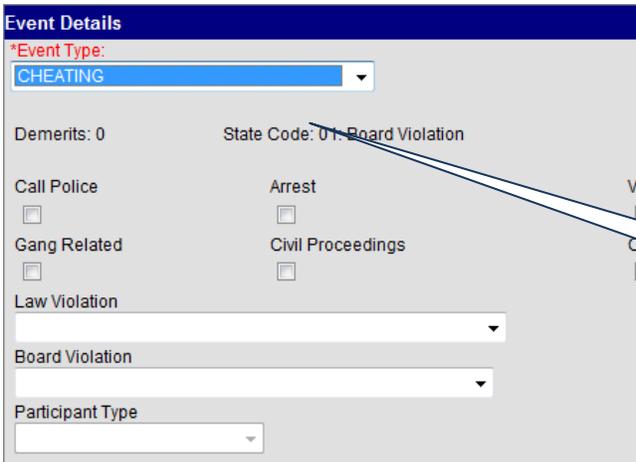
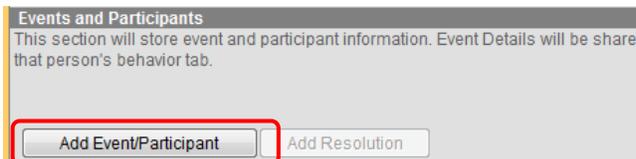
Context: Select from the drop list the context of the incident

- SS: School sponsored event, during school hours
- SN: School sponsored event, not during school hours
- NS: Non-school sponsored event, during school hours
- NN: Non-school sponsored event, not during school hours

Behavior Event Location: Select from the drop list the location in which the incident occurred

- SSL1: Classroom
- SSL2: Bus
- SSL3: Hallway/Stairwell
- SSL4: Cafeteria
- SSL5: Campus Grounds
- SSL6: Off-Campus
- SSL7: Restroom
- SSL8: Gymnasium

Events and Participants Detail



Event Type: Select from the drop list the infraction

Call to Police: Select checkbox if event resulted in a call to police

Arrest: Select checkbox if event resulted in an arrest

Charges: Select checkbox if event resulted in charges being filed

Gang Related: Select checkbox if event was gang related

Civil Proceedings: Select checkbox if event resulted in civil proceedings

This field will display as **read only** based on the State Code mapping via System Administration

Law Violation: Select from the drop list the law violation if applicable

Board Violation: Select from the drop list the board policy violation if applicable

NOTE: If the event could be coded as a board AND a law violation, the law violation should be selected

NOTE: Behavior Reporting will include all incidents of assault, violence, use of weapons, alcohol, drugs, controlled substance (tobacco use), bullying and harassment regardless of event resolution. Behavior reporting will now produce a section of data that is NOT filtered based on resolutions of SSP1, SSP2, SSP3 or SSP5.

For an event that results in a resolution of SSP1, SSP2, SSP3 or SSP5 a selection of a law or board violation must be selected to save event.

Law Violation: Select from the drop list the law violation if applicable; codes highlighted below will be reportable to KDE

Code	Code Description	Code	Code Description
11	Criminal Homicide	1851	Barbiturates Possession and Use
20	Forcible Rape	1852	Barbiturates Distribution
30	Robbery	1861	Heroin Possession and Use
50	Burglary	1862	Heroin Distribution
60	Larceny - Theft	1871	Cocaine/crack Possession and Use
70	Motor Vehicle Theft	1872	Cocaine/crack Distribution
90	Arson	1881	Prescription drugs Possession and Use
100	Forgery	1882	Prescription drugs Distribution
110	Fraud	1891	Inhalant Possession and Use
120	Embezzlement	1892	Inhalant Distribution
130	Stolen Property	190	Gambling
140	Vandalism	210	DUI
151	Weapon - Handgun	230	Under Influence
152	Weapon - Rifle	240	Disorderly Conduct
153	Weapon/Other Firearm	260	Other
154	Weapon - Other	280	Loitering
160	Prostitution	301	1 st Degree Assault
171	Indecent Exposure	302	2 nd Degree Assault
172	Statutory Rape	303	3 rd Degree Assault
174	Sexual Assault (Unwanted touching in a sexual manner)	304	4 th Degree Assault
1801	Other Drug Possession and Use	305	Menacing
1802	Other Drug Distribution	306	Felony Wanton Endangerment
1811	Alcohol Possession and Use	307	Misdemeanor Wanton Endanger.
1812	Alcohol Distribution	308	Felony Criminal Abuse
1821	Marijuana/hashish Possession and Use	309	Misdemeanor Criminal Abuse
1822	Marijuana Distribution	310	Terroristic Threat
1831	Hallucinogenic Possession and Use	320	Terroristic - Bomb
1832	Hallucinogenic Distribution	330	Terroristic-Ch/Bio/Nuc
1841	Amphetamines Possession and Use	340	Felony Stalking
1842	Amphetamines Distribution	341	Misdemeanor Stalking

Board Violation: Select from the drop list the board policy violation if applicable; codes highlighted below will be reportable to KDE

Code	Description	Code	Description
1001	Cheating	5002	Fighting - Student to Staff (physical aggression)
1002	Dress Code Incident	5003	Fighting - Student to Other (physical aggression)
1003	Leaving Campus	60	Inappropriate Sexual Behavior
1004	Skipping Class	70	Profanity or Vulgarity
1005	Skipping School	8001	Bullying
1006	Tardy to Class	8002	Harassment
1007	Truancy	8003	Threatening Staff
1008	Signing Parent/Staff Note	8004	Verbal Abuse
1009	Stealing	8005	Harassing Communications
1010	Failure to follow staff instructions	9001	Smoking
2001	Disruptive Behavior	9002	Chewing
2002	Bus Disturbance	9003	Tobacco - Other
40	Failure to Attend Detention	998	Other
5001	Fighting - Student to Student (physical aggression)	110	Dangerous Instruments (carrying or use)

Participant Type:

Participant(s) Details

Add Participant

Filter: Current Student Participant Name:

Current Student
School Employees
All People

Search for Participant

Filter: Current Student, School Employees or All People

Participant Name: Search for student by last name

Participant(s) Details

(Gender: F Grade: 11 Age: 17) Display on Portal

Role: Demerits *Relationship to School
Offender 1: Current Student

Injury Injury Description Medical Service Provided:
1: No Injury

Details:

Role: Select from the drop list the role the participant played in behavior event

- Offender
- Participant
- Victim
- Witness

Relationship to School: Select from the drop list the appropriate participant relationship to the school in which the event occurred

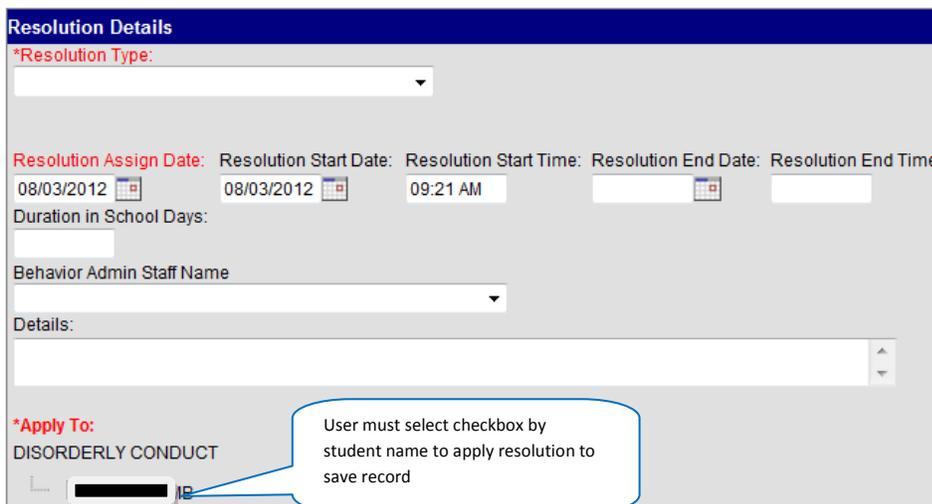
Enter the participant detail for each participant of the event; this will write the event/resolution information to the student's behavior tab.

Resolution Detail



Data is reported to KDE Special Education Behavior Reporting on resolution types that are mapped to the following state codes:

- **SSP1, Expelled with Services**
- **SSP2, Expelled without Services**
- **SSP3, Out of School Suspension**
- **INSR, In School Removal**



Resolution Type: Select from the drop list the appropriate resolution for specified participant in specified event

Resolution Assign Date: Enter the date the resolution was assigned to participant

Resolution Start Date: Enter the date the resolution begins

Resolution Start Time: Enter the time the resolution begins; verify the correct AM or PM designation

NOTE: The Resolution Date and Time default to the date/time the record is created, user should be updated to reflect the actual date/time the resolution begins.

Resolution End Date: Enter the date the resolution ends

Resolution End Time: Enter the time the resolution ends; verify the correct AM or PM designation

NOTE: If a resolution ends at the close of a specified school day, then the end date and time should be the close of school that day, not the beginning of school the next day.

Apply To: Select checkbox for participant in which resolution should be applied.

Please confirm that all local district codes used for out of school or in school removal are mapped to a State Resolution Code. This can be done under System Administration | Behavior | Resolution Codes.

Reference addendum *Mapping Behavior Resolutions to State Code* [HERE](#)

1D

Referral for Evaluation

Campus Path: Student Information | Special Ed | Documents Tab

Referral for Evaluation

Student's Full Name:		SSID:	2120071810
Date of Birth:		Gender:	F
		Race/Ethnicity:	
Student Represented by:	<input type="checkbox"/> Parent	<input type="checkbox"/> Guardian	<input type="checkbox"/> Self
	<input type="checkbox"/> Surrogate		
Does Student Live with Parents?	<input type="checkbox"/> YES	<input type="checkbox"/> No	
If No, With Whom Does the Student Live?:		Relationship:	
<i>Note: If student lives with someone other than the parent, the Determination of Parent Representative for Educational Decision Making form must be completed and attached</i>			
Parent/Guardian:			
Home Address:			
Home Phone:		Work Phone:	
Primary Mode of Communication of the Student:			
Primary Mode of Communication in the Home:			
General Education Teacher:		Grade:	10
Referring Person/Title:			

Students Full Name: Auto-populates from Census

SSID: Auto-populates from Census

Date of Birth: Auto-populates from Census

Gender: Auto-populates from Census

Race/Ethnicity: Enter the student's Race/Ethnicity as entered into Census

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

Does Student Live with Parents? Select Yes or No

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

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

Parent/Guardian: Auto-populates from Household Information

Home Address: Auto-populates from Household Information

Home Phone: Auto-populates from Household Information

Work Phone: Auto-populates from Household Information

Primary Mode of Communication of the Student: Enter student's primary mode of communication

Primary Mode of Communication in the Home: Enter how the student communicates in the home

General Education Teacher: Enter student's general education teacher

Grade: Enter student's grade for current year

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

Major Areas(s) of Concern: Check each reason for referring this student:

Communication

- Communicates Basic Needs and Wants
- Articulation
- Knowledge of Sound/Letter Association
- Other Specify:

- Expressive Language
- Voice Quality
- Receptive Language
- Other Specify:

Academic Performance

- Oral Expression
- Written Expression
- Reading Comprehension
- Mathematics Calculation
- Other Specify:

- Listening Comprehension
- Basic Reading Skills
- Reading Fluency
- Mathematics Reasoning and Application
- Other Specify:

Health, Vision, Hearing and Motor Abilities

- Gross Motor Skills
 - Body Control
 - Locomotion
- Vision
- Developmental History
- Other Specify

- Fine Motor Skills
 - Perceptual Motor
 - Sensory
- Hearing
- Other Specify

Social and Emotional Status

- | | |
|---|--|
| <input type="checkbox"/> Interaction with Peers | <input type="checkbox"/> Mood Swings |
| <input type="checkbox"/> Interaction with Adults | <input type="checkbox"/> Repetitive Behaviors |
| <input type="checkbox"/> Acceptance of Rules | <input type="checkbox"/> Self Concept |
| <input type="checkbox"/> Acceptance of Correction | <input type="checkbox"/> Inactivity or Withdrawal |
| <input type="checkbox"/> Acceptance to Disappointment | <input type="checkbox"/> Cooperation |
| <input type="checkbox"/> Self Help Skills/Play Skills | <input type="checkbox"/> Self Control |
| <input type="checkbox"/> Team/Membership | <input type="checkbox"/> Expression of Feelings/Affect |
| <input type="checkbox"/> Other Specify: | <input type="checkbox"/> Other Specify: |

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General Intelligence

- | | |
|---|--|
| <input type="checkbox"/> Understanding New Concepts | <input type="checkbox"/> Predicting Events/Results |
| <input type="checkbox"/> Interpreting Data to Make Decisions | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Comparing/Contrasting Ideas of Objects | <input type="checkbox"/> Applying Knowledge |
| <input type="checkbox"/> Perceptual Discrimination | <input type="checkbox"/> Memory |
| <input type="checkbox"/> Other Specify: | <input type="checkbox"/> Other Specify: |

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Work Skills/Technical/Vocational Functioning

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

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

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

School Information:

Number of Schools Attended to date:

Year and Grade:					
Days Enrolled					
Number of Absences	Excused				
	Unexcused				
Number of Tardies	Excused				
	Unexcused				
Years in School Including Current Year:	Years in Primary Program Including Current Year:		Repeated Grades:		

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

Year and Grade: Enter current year and grade

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

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

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

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

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

Repeated Grades: Enter number of times student repeated a grade

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

Reading		English		Other		
Spelling		Science		Other		
Math		Social Studies		Other		

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

Summary of Standardized Group Test Data (Attach copies):

Achievement:	Test Name:	Date:	
Reading	Math	Language	Spelling

Summary of Standardized Group Test Data: Enter current or most recent results from tests, such as, MAPS, GRADE, CTBS, G-MADE, etc.

Physical Functioning:

Attach documentation for results of each screening. (*Required when Specific Learning Disability is suspected)

VISION*	HEARING*	SPEECH	MOTOR*
Screening Date: <input type="checkbox"/> Passed <input type="checkbox"/> Failed			

Describe any Existing Medical Health Conditions Below:

Is Student Currently on Medication?: Yes No Specify Type and Dosage Below:

Screening Information: Enter Screening Dates and indicate pass or fail. *Vision, Hearing and Motor screening is required when SLD is suspected.

Medical Health Conditions: Describe any existing health conditions

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

Summary of Past and Present Support:

Has this student been evaluated for special education previously? <input type="checkbox"/> Yes <input type="checkbox"/> No						
If yes,						
<ul style="list-style-type: none"> • When was the student evaluated? <input type="text"/> • What was the suspected area of disability? <input type="text"/> 						
What services is this student receiving or what services has this student received in the past? For the services below, Enter [C] if currently receiving or [P] if the service was provided in the past						
Limited English Proficient	Migrant	Title 1	Speech Language	504	Extended School Services	Gifted and Talented
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Involvement with Outside Agency(ies): <input type="checkbox"/> Yes <input type="checkbox"/> No Agency: <input type="text"/>
Describe services that are being provided to this student by agency(ies) listed above:
<input type="text"/>

Has student been evaluated for special education previously? Indicate if student was previously evaluated and determined ineligible OR if student previously received special education and was released

If Yes: Enter date the student was evaluated and the suspected disability

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

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

Describe services provided by agencies

INTERVENTION STRATEGIES

Name: <input type="text"/>	DOB: 08/20/1994	School Year: <input type="text"/>
Grade Level: 09	Teacher: <input type="text"/>	
School: <input type="text"/>		

School Year: Enter school year in which intervention was provided

Teacher: Indicate teacher providing intervention(s)

School: Indicate school in which student received intervention(s)

Documentation of Student Progress (Scores from District Universal Screenings):

Test Name: _____			
Reading: _____	Math: _____	Language: _____	Behavior: _____
Date: _____	Date: _____	Date: _____	Date: _____
Test Name: _____			
Reading: _____	Math: _____	Language: _____	Behavior: _____
Date: _____	Date: _____	Date: _____	Date: _____

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

Interventions Implemented: (Documentation of Progress Data Must be Attached)

Targeted Area	Strategies/Interventions	Start Date	End Date	Impact on Targeted Area

For children 0-5 years that have been identified and served through early intervention, include a description of interventions. For children who have not been enrolled in an early intervention program, include the parent's description of any intervention. Parent(s) are not required to document specific strategies.

Complete at ARC meeting to discuss referral:	
<input type="checkbox"/>	This referral, as reviewed by the ARC, indicates a suspected disability and there is a need for an individual evaluation.
<input type="checkbox"/>	This referral, as reviewed by the ARC, does not indicate a suspected disability and there is not a need for an Individual evaluation.
<input type="checkbox"/>	This referral, as reviewed by the ARC, does not include sufficient information to determine a suspected disability and the need to initiate a full and individual evaluation. The ARC has determined the information needed to be collected, and will reconvene on
Date of ARC Decision:	_____
Signature of LEA Representative:	_____

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

Campus Path: Student Information | Special Ed | Documents Tab**Eligibility Forms**

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

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

- Autism Eligibility Form
- Deaf/Blind Eligibility Form
- Developmental Delay Eligibility Form
- Emotional Behavioral Disability Eligibility Form
- Functional Mental Disability Eligibility Form
- Hearing Impaired Eligibility Form
- Mild Mental Disability Eligibility Form
- Multiple Disabilities Eligibility Form
- Other Health Impaired Eligibility Form
- Orthopedically Impaired Eligibility Form
- Specific Learning Disability Eligibility Form
- Speech/Language Eligibility Form
- Traumatic Brain Injury Eligibility Form
- Visually Impaired Eligibility Form

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

Student's Full Name:	
Date of Birth: 07/07/2002	Date of ARC: 09/01/2009
School: CENTRAL ELEMENTARY SCHOOL	

Students Full Name: Auto-populates from Census

Date of Birth: Auto-populates from Census

School: Auto-populates from Enrollment

Date of ARC: Enter the date (MM/DD/YY) of the ARC meeting.

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

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

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

Select if evaluation information confirms there is an adverse effect on educational performance. The ARC selects Y for Yes, N for No, or Insufficient for lack of evaluation data to support the eligibility decisions

Select if evaluation information supports the determination that **lack of instruction in reading and/or math** was **not** the determinant factor in the eligibility decision. The ARC selects Y for Yes, N for No, or Insufficient for lack of evaluation data to support the eligibility decisions

Select whether or not evaluation information supports the determination that **limited English proficiency was not the determinant factor** in the eligibility decision. The ARC selects Y for Yes, N for No, or Insufficient for lack of evaluation data to support the eligibility decisions.

Supporting Evidence:

Supporting Evidence: Document supporting evidence used and found during the determination of eligibility process

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

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

The ARC will reconvene by [redacted] to review and determine eligibility.

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

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

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

Autism Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1a.	The student has a developmental disability, generally evident before age 3, significantly effecting verbal and nonverbal communication (must be present for eligibility), and
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1b.	The student has a developmental disability effecting social interaction (must be present for eligibility), and
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	2.	The student's deficits are not primarily the result of an emotional-behavior disability.

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

Deaf-Blindness Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1a.	Student has a Hearing Impairment; and (Attached Hearing Impairment Eligibility Form)
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1b.	Student has a Visual Impairment. (Attached Visual Impairment Eligibility Form)
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	2.	The combination of the two impairments causes such severe communication, developmental and educational needs that the student cannot be accommodated in special education programs designed solely for the children with visual impairment or hearing impairments, unless supplementary assistance is provided to address educational needs resulting from the two disabilities.

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

Developmental Delay Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient ^o	1. ^o	Student is three (3) through eight (8) years of age. (Note: Eligibility for DD ends on the child's 9 th birthday.) ^o	
<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient ^o	2. ^o	Student has not acquired skills or achieved commensurate with recognized performance expectations for his/her age in one or more of the developmental areas. (Check all that apply.) ^o	
^o	^o	<input type="checkbox"/> ^o Cognition ^o	<input type="checkbox"/> ^o Communication ^o
		<input type="checkbox"/> ^o Motor development ^o	<input type="checkbox"/> ^o Social-emotional development ^o
		<input type="checkbox"/> ^o Self-help/adaptive behavior ^o	^o ^o
<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient ^o	3.a. ^o	And, student demonstrates a measurable, verifiable difference between expected performance and current level of performance documented by: ^o	
<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient ^o	^o	i. ^o	Scores of two (2) standard deviations or more below the mean in one (1) or more of the five (5) [listed above] developmental areas using norm-referenced instruments and procedures; or ^o
<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient ^o	^o	ii. ^o	Scores of 1 ½ standard deviations below the mean in two (2) or more of the five (5) developmental areas [listed above] using norm-referenced instruments and procedures; ^o
<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient ^o	3.b. ^o	Or, normed scores are inconclusive and the professional judgment of the ARC verifies the existence of significant atypical quality or pattern of development. ^o	

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

Emotional-Behavioral Disability Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1.	When provided with interventions to meet instructional and social-emotional needs, the student continues to exhibit one or more of the following, when compared to the child's peer and cultural reference groups, across settings, over a long period of time and to a marked degree: <input type="checkbox"/> Severe deficits exist in social competence or appropriate behavior which causes an inability to build or maintain satisfactory interpersonal relationships with adults or peers. <input type="checkbox"/> Severe deficits exist in academic performance which are not commensurate with the student's ability level and are not solely a result of intellectual, sensory, or other health factors but are related to the child's social-emotional problems. <input type="checkbox"/> A general pervasive mood of unhappiness or depression; <input type="checkbox"/> A tendency to develop physical symptoms or fears associated with personal or school problems;
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	2.	The severe deficit in social competence, appropriate behavior, and academic performance is not the result of isolated inappropriate behaviors that are the result of willful, intentional, or wanton actions.

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

Functional Mental Disability Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1a.	Cognitive functioning is at least three (3) standard deviations below the mean;
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1b.	Adaptive behavior is at least three (3) standard deviations below the mean;
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1c.	Severe deficit in overall academic performance including acquisition, retention, and application of knowledge; and
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1d.	Is typically manifested during the developmental period.

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

Hearing Impairment Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> → Y → <input type="checkbox"/> → N† <input type="checkbox"/> → Insufficient	1.ª	Whether permanent or fluctuating, the student has a hearing loss that meets one or more of the criteria below (check all that apply):ª
	<input type="checkbox"/> ª	1a. → a pure tone hearing loss in the speech range (500Hz, 1000Hz, and 2000Hz) of at least 25dB in the better ear;ª
	<input type="checkbox"/> ª	1b. → a pure tone hearing loss in the high-frequency range (2000Hz, 4000Hz, and 6000Hz) of at least 45dB in the better ear;ª orª
	<input type="checkbox"/> ª	1c. → a unilateral hearing loss in the speech range (500Hz, 1000Hz, and 2000Hz) of at least 60dB in the impaired ear.ª
<input type="checkbox"/> → Y → <input type="checkbox"/> → N† <input type="checkbox"/> → Insufficientª	2.ª	The hearing loss results in difficulty in identifying linguistic information through hearing.ª

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

Mild Mental Disability Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1a.	Cognitive functioning is at least two (2) standard deviations, but not more than three (3) standard deviations below the mean;
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1b.	Adaptive behavior is at least two (2) standard deviations below the mean;
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1c.	Severe deficit in overall academic performance including acquisition, retention, and application of knowledge; and
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1d.	Is typically manifested during the developmental period.

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

Multiple Disabilities Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient	1a.	The student has a combination of two (2) or more of the following disabilities: <input type="checkbox"/> → Autism <input type="checkbox"/> → Emotional-Behavioral Disability <input type="checkbox"/> → Hearing Impairment <input type="checkbox"/> → Mild-Mental Disability <input type="checkbox"/> → Functional Mental Disability <input type="checkbox"/> → Orthopedic Impairment or Physical Disability <input type="checkbox"/> → Other Health Impaired <input type="checkbox"/> → Specific Learning Disability <input type="checkbox"/> → Traumatic Brain Injury <input type="checkbox"/> → Visual Impairment <input type="checkbox"/> → Deaf/Blind Attach a copy of the eligibility forms for all areas checked.
<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient	1b.	The student's disability is not solely a combination of deafness and blindness.
<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient	1c.	The student's disability is not a combination of speech or language impairment and one other disabling condition; and
<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient	1d.	The combination of these disabilities causes such severe educational needs that they cannot be accommodated through special education programs solely for one impairment.

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

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

Other Health Impairment Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient	1a.	The existence of a health impairment caused by chronic or acute health problems such as heart condition, tuberculosis, sickle cell anemia, hemophilia, epilepsy, rheumatic fever, nephritis, asthma, lead poisoning, leukemia, diabetes, acquired immune deficiency syndrome, attention deficit disorder, or attention deficit hyperactive disorder. The diagnosis of Other Health Impairment is (specify): <input type="text"/>
<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient	1b.	The effect of the impairment on (check all that apply): <input type="checkbox"/> → Strength <input type="checkbox"/> → Vitality <input type="checkbox"/> → Alertness (including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment).

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

Orthopedic Impairment Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient	1a.	The existence of an impairment caused by a congenital anomaly (e.g. clubfoot, absence of a member, etc.); OR
<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient	1b.	The existence of an impairment caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.); OR
<input type="checkbox"/> +Y → <input type="checkbox"/> +N <input type="checkbox"/> +Insufficient	1c.	The existence of an impairment from other causes such as cerebral palsy, amputations, fractures, burns that cause contractions, etc.

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

Specific Learning Disability Eligibility Form unique criteria:

<input type="checkbox"/> → Y → <input type="checkbox"/> → N ¶ <input type="checkbox"/> → Insufficient ¶	1. ¶	The student is provided with learning experiences and instruction appropriate for the student's age or state-approved grade-level standards. ¶												
<input type="checkbox"/> → Y → <input type="checkbox"/> → N ¶ <input type="checkbox"/> → Insufficient ¶	2. ¶	The student does not achieve adequately, as indicated on multiple data sources, for the student's age or grade level standards aligned with the Kentucky Program of Studies in one or more of the following areas when provided with learning experiences and instruction appropriate for the child's age or state-approved grade level standards. ¶ <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> → Oral Expression</td> <td style="text-align: center;">→</td> <td><input type="checkbox"/> → Listening Comprehension ¶</td> </tr> <tr> <td><input type="checkbox"/> → Written Expression</td> <td style="text-align: center;">→</td> <td><input type="checkbox"/> → Basic Reading Skills ¶</td> </tr> <tr> <td><input type="checkbox"/> → Reading Fluency Skills</td> <td style="text-align: center;">→</td> <td><input type="checkbox"/> → Reading Comprehension ¶</td> </tr> <tr> <td><input type="checkbox"/> → Mathematics Calculation</td> <td style="text-align: center;">→</td> <td><input type="checkbox"/> → Mathematics Reasoning ¶</td> </tr> </table>	<input type="checkbox"/> → Oral Expression	→	<input type="checkbox"/> → Listening Comprehension ¶	<input type="checkbox"/> → Written Expression	→	<input type="checkbox"/> → Basic Reading Skills ¶	<input type="checkbox"/> → Reading Fluency Skills	→	<input type="checkbox"/> → Reading Comprehension ¶	<input type="checkbox"/> → Mathematics Calculation	→	<input type="checkbox"/> → Mathematics Reasoning ¶
<input type="checkbox"/> → Oral Expression	→	<input type="checkbox"/> → Listening Comprehension ¶												
<input type="checkbox"/> → Written Expression	→	<input type="checkbox"/> → Basic Reading Skills ¶												
<input type="checkbox"/> → Reading Fluency Skills	→	<input type="checkbox"/> → Reading Comprehension ¶												
<input type="checkbox"/> → Mathematics Calculation	→	<input type="checkbox"/> → Mathematics Reasoning ¶												
<input type="checkbox"/> → Y → <input type="checkbox"/> → N ¶ <input type="checkbox"/> → Insufficient ¶	3. ¶	<input type="checkbox"/> → The student fails to achieve a rate of learning to make sufficient progress to meet grade level standards aligned with the Kentucky Program of Studies in one or more of the areas identified above when assessed using a response to scientific, research-based intervention process. ¶ OR ¶ <input type="checkbox"/> → The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to ability level or intellectual development. ¶												
<input type="checkbox"/> → Y → <input type="checkbox"/> → N ¶ <input type="checkbox"/> → Insufficient ¶	4. ¶	The deficits in achievement are not primarily the result of vision, hearing, or motor impairments; mental disability; emotional behavioral disability; cultural factors, environmental or economic disadvantage, or limited English proficiency. ¶												
8a. ¶	The following relevant behavior was noted during the observation of the child: ¶ <input type="checkbox"/> ¶													
8b. ¶	Relationship of the observed behavior (9a.) to the child's academic functioning: ¶ <input type="checkbox"/> ¶													
9. ¶	Educationally relevant medical findings, if any: ¶ <input type="checkbox"/> ¶													
10. ¶	The instructional strategies used and the student-centered data collected in response to scientific, research-based intervention performance: ¶ <input type="checkbox"/> ¶													
<input type="checkbox"/> → Y → <input type="checkbox"/> → N ¶ <input type="checkbox"/> → Insufficient ¶	11. ¶	Documentation of the instructional strategies, educational services, and data collected on student performance is given to the parent. ¶												

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

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

<input type="checkbox"/> +Y → <input type="checkbox"/> +N¶ <input type="checkbox"/> +Insufficient ^o	1. ^o	Communication disorder in one or more of the following:¶
		<input type="checkbox"/> → Speech-Sound-Production-and-Use¶ <input type="checkbox"/> → Language¶ <input type="checkbox"/> → Fluency-¶ <input type="checkbox"/> → Voice- ^o

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

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

Traumatic Brain Injury Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> +Y → <input type="checkbox"/> +N¶ <input type="checkbox"/> +Insufficient ^o	1. ^o	Evaluation information collected across multiple settings that verifies an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairments, or both, and is NOT a congenital, degenerative, or brain-injury-induced-by-birth-trauma. Traumatic brain injury is evidenced by information that indicates an open or closed head injury resulting in an impairment in one or more of the following areas (check all that apply) ^o	
		<input type="checkbox"/> ^o Cognition ^o <input type="checkbox"/> ^o Language ^o <input type="checkbox"/> ^o Memory ^o <input type="checkbox"/> ^o Attention ^o <input type="checkbox"/> ^o Reasoning ^o <input type="checkbox"/> ^o Abstract thinking ^o	<input type="checkbox"/> ^o Judgment ^o <input type="checkbox"/> ^o Problem solving ^o <input type="checkbox"/> ^o Sensory, perceptual, motor abilities ^o <input type="checkbox"/> ^o Psycho-social behavior ^o <input type="checkbox"/> ^o Physical functions ^o <input type="checkbox"/> ^o Information processing and speech ^o
<input type="checkbox"/> +Y → <input type="checkbox"/> +N¶ <input type="checkbox"/> +Insufficient ^o	2. ^o	A current, educationally-relevant statement, completed by a qualified professional verifies the existence of a traumatic brain injury. The diagnosis and extent of the brain injury is:¶ <input type="checkbox"/> ^o	



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

Visual Impairment Eligibility Form unique criteria on eligibility form:

<input type="checkbox"/> +Y → <input type="checkbox"/> +N¶ <input type="checkbox"/> +Insufficient ^o	1a. ^o	The visual acuity, even with prescribed lenses, is 20/70 or worse in the better eye; OR ^o
		<input type="checkbox"/> +Y → <input type="checkbox"/> +N¶ <input type="checkbox"/> +Insufficient ^o
<input type="checkbox"/> +Y → <input type="checkbox"/> +N¶ <input type="checkbox"/> +Insufficient ^o	2. ^o	The student requires specialized materials and instruction in orientation and mobility, Braille, visual efficiency or tactile exploration. ^o

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

Campus Path: Student Information | Special Education | Documents Tab
KY IEP

Create New Form: from the drop list, select the appropriate KY IEP plan

- 2011 KY IEP <14 - this plan is used if student is less than 14 years of age
- 2011 KY IEP 14 - this plan is used:
 - in the child's 8th grade year; or
 - when the child has reached the age of 14 years; or
 - earlier if determined appropriate by the ARC
- 2011 KY IEP 16+ - this plan is used by the child's 16th birthday and beyond

Education Plan Editor:

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

Start Date: Enter the date in which the IEP starts and services begin.

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

Type: From the drop list, select 'Initial' or 'Annual'

Note: Plan Completed: This function has been removed with the E.1242 release. You now have to use the Lock/Unlock button on the Documents tab

Student Demographics Editor:

Student Demographics

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

Last Name	First Name	Middle Name	Suffix
<input type="text"/>	<input type="text"/>	<input type="text"/>	
Race, Ethnicity	Gender	Birthdate	
6 : White	M	04/27/1995	
Student Address			
P.O. Box 64 SCALF, KY 40982			
School Name	School Phone	Student Number	Grade
Knox Central High School	(555)381-4931	<input type="text"/>	10
Primary Disability, if currently identified			
Speech Language			

Refresh Student Information: This will populate demographic information from Census

Enrollment Status Editor:

Enrollment Status

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

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

State ID
1952392106

Primary Disability
07: Emotional Behavior Disability

Special Ed Status
A: Active

Special Ed Setting
6A:(age 6-21) >80% of day in general ed programs

Resident District
:

Home Primary Language
1380: Spanish

NOTE: Special education data should be populated using the 'Get Disability from Evaluation' button. Data for IDEA December 1 Child Count will populate from this editor.

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

Code descriptions can be found [HERE](#).

***Special Ed Status:** From the drop list, select the option that defines the student’s status within the special education process at a specific school location and assists in the determination as to whether this student will be included in the school’s December 1st Child Count.

Code	Title	Description
A	Active	Student is actively enrolled in special education
AR	Active/Referred	Student is already enrolled in special education and is being referred for another reason (e.g., student currently identified as Speech or Language Impaired and in the reevaluation process for another categorical disability area).
ER	Eligible – Parent Refused	Student eligible for special education services; however, parent refused services.
I	Inactive	Student no longer receives special education services (e.g., withdrawal, graduation, dropped out, exiting from Special Education services).
N	Not Eligible	Student was tested and determined not eligible to receive services
PR	Pre-Referral	Optional status designation to be used when school desires to track non-special education student in the intervention process
Z	Referred	Non-special education student is being referred for testing.

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

Code	Description	
3A1	10 hours or more in a regular early childhood program per week	Majority of special education and related services provided within the early childhood program
3A2		Majority of special education and related services provided in another location
3B1	Less than 10 hours in a regular early childhood program per week	Majority of special education and related services provided within the early childhood program
3B2		Majority of special education and related services provided in another location
3F	Special Education Program	Residential Facility
3P		Service Provider Location
3S		Separate Class
3U	Separate School	
3X	Home	

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

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

Present Levels Editor:

Present Levels

Present Levels of Academic Achievement and Functional Performance, including how the disability affects the student's involvement and progress in the general curriculum
(For preschool children include the effect on participation in appropriate activities; Beginning in the child's 8th grade year or when the child has reached the age of 14, a statement of transition needs is included.)

Communication Status:
 Performance commensurate with similar age peers

^
v

Academic Performance:
 Performance commensurate with similar age peers

^
v

Health, Vision, Hearing, Motor Abilities:
 Not an area of concern at this time

^
v

Social and Emotional Status:
 Performance commensurate with similar age peers

^
v

General Intelligence:
 Performance commensurate with similar age peers

Transition Needs:

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

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

Instruction

Related services

Community experiences

Employment

Daily Living Skills

Post School Adult Living Objectives

Functional Vocational Evaluation

Functional Vision/Learning Media Assessment:

Not an area of concern at this time

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

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

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

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

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

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

Transition Needs: focuses on the needs related to the student’s planned course of study. By the age of 16, the focus is also on the transition services which assist the student in reaching postsecondary goals. Transition needs must include one or more of the following:

- Instruction
- related service
- community experience

- development of employment
- post school adult living objectives
- acquisition of daily living skills, if appropriate
- Functional vocational evaluation.

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

Special Factors Editor:

Special Factors

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

Does the child's behavior impede his/her learning or that of others?
 Yes No
 If **Yes**, include appropriate strategies, such as positive behavioral interventions and supports in the Statement of Devices/Services below.

Does the child have limited English proficiency?
 Yes No
 If **Yes**, what is the relationship of language needs to the IEP?

Is the child blind or visually impaired?
 Yes No
 If **Yes**, the IEP Team must consider:

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

Does the child have communication needs?
 Yes No
 If **Yes**, specify below:

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

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

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

Is the child blind or visually impaired? For a child who is blind or visually impaired, the ARC uses an evaluation of the student’s reading and writing media (including an evaluation of the child's future needs for instruction in Braille), to determine the need for instruction in Braille and the use of Braille.

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

Is the child deaf or hard of hearing?
 Yes No

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

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

Are assistive technology devices and services necessary in order to implement the child's IEP?
 Yes No

If **Yes**, include appropriate devices in the Statement of Devices/Services below.

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

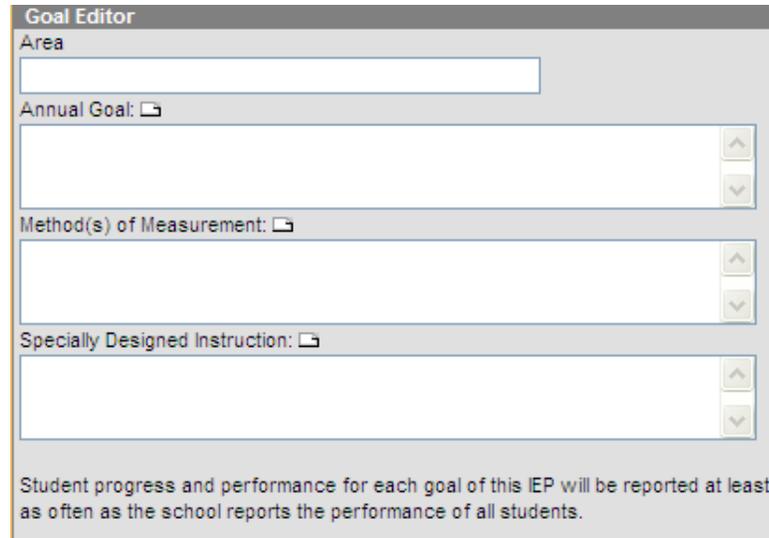
- See Specially Designed Instruction
- See Supplemental Aids and Services
- See Behavior Intervention Plan
- Other (Specify):

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

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

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

Goals and Objectives Editor:



Goal Editor

Area

Annual Goal: ▾

Method(s) of Measurement: ▾

Specially Designed Instruction: ▾

Student progress and performance for each goal of this IEP will be reported at least as often as the school reports the performance of all students.

Area: Enter the Content Area for the specified goal

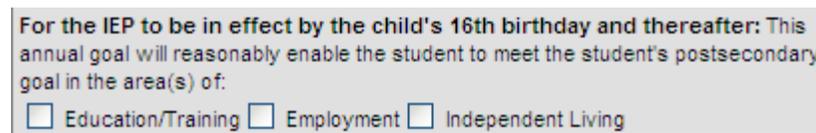
Annual Goal: Enter statement of anticipated results to be achieved in a calendar year or less as determined by the ARC.

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

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

Specifically Designed Instruction: Select from template bank “**what the teacher does**” to instruct, assess, and re-teach the student. The SDI describes what the teacher does, as appropriate, to adapt the content, methodology, or the delivery of instruction. SDI is based on peer-reviewed research to the extent possible.

NOTE: 2011 KY 16+ IEP will have a prompt to indicate the linkage between annual goals and postsecondary goals:

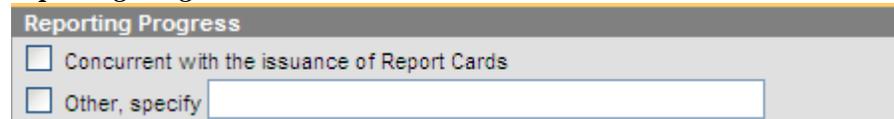


For the IEP to be in effect by the child's 16th birthday and thereafter: This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of:

Education/Training Employment Independent Living

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

Reporting Progress Editor:



Reporting Progress

Concurrent with the issuance of Report Cards

Other, specify

The ARC informs the parent of 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.

Supplemental Aids and Services Editor:

Supplementary Aids and Services
A statement of supplementary aids and services, if any, to be provided to the child or on behalf of the child. ☐

Enter in text box “**what the student needs**” in order to advance appropriately toward attaining the goal(s) and be involved and make progress in the general curriculum, to participate in extracurricular and other nonacademic activities, and be educated and participate with other students with and without disabilities. SAS includes strategies, aids, and services.

Accommodations of Assessments Editor:

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

ARC determined no accommodations needed

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

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

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

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

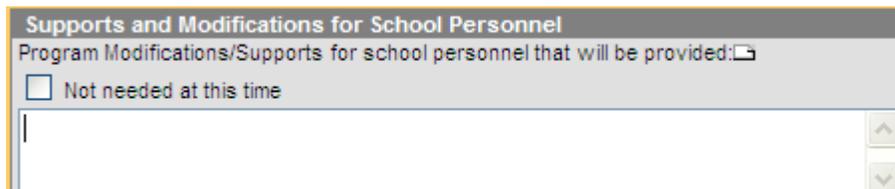
<input type="checkbox"/> Dimension A
<input type="checkbox"/> Dimension B

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

Student has been determined eligible for participation in the Alternate Assessment System: Select checkbox to indicate the ARC determined the student eligible for the alternate assessment
Specify Dimension A or Dimension B

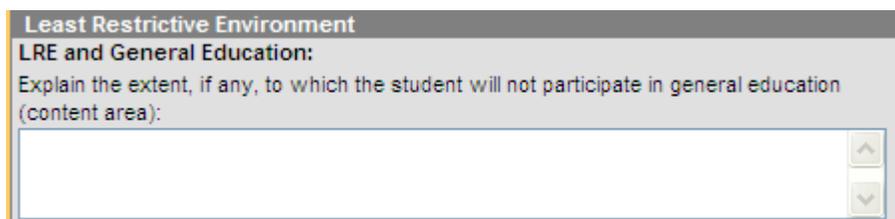
NOTE: If student determined eligible for Alternate Assessment, the Alternate Assessment Guidelines form must be completed.

Supports and Modifications Editor:



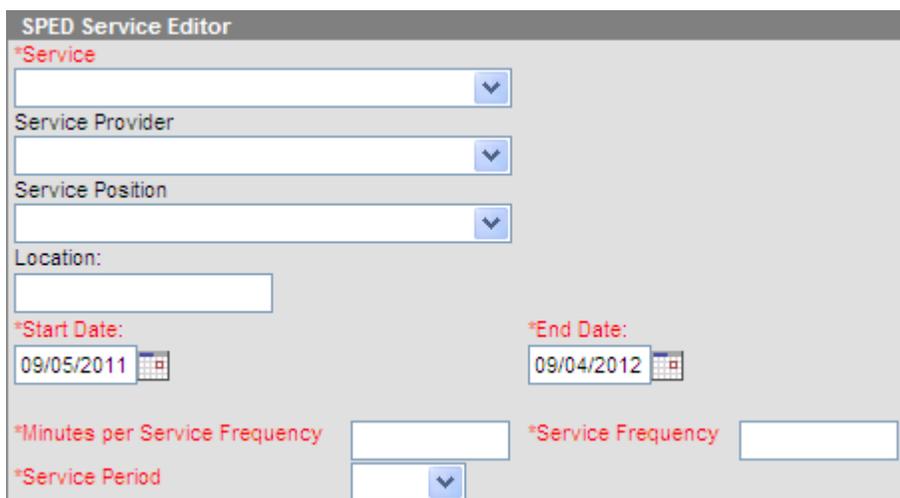
The ARC identifies program modifications and supports for school personnel that are to be provided on behalf of a student to meet the unique needs of the student. This may include specialized training, use of school time, or user of school staff, and may involve specialized training for any staff that comes in contact with the student.

Least Restrictive Environment:



The ARC determines the extent, if any, to which the student will **not** participate in general education (content area).

Special Ed Services Editor:



Service: Select from drop list Special Education

NOTE: Special Education should be the only option in the Service drop list. Other options will not print on the IEP and should be removed via System Administration | Special Ed | Services

Service Position: Select the position of each person responsible for implementing the services from the service position drop list.

NOTE: Do not select from the Service Provider drop list. Selection will not print on the IEP and should be removed via System Administration | Special Ed | Service Providers

Location: Identify the setting (i.e., regular classroom, special classroom, community) in which the service(s) will be provided. Include the content class (i.e., language arts, science, PE) in which the student will receive SDI.

NOTE: Co-teaching is the regular classroom)

Start Date: Enter the date in which services begin

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

Minutes per Service Frequency: List the number of minutes the service will be provided per session in each Service Period. This may be an approximation of time in terms of minutes, hours, or blocks of time, but may not be a range of time. Service Minutes does not equal total minutes; it is a subset of total minutes of class time.

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

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

Reference addendum *Document Services for Trimester Scheduling* [HERE](#)

Reference the [Collaborative Teaching Practices for Exceptional Children Question and Answer Document](#).

Related Services Editor:

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

Service Position: Select the position of each person responsible for implementing the services from the service position drop list.

NOTE: Do not select from the Service Provider drop list. Selection will not print on the IEP and should be removed via System Administration | Special Ed | Service Providers

Location: Identify the setting (i.e., regular classroom, special classroom, community) in which the service(s) will be provided. Include the content class (i.e., language arts, science, PE) in which the student will receive SDI.

NOTE: Co-teaching is the regular classroom)

Start Date: Enter the date in which services begin

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

Minutes per Service Frequency: List the number of minutes the service will be provided per session for each Service Period. This may be an approximation of time in terms of minutes, hours, or blocks of time, but may not be a range of time. Service Minutes does not equal total minutes; it is a subset of total minutes of class time.

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

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

NOTE: Student must have Transportation as a related service on current IEP, if student's Transportation Code is indicated as T5-Special Transported.

Reference the [Collaborative Teaching Practices for Exceptional Children Question and Answer Document](#).

Extended School Year

Extended School Year
Are extended school year services required for this student?
 Yes No More Data Needed

If the ARC determines ESY services are to be provided, describe the service and indicate to which annual goal or goals the service is related. If the ARC determines no ESY services are to be provided, please document the reason(s) for this decision.

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

Transition Service Needs (14) Editor (applicable to 2011 KY IEP 14):

Transition Service Needs
What transition assessments were used to determine the student's preferences and interests?
(Check all that apply)

<input type="checkbox"/> Student Interview	<input type="checkbox"/> Student Survey
<input type="checkbox"/> Student Portfolio	<input type="checkbox"/> Vocational Assessments
<input type="checkbox"/> Interest Inventory	<input type="checkbox"/> Parent Interview
<input type="checkbox"/> Career Awareness	<input type="checkbox"/> Career Aptitude
<input type="checkbox"/> Individual Learning Plan	<input type="checkbox"/> Other(describe below):

Transition Services Needs *(Beginning in the child's 8th grade year or when the child has reached the age of 14 and thereafter.)*

Needs Related to the Course of Study - See Present Levels of Performance

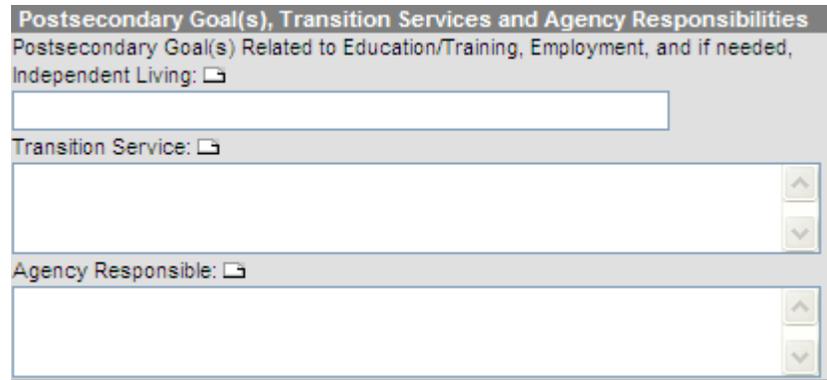
Does the student's Individual Learning Plan (ILP) include the student's course of study?
 No. If No, do not proceed with development of IEP until ILP is initiated, including the child's course of study.
 Yes. (See student's attached course of study to include current year through graduation or exiting special education)

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

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

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

Transition Services (16) Editor (applicable to 2009 KY IEP 16+):

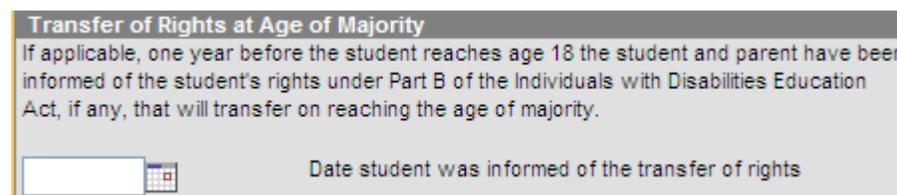


Postsecondary Goal: Required by the student's 16th birthday, or younger, if appropriate. The ARC develops postsecondary goal in the areas of 1) education/training; 2) employment, and if needed, independent living. Postsecondary goals must be measurable and intended to occur after the student graduates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

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

Agency Responsible: List agency responsible for providing transition service. Correspond numbering as to what agency provides the numbered transition service.

Transfer of Rights Editor:



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

For changes to an IEP, reference *Addendum to the IEP Process* [HERE](#)

Campus Path: Student Information | Special Ed | Documents Tab

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



Check the box next to 'Create new Conference Summary Report / Evaluation

Check the box next to the appropriate Conference Summary

Click the **Create Document** button

 A screenshot of the 'Create New Document' wizard. The 'Documents' tab is active. The first option, 'Create New Conference Summary Report / Evaluation / Consent: Initial Referral, Reevaluation, Eligibility, Disciplinary Review, IEP Review, Placement and Consent', is selected with a checked checkbox. Below it are three sub-options: 'Conference Summary', 'Conference Summary Referral - Initial', and 'KY Consent', all with unchecked checkboxes. Other options include 'Create New Plan', 'Create New Progress Report', 'Create New Simple Form', and 'Create KY Summary Report'. At the bottom, the 'Create Document' button is highlighted with a red box, and the 'Cancel' button is also visible. The status at the bottom reads 'DOCUMENT SELECTED FOR CREATION: (no document selected)'.

- *Conference Summary Referral – Initial* - this document should be used to document receipt and review of a Referral for special education and for Initial ARC meetings.
- *Conference Summary* – this document should be used for all other ARC meetings including but not limited to meetings for the purposes listed below:
 - Reevaluation Plan
 - Eligibility/Continued Eligibility
 - Disciplinary Review
 - IEP developed/reviewed/revised
 - Placement options and decisions

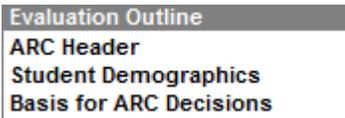
To create a Conference Summary the editors listed below require data entry upon saving/locking the document. (The Conference Summary should be locked as described on the following page prior to saving.)

- ARC Header
- Student Demographics
- Basis for ARC Decisions
- Parent Concerns and Input
- Other Factors
- Admission and Release Committee Members

Use the Save or Save and Continue function to navigate through the editors:

- Save – saves data entered and user remains on current editor
- Save and Continue – saves data entered and navigates user to the next editor, you only have to navigate to the editors mentioned above and the editor required based on purpose selected on the ARC Header editor.

As user navigates through the editors and saves data in each editor, the editor will be displayed in **bold** font.



ARC Header Editor:

Conference Summary Referral – Initial & Conference Summary

Evaluation Editor

Summary Complete

ARC Date
06/06/2013

Purpose of the Meeting

Reevaluation Plan
 Eligibility/Continued Eligibility
 Disciplinary Review (Manifestation Determination)
 IEP developed/review ed/revised
 Placement Options and Decisions

Eligibility Determination Date (read only)
04/09/2010

Please note that the Conference Summary once saved will display under Conference Summaries/Evaluations in the appropriate year based on the ARC Date entered.

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

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

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

Summary Complete: Once meeting has concluded and the Conference Summary is complete, selecting this checkbox **LOCKS** the Conference Summary once it is saved.

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

- Reevaluation Plan
- Eligibility/Continued Eligibility
- Disciplinary Review
- IEP Developed/Reviewed/Revised
- Placement Options and Decisions

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

NOTE: When a purpose is selected from list above, data entry is required in specific editors based on the purpose of the meeting before the document can be locked.

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

Student Demographics Editor:

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

Refresh Student Information

Last Name	First Name	Middle Name	Suffix
[Redacted]	[Redacted]	[Redacted]	
Race, Ethnicity 6 : White	Gender M	Birthdate 04/27/1995	
Student Address P.O. Box 64 SCALF, KY 40982			
School Name Knox Central High School	School Phone (555)381-4931	Student Number [Redacted]	Grade 10
Primary Disability, if currently identified Speech Language			

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

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

Basis for ARC Decisions Editor:

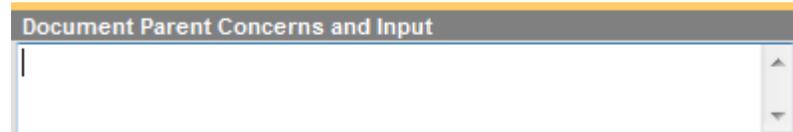
Basis for the ARC Decisions	
DESCRIPTION OF EACH EVALUATION PROCEDURE, TEST, RECORD, OR REPORT USED AS BASIS FOR THE ARC DECISIONS. The following items were considered.	
<input type="checkbox"/> Written Assessment Report Date:	<input type="text"/> 
<input type="checkbox"/> Student Progress in Achieving IEP Goals	
<input type="checkbox"/> Functional Vision/Learning Media Assessment	<input type="checkbox"/> Vision Evaluation
<input type="checkbox"/> Orientation and Mobility Assessment	<input type="checkbox"/> Braille Skills Inventory
<input type="checkbox"/> Intervention Data	<input type="checkbox"/> Referral
<input type="checkbox"/> Developmental History	<input type="checkbox"/> Educational History
<input type="checkbox"/> Vision Screening	<input type="checkbox"/> Hearing Screening
<input type="checkbox"/> Health Screening	<input type="checkbox"/> Communication Screening
<input type="checkbox"/> Academic Performance Screening	<input type="checkbox"/> Cognitive Screening
<input type="checkbox"/> Social/Emotional Competence Screening	<input type="checkbox"/> Motor Screening
<input type="checkbox"/> Voice Evaluation	<input type="checkbox"/> Augmentative Comm. Assessment
<input type="checkbox"/> Oral Mechanism Evaluation	<input type="checkbox"/> Fluency Evaluation
<input type="checkbox"/> Communication Assessment	<input type="checkbox"/> Receptive Language Assessment
<input type="checkbox"/> Expressive Language Assessment	<input type="checkbox"/> Speech Sound Production Assessment
<input type="checkbox"/> Hearing Evaluation	
<input type="checkbox"/> Health/Medical Evaluation or Statement	<input type="checkbox"/> Motor Abilities
<input type="checkbox"/> Physical Therapy Assessment	<input type="checkbox"/> Occupational Therapy Assessment
<input type="checkbox"/> Assistive Technology Evaluation	<input type="checkbox"/> Perceptual Abilities Assessment
<input type="checkbox"/> Social/Cultural Factors	<input type="checkbox"/> Adaptive Behavior Scale
<input type="checkbox"/> Behavior Rating Scales	<input type="checkbox"/> Social Competence Assessment (Emotional/Behavioral)
<input type="checkbox"/> Discipline Referral(s)	<input type="checkbox"/> Behavioral Data/Logs
<input type="checkbox"/> Functional Behavior Assessment (FBA)	
<input type="checkbox"/> Behavior Observations	
<input type="checkbox"/> Individual Family Service Plan (IFSP)	
<input type="checkbox"/> Cognitive/Intellectual Assessment	
<input type="checkbox"/> Developmental Assessment	<input type="checkbox"/> Academic Performance Assessment
<input type="checkbox"/> Individual Learning Plan (ILP)	<input type="checkbox"/> Technical Vocational Assessment
<input type="checkbox"/> Multi-Year Course of Study	
<input type="checkbox"/> Parental Input (Specify in Document Parent Concerns and Input section)	
<input type="checkbox"/> Other Data: (Specify Below if Any)	<input type="text"/>

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

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

A selection in this editor is required.

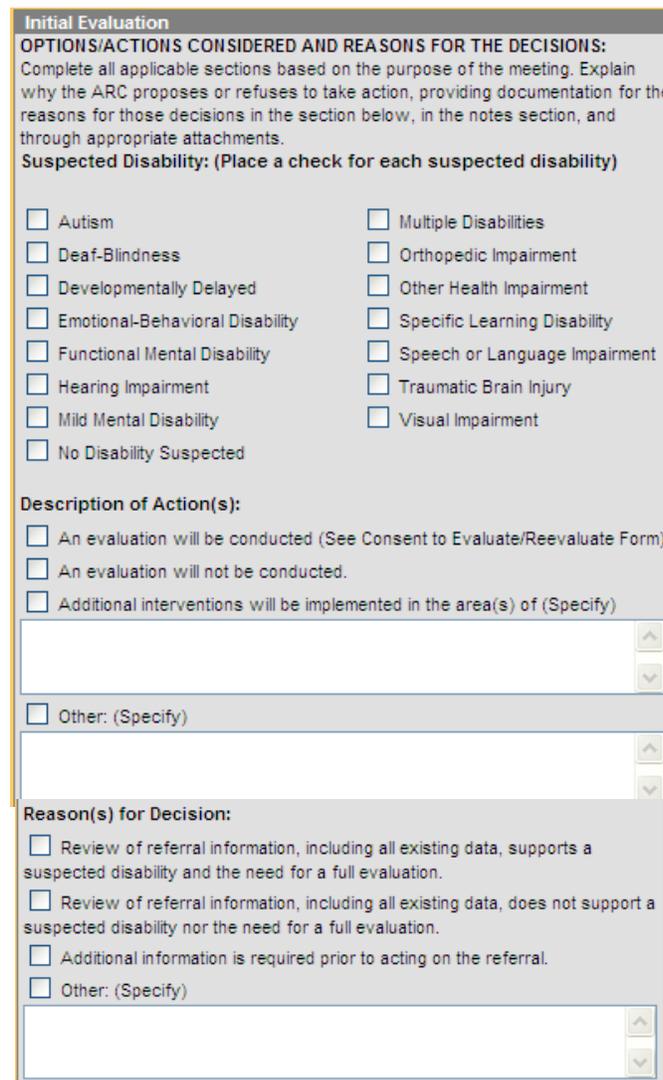
Parent Concerns and Input Editor



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

Data entry in this editor is required.

Initial Evaluation Editor (only available on the Conference Summary Referral – Initial document)



Suspected Disability: Select if the child will be initially evaluated. Check the box for each suspected disability (Check all that apply)

User cannot select a Suspected Disability AND No Disability Suspected

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

User can select only one option

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

A selection in each of the three (3) sections above is required to complete and save this editor.

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

Reevaluation Plan Editor

Reevaluation Plan

Do Not Print

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

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

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

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

If the student continues to have a disability.

If the student continues to need special education.

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

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

OR, (2) The ARC decided that

Current data is sufficient. OR

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

AND

The parents have been informed of these decisions.

Notes

|

Make appropriate selections based on Reevaluation meeting.

When 'Reevaluation Plan' is the selected Purpose for the meeting, the user must select either (1) **OR** (2) **AND** click the checkbox for 'The parents have been informed of these decisions'.

The 'Do not Print' checkbox should be selected when the purpose of the meeting does not include 'Reevaluation Plan' **AND** the user prefers the section to not print.

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

Eligibility/Continued Editor

Eligibility/Continued Eligibility

Do Not Print

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

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

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

Primary Disability Student does not meet eligibility criteria for an additional disability.

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

Underlying Disability (A)	Underlying Disability (B)
<input type="text"/>	<input type="text"/>
Underlying Disability (C)	Underlying Disability (D)
<input type="text"/>	<input type="text"/>

Notes:

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

- This date will auto populate to the students most recent Date of Eligibility Determination regardless of the purpose selected.
- This date will populate as a Read Only field on the ARC Header Editor.
- This date will also calculate the Reevaluation Date of the student on various reports within Infinite Campus and the *IDEA December 1 Child Count*.

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

Student does not meet eligibility criteria for an additional disability. Check if a student is currently eligible for one category and is tested for a second category, but does not qualify for the second category. (EX: Student is eligible for SL and they are tested for SLD. However, they do not qualify for SLD, but remain eligible for Speech.)

Note: if this box is checked then you leave the original Primary Disability and original Date of Eligibility Determination in their respective fields.

Primary Disability: The Primary Disability will auto populate with the most recent P.D. regardless of the purpose of the meeting. From the drop list, select the appropriate category of disability for student.

If Multiple Disabilities selected as Primary Disability at least two Underlying Disabilities must be selected

- *The students Primary Disability will auto populate from the students previous Conference Summary regardless of the purpose selected.*

NOTE: Data elements in this area should be completed based on appropriate disability eligibility form.

Once document saved and locked any subsequent KYIEP, KY Private School Plans and fields will populate with selection.

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

Code	Disability
01	Mild Mental Disability
02	Functional Mental Disability
04	Hearing Impaired
05	Speech Language
06	Visually Impaired
07	Emotional Behavior Disability
08	Orthopedically Impaired

Code	Disability
09	Other Health Impaired
10	Specific Learning Disability
11	Deaf Blind
12	Multiple Disabilities
13	Autism
14	Traumatic Brain Injury
15	Developmentally Delayed

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

The 'Do not Print' checkbox should be selected when the purpose of the meeting does not include 'Eligibility/Continued Eligibility' **AND** the user prefers the section to not print.

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

IEP Developed/Reviewed/Revised Editor

IEP Developed/Reviewed/Revised

Do not print if meeting was to review a referral only

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

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

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

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

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

Notes

Select the appropriate checkbox as to the status of the IEP

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

The 'Do not print if meeting was to review a referral only' checkbox should be selected when the purpose of the meeting does not include 'Develop/Review/Revise the IEP' **AND** the user prefers the section to not print.

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

Placement Options and Decisions Editor

Placement Options and Decisions

Do Not Print

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

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

Accepted:
 Yes No
Reason Accepted/Rejected

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

Accepted:
 Yes No
Reason Accepted/Rejected

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

Accepted:
 Yes No
Reason Accepted/Rejected

Consideration of Potential Harmful Effects

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

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

Notes

Placement Option Considered: Document discussion for placement options 'Accepted' (Yes) or 'Rejected' (No) and reason for accepting or rejecting the specific placement option. Select placement option based on the services described in the child's IEP and the ability to provide these options in the least restrictive environment possible with the child's non-disabled peers.

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

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

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

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

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

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

The 'Do not Print' checkbox should be selected when the purpose of the meeting does not include 'Placement Options and Decisions' **AND** the user prefers the section to not print.

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

Notice of Graduation or Aging-Out Editor

The screenshot shows a software interface titled "Notice of Graduation or Aging Out". At the top, there is a checkbox labeled "Do Not Print". Below this, the section is titled "IV. NOTICE OF GRADUATION OR AGING OUT: (for students beginning at age 16 or younger if appropriate)". There are five checkboxes with corresponding text: "The ARC anticipates the student will NOT require longer than 4 years of high school to graduate.", "The ARC anticipates the student will require longer than 4 years of high school to graduate.", "The ARC anticipates that the student will graduate within the next twelve (12) months.", "The student has been provided with a summary of academic and functional performance including recommendations on how to assist the student in meeting his or her post secondary goal(s).", and "Based on the student's birth date, the student will age-out and no longer be eligible for services on:". Below the last checkbox is a date selection field with a calendar icon. At the bottom of the form is a "Notes" section with a text area and a scroll bar.

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

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

The 'Do not Print' checkbox should be selected when the purpose of the meeting does not include 'Notice of Graduation or Aging Out' **AND** the user prefers the section to not print.

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

Disciplinary Review Editor

The screenshot shows a software interface titled "Disciplinary Review". At the top, there is a checkbox labeled "Do Not Print". Below this is another checkbox labeled "Disciplinary Review (Complete Manifestation Determination Form, if applicable)". At the bottom of the form is a "Notes" section with a text area and a scroll bar.

Select if a Disciplinary Review is the purpose of the meeting

The 'Do not Print' checkbox should be selected when the purpose of the meeting does not include 'Disciplinary Review' **AND** the user prefers the section to not print.

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

Medicaid Editor

Medicaid

Do Not Print

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

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

Student is not eligible for Medicaid.

Notes

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

The 'Do not Print' checkbox should be selected when the purpose of the meeting does not include 'Medicaid' **AND** the user prefers the section to not print.

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

Other Factors Editor

Other Factors Relevant to the Action

Identified factors relevant to the action as follows (if any) specified below.

None identified

Identified factors relevant to the action as follows:

Document Identified factors relevant to the action:

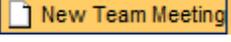
Select **None Identified**, if appropriate

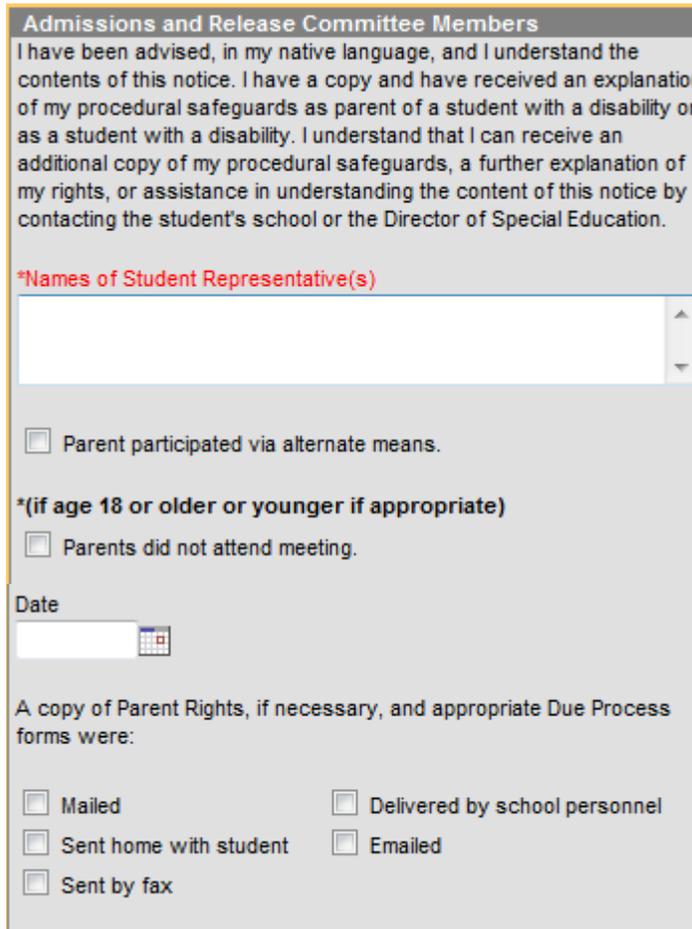
Select **Identified factors relevant to the action** if appropriate. If selected, factors must be documented in the textbox

A selection in this editor is required.

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

Admissions and Release Committee Members Editor

User must click on Add Team Meeting 



The screenshot shows a web form titled "Admissions and Release Committee Members". It contains a paragraph of text about procedural safeguards, a red asterisk followed by the text "*Names of Student Representative(s)", a text input field, a checkbox for "Parent participated via alternate means.", another red asterisk followed by "(if age 18 or older or younger if appropriate)", a checkbox for "Parents did not attend meeting.", a "Date" label with a calendar icon, a section titled "A copy of Parent Rights, if necessary, and appropriate Due Process forms were:" with five checkboxes: "Mailed", "Delivered by school personnel", "Sent home with student", "Emailed", and "Sent by fax".

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

Parents participated via alternate means: Check if applicable

Parents did not attend meeting: Check if applicable

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

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



The screenshot shows a web form titled "Admissions and Release Committee Members Attendance Editor". It features a table with two columns: "Name" and "Role". There is a small 'X' icon in the top left corner of the table area. Below the table is a button labeled "Add New Attendee".

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

Name: Enter name of attendee

Role: Enter role of attendee

Obtain signatures of all committee members in attendance of the ARC meeting.

Summary Notes Editor

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

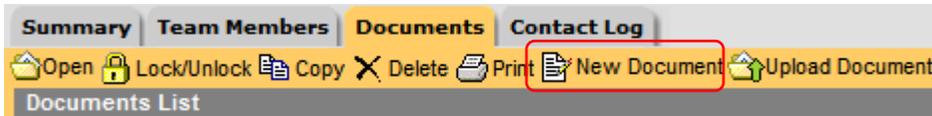
Additional Information:

1 COPY feature is not available for use on Conference Summary documents.

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

Campus Path: Student Information | Special Education | Documents Tab

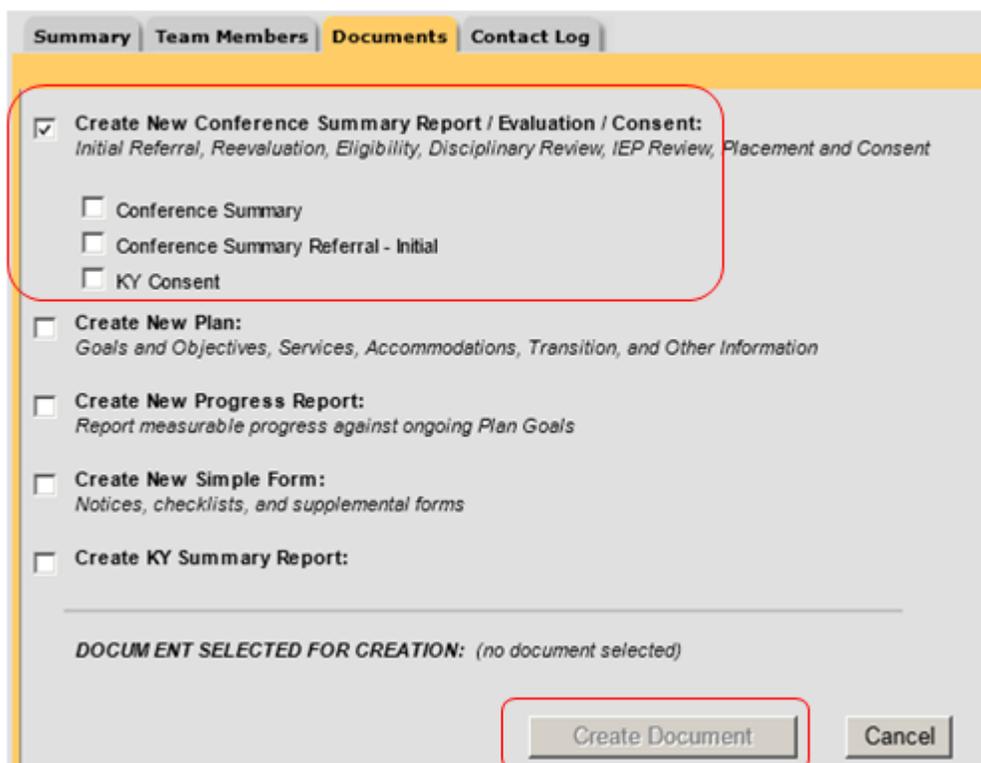
Click **New Document** from the New Document Wizard



Check the box next to 'Create new Conference Summary Report / Evaluation / Consent':

Check the box next to KY Consent

Click the **Create Document** button

A screenshot of a 'Create New Document' wizard dialog box. The 'Documents' tab is selected. The first option, 'Create New Conference Summary Report / Evaluation / Consent: Initial Referral, Reevaluation, Eligibility, Disciplinary Review, IEP Review, Placement and Consent', is checked and highlighted with a red box. Below it are three unchecked options: 'Conference Summary', 'Conference Summary Referral - Initial', and 'KY Consent'. Other options include 'Create New Plan: Goals and Objectives, Services, Accommodations, Transition, and Other Information', 'Create New Progress Report: Report measurable progress against ongoing Plan Goals', 'Create New Simple Form: Notices, checklists, and supplemental forms', and 'Create KY Summary Report:'. At the bottom, a status bar reads 'DOCUMENT SELECTED FOR CREATION: (no document selected)'. The 'Create Document' button is highlighted with a red box, and a 'Cancel' button is also visible.

Consent Editor:

NOTE: Duplicate Instructions have been added for the Consent Editor based upon if the Evaluation Type is an Initial or a Reevaluation. For initial evaluations you check the box for Consent Complete for Reevaluations you do not check the box for Consent Complete.

Initial Evaluations

The screenshot shows a web form titled "Consent". At the top, there is a checked checkbox labeled "Consent Complete". Below this, there is a dropdown menu for "Evaluation Type" set to "Initial". To the right is a date field for "*Notice Date" containing "09/03/2013". Below these are two date fields: "*Date of Consent for Initial Evaluation" and "*Date of Consent/Denial for Services", both of which are empty. Below them is a date field for "Date of Consent for Reevaluation", also empty. At the bottom, there is a metadata section with four fields: "Created Date" (09/03/2013), "Created By" (Easter, Nick), "Modified Date" (09/03/2013), and "Modified By" (Easter, Nick).

Consent Complete: Check this box only for initial evaluations.

Evaluation Type: Select Initial.

Notice Date: The notice date is the date KY Consent form was created.

***Note:** This date is required and auto populates with the date the KY Consent was created.

Date of Consent for Initial Evaluation: This is the date the Consent to Evaluate/Reevaluate form was signed by the parents to conduct the an Initial Evaluation.

***Note:** This date is required and auto populates from the previous KY Consent form.

***Note:** This field must be completed to lock lock the form using the **Consent Complete** check box.

Date of Consent for Services: This is the date the parent signs the Consent for Special Education and Related Services Form.

***Note:** Though this field is "red" the KY Consent form can be saved and locked without a date being entered.

Date of Consent for Reevaluation: This is the date the parent signs the Consent to Evaluate/Reevaluate form.

Re- Evaluations

Consent

Consent Complete

Evaluation Type
Reevaluation

*Notice Date
09/03/2013

*Date of Consent for Initial Evaluation

*Date of Consent/Denial for Services

Date of Consent for Reevaluation

Created Date: 09/03/2013
Created By: Easter, Nick
Modified Date: 09/03/2013
Modified By: Easter, Nick

Consent Complete: Leave this box unchecked for Reevaluation.

Note: if the Date of Consent for Initial Evaluation is known and is entered in the date field then you can check the box for Consent Complete

Evaluation Type: Select Reevaluation.

Notice Date: The notice date is the date KY Consent form was created.

*Note: This date is required and auto populates with the date the KY Consent was created.

Date of Consent for Initial Evaluation: This is the date the Consent to Evaluate/Reevaluate form was signed by the parents to conduct the an Initial Evaluation.

*Note: This date is required and auto populates from the previous KY Consent form.

*Note: This field must be completed to lock lock the form using the **Consent Complete** check box.

Date of Consent for Services: This is the date the parent signs the Consent for Special Education and Related Services Form.

*Note: Though this field is “red” the KY Consent form can be saved and locked without a date being entered.

Date of Consent for Reevaluation: This is the date the parent signs the Consent to Evaluate/Reevaluate form.

Click save and continue button



Student Demographics Editor:

Student Demographics

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

Last Name <i>Easter</i>	First Name <i>Nick</i>	Middle Name	Suffix
Race, Ethnicity <i>6 : White</i>	Gender <i>M</i>	Birthdate <i>04/02/1996</i>	
Student Address <i>P.O. Box 554 HEIDRICK, KY 40949</i>			
School Name <i>Knox Central High School</i>	School Phone <i>(555)489-4560</i>	Student Number <i>1952375143</i>	Grade <i>11</i>
Primary Disability, if currently identified <i>Other Health Impaired</i>			

1. Click the “Refresh Student Information” button.

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

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

Click save and continue button 

Evaluations Editor:

The Evaluations Editor is the Evaluation Planning section (page 1) of the Consent to Evaluate/Reevaluate Form. In this editor FOR EACH EVALUATION (INITIAL OR REEVALUATION), mark ‘X’ for the assessment components determined to be addressed within the multidisciplinary assessment. Mark ‘E’ if the assessment exists within the educational records of the student and will be considered. Also information about recommendations for student needs and existing reports/assessment data that will be used will go in to the text boxes at the bottom of this editor.

Click save and continue button 

Evaluations Editor:

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

Health, Vision, Hearing, and Motor Abilities

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

Academic Performance

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

General Intelligence

<input checked="" type="checkbox"/> <input type="checkbox"/> Cognitive / Intellectual Assessment	<input checked="" type="checkbox"/> <input type="checkbox"/> Behavior Observation
<input type="checkbox"/> <input type="checkbox"/> Other: <input type="text"/>	

Social and Emotional Status

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

Communication Status

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

Vocational Evaluation / Transition Needs

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

Other:

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

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

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

Parent Consent Editor:

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

The screenshot shows a web form titled "Parent Consent". It contains the following fields and sections:

- Person Granting Consent:** A text input field.
- Relationship to student:** A dropdown menu.
- Suspected Disability:** A dropdown menu.
- Suspected Disability 2:** A dropdown menu.
- Suspected Disability 3:** A dropdown menu.
- Agreement Statement:** "The parent agrees for evaluation in each of the ARC selected areas for assessment indicated below:"
- ARC Areas:** A grid of checkboxes for various areas: Health, Hearing, General Intelligence, Communication Status, Vocational Evaluation, Other (specify):, Vision, Social and Emotional Status, Academic Performance, Motor Abilities, Functional Vision / Learning Media Assessment, and Other (specify):. Each checkbox is followed by a text input field for "Other (specify)".
- Parental Consent:** A section with three checkboxes: "Parent gives consent for full evaluation in the area(s) above.", "For reevaluation, parent acknowledges there is no additional data needed.", and "Parent does not give consent."
- Consent to Receive Services:** A section with two checkboxes: "Consent to Receive Services" and "Revocation / Denial of Consent".

Person Granting Consent: Type the name of the person granting consent for evaluation/reevaluation in to the following text box.

Relationship to Student: Select the relationship of the Person Granting Consent to the student.

Suspected Disability:

For a reevaluation select the appropriate disability from the drop down menu.

If an initial evaluation then select the suspected disability from the drop down menu.

Suspected Disability 2-3:

For a reevaluation leave these options blank.

If an initial evaluation then select additional suspected disabilities from the drop down menu.

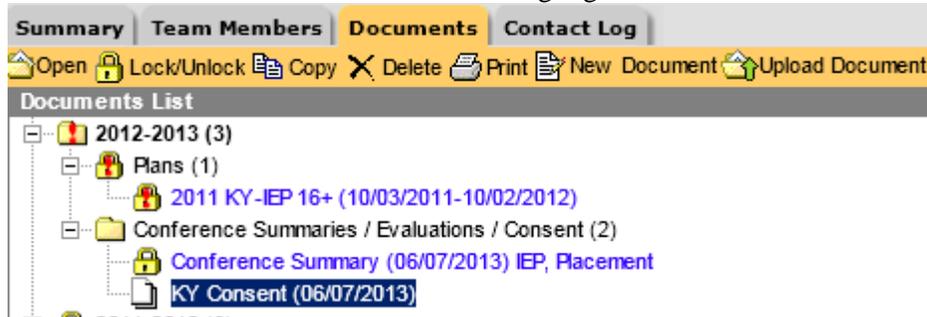
Agreement of Assessment areas check boxes:

Place a check box in each of the ARC selected areas for assessment that the parent has agreed to for evaluation.

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

Consent to Receive Services Options: select one of the following options if the parent either choses to consent for their child to receive services or if the parent revokes or denies consent to receive services.

- 1) Click the “Save” button 
- 2) To lock the document you must click on the “Documents” Tab to get to the main screen 
- 3) Click on the KY Consent Form so that it is highlighted



Campus Path: Student Information | Special Education | Documents Tab**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 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.

Create New Form: from the drop list, select the Private School Service Plan

Service Plan Editor

Plan Completed: Once Service Plan is complete, selecting this checkbox LOCKS the PSP and thus makes the Service Plan complete and considered official and current

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

Start Date: Enter the date in which the Service Plan starts and services begin.

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

Student Demographics Editor

Student Demographics

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

Last Name	First Name	Middle Name	Suffix
<input type="text"/>	<input type="text"/>	<input type="text"/>	
Race, Ethnicity 6: White	Gender M	Birthdate 04/27/1995	
Student Address P.O. Box 64 SCALF, KY 40982			
School Name Knox Central High School	School Phone (555)381-4931	Student Number <input type="text"/>	Grade 10
Primary Disability, if currently identified Speech Language			

Refresh Student Information: This will populate demographic data from Census

Enrollment Status Editor

Enrollment Status

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

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

State ID
1952392106

Primary Disability
07: Emotional Behavior Disability

Special Ed Status
A: Active

Special Ed Setting
6A:(age 6-21) >80% of day in general ed programs

Resident District
:

District of Placement
301: Knox County

Private School Placement

Home Primary Language
1380: Spanish

Primary Disability: Click ‘Get Disability from Evaluation’ button to auto-populate the Primary Disability as *Read only* from student’s Conference Summary | Eligibility/Continued Eligibility Editor. Code descriptions can be found [HERE](#).

***Special Ed Status:** From the drop list, select the option that defines the student’s status within the special education process at a specific school location and assists in the determination as to whether this student will be included in the school’s December 1st Child Count.

Code	Title	Description
A	Active	Student is actively enrolled in special education
AR	Active/Referred	Student is already enrolled in special education and is being referred for another reason (e.g., student currently identified as Speech or Language Impaired and in the reevaluation process for another categorical disability area).
ER	Eligible – Parent Refused	Student eligible for special education services; however, parent refused services.
I	Inactive	Student no longer receives special education services (e.g., withdrawal, graduation, dropped out, exiting from Special Education services).
N	Not Eligible	Student was tested and determined not eligible to receive services
PR	Pre-Referral	Optional status designation to be used when school desires to track non-special education student in the intervention process
Z	Referred	Non-special education student is being referred for testing.

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

Code	Description	
3A1	10 hours or more in a regular early childhood program per week	Majority of special education and related services provided within the early childhood program
3A2		Majority of special education and related services provided in another location
3B1	Less than 10 hours in a regular early childhood program per week	Majority of special education and related services provided within the early childhood program
3B2		Majority of special education and related services provided in another location
3F	Special Education Program	Residential Facility
3P		Service Provider Location
3S		Separate Class
3U	Separate School	
3X	Home	

Ages 6-21	
Code	Description
6J	Parentally Placed in Private School

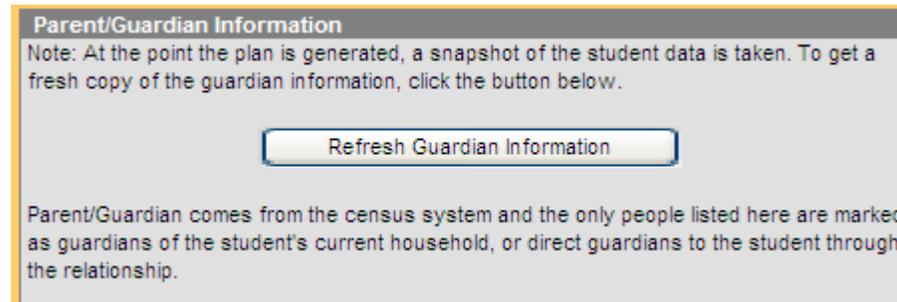
NOTE: The only valid Setting for a student age 6-21 is 6J: Parentally Placed in Private School

Resident District: Auto-populates from Enrollment | State Reporting Fields; select from drop list the district in which the student resides (where they live)

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

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

Parent/Guardian Demographics Editor

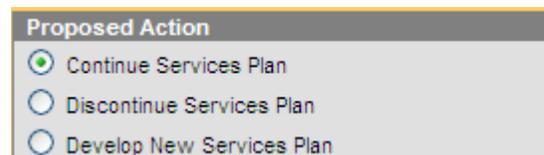


Parent/Guardian Information
Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy of the guardian information, click the button below.

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

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

Proposed Action Editor

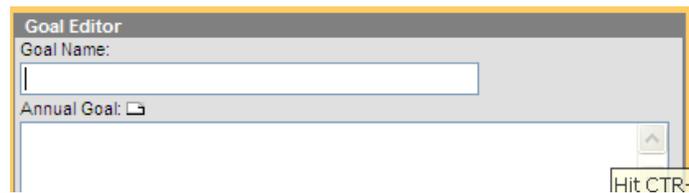


Proposed Action

Continue Services Plan
 Discontinue Services Plan
 Develop New Services Plan

Proposed Action: Upon review of the service plan, select the appropriate action as decided by ARC

Goals and Objectives Editor



Goal Editor
Goal Name:

Annual Goal:

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

Services Editor:

The screenshot shows a web form titled "Private School Service Plan Editor". It contains several fields: a dropdown menu for "*Service" with "Special Education" selected; a dropdown for "Service Provider"; a dropdown for "Service Position" with "SPECIAL EDUCATION TEACHER" selected; a text field for "Location" with "Private School" entered; date pickers for "*Start Date" (09/09/2011) and "*End Date" (09/08/2012); a text field for "*Minutes per Service Frequency" (30); a text field for "*Service Frequency" (3); and a dropdown for "*Service Period" with "week" selected.

Service: Select from drop list Special Education

Service Position: Select the position of each person responsible for implementing the services from the service position drop list.

NOTE: Do not select from the Service Provider drop list. Selection will not print on the service plan and should be removed via System Administration | Special Ed | Service Providers

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

Start Date: Enter the date in which services begin

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

Minutes per Service Frequency: List the number of minutes the service will be provided per session in each Service Period. This may be an approximation of time in terms of minutes, hours, or blocks of time, but may not be a range of time. Service Minutes does not equal total minutes; it is a subset of total minutes of class time.

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

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

Team Meeting Editor | New Team Meeting

The screenshot shows a table titled "Person Attending Meeting Editor". The table has three columns: "Parent / Guardian", "Role", and "Name". There is one row with a checkbox in the "Parent / Guardian" column, an empty text field in the "Role" column, and another empty text field in the "Name" column. Below the table is a button labeled "Add New Attendee".

Enter Role and Name of meeting participants, if parent/ guardian select indicator

Campus Path: KY State Reporting**IDEA December 1 Child Count**Due to KDE December 15th

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

Campus Path: KY State Reporting***Special Education Exit Report***Due to KDE July 31st

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

Campus Path: KY State Reporting | KDE Reports | SPED EOY Behavior Data

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

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

Due to KDE July 31st

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

Campus Path: Student Information | Student Locator

First Steps Referral Process:

First Steps is Kentucky’s early intervention program that provides services to families with children, age’s birth to 3 who have developmental disabilities. This program receives federal funds under the Infants and Toddlers section in Part C of the Individuals with Disabilities Education Act (IDEA). The IDEA also funds programs for preschool and school age children ages 3 through 21 with disabilities under Part B of the Act.

Enroll the student at the school that they will or would attend if they qualify for services

- Student Information | Student Locator
- Enter appropriate search criteria, at minimum first name, last name and gender
- Click on Search for Student

Student Locator

Student Search
 Search for a student already tracked in Campus using the fields provided. A minimum amount of data must be entered i enter the State ID, the SSN, or the full legal lastName, firstName and gender. Select a student from the list or click on Cr SSN-only search, the user must still do a name based search before they are allowed to create a new person.

Last Name	doe	Name	State ID	Gender	Birth Date	%
First Name	jane	DOE, JANE		F		100
Gender	F	DOE, JOHN		F	08/28/1964	67
Birth Date		Dew, Jeanne Marie	1949321671	F	11/22/1991	33
Middle Name		Diaz, Juana Ibeth	1940719840	F	08/28/1994	33
SSN #						
State ID						

Search--->

Create New Student >

- Student will most likely not show up in the locator, if not select ‘Create New Student’
- This process will create a new State ID for the child

Identity Info

*Last Name: Newton
 *First Name: Windy
 Middle Name:
 Suffix:
 *Gender: Female
 *Birth Date:
 Soc Sec Number:
Race/Ethnicity
 *Is the individual Hispanic/Latino?
 *Is the individual from one or more of these races?
 (check all that apply)
 American Indian or Alaska Native
 Asian
 Black or African American
 Native Hawaiian or Other Pacific Islander
 White
 *State Race/Ethnicity:
 Race/Ethnicity Determination:

- Enter the required data elements
 - Last Name
 - First Name
 - Gender
 - Birth Date
 - Race/Ethnicity

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

- Student Information | General | Enrollment Tab | State Reporting Section
- Select **State Exclude**

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

- Upon Consent from Parent
- Student Information | Special Education | Documents Tab
- Complete Conference Summary | Eligibility / Continued Eligibility Editor

Eligibility/Continued Eligibility

Do Not Print

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

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

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

Primary Disability

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

Underlying Disability (A)	Underlying Disability (B)
<input type="text"/>	<input type="text"/>
Underlying Disability (C)	Underlying Disability (D)
<input type="text"/>	<input type="text"/>

Notes:

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

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

Campus Path: System Administration | Resolution Types

Appropriate local district resolution codes should be mapped to State Resolution Codes for reporting purposes:

- ❖ SSP1, Expelled with Services
- ❖ SSP2, Expelled without Services
- ❖ SSP3, Out of School Suspension
- ❖ SSP5, Corporal Punishment
- ❖ **SSP7, Restraint**
- ❖ **SSP8, Seclusion**
- ❖ INSR, In-School Removal– any district resolution type in which student is removed from his/her normal educational environment, i.e., ISAP, ISS, In School Detention, Alternative Classroom, Alternative Program within the school, etc...

NOTE: 2012-13 Behavior Reporting will include all student behavior events with a resolution mapped to the state code of INSR-In School Removal.

Calendar = 12-13 Schools = All Schools

Year School

PATH: Behavior | Admin | Resolution Types

- Select local resolution type

Behavior Resolution Type Editor				
Code	Name	Alignment	Start Date	
	Anger Management Instruction	Discipline	08/10/2006	
	BUS SUSPENSION	Discipline	08/10/2006	
	CONFERENCE W/PARENT	Discipline	08/10/2006	
	CONFERENCE WITH STUD	Discipline	08/10/2006	
	Constructive Assignment	Discipline	08/10/2006	
SSP5	Corporal Punishment	Discipline	08/10/2006	
SSP2	Expelled, Not Receiving Services	Discipline	08/10/2006	
SSP1	Expelled, Receiving Services	Discipline	08/10/2006	
INSR	IN-HOUSE SUSPENSION	Discipline	08/10/2006	

- Select appropriate State Resolution Code (mapping)

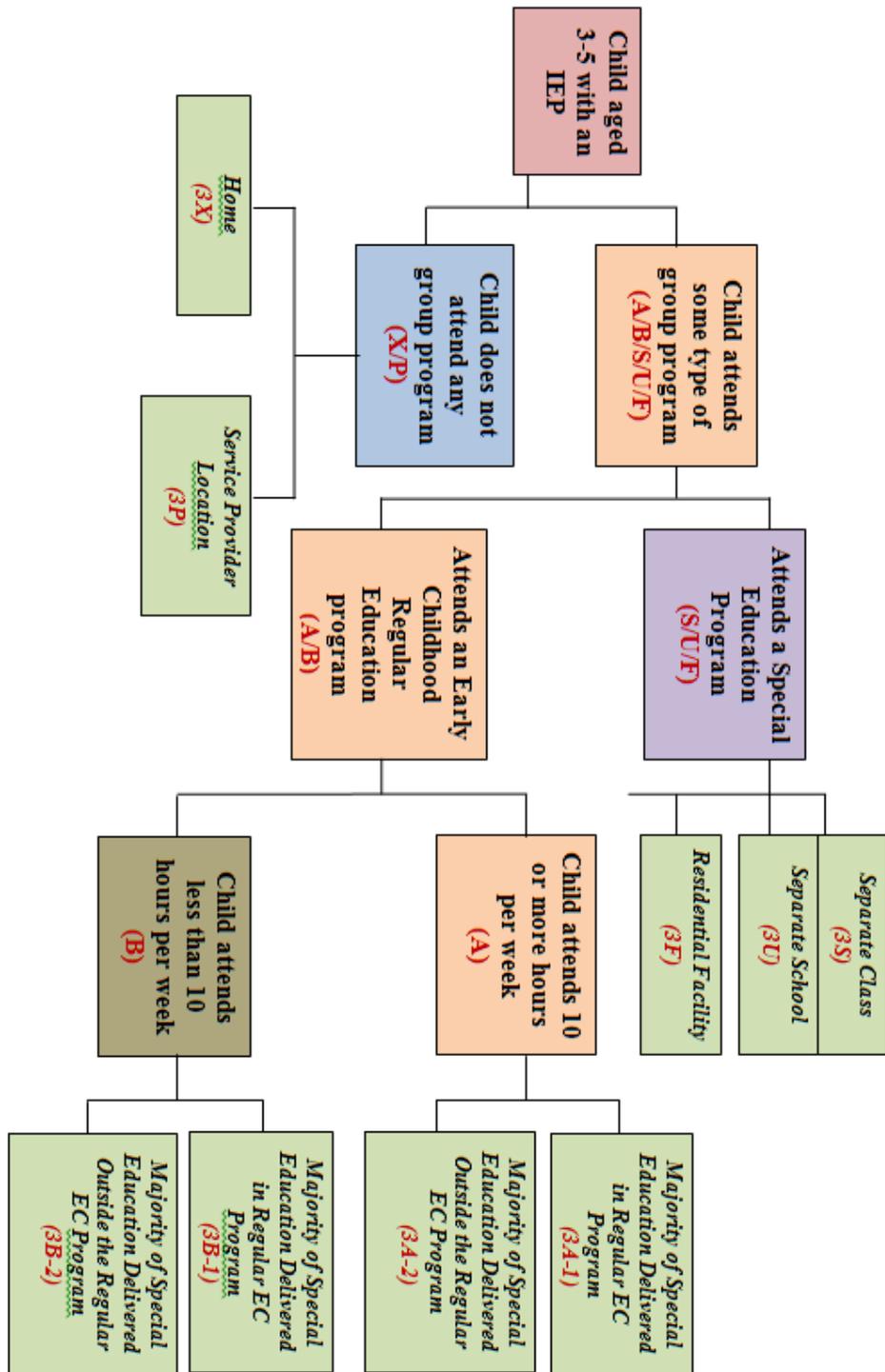
Behavior Resolution Type Detail	
School	District Wide
Code	*Name Expelled, Receiving Services
SSP1	
*Alignment	*Start Date End Date
Discipline	08/10/2006 <input type="text"/>
Category	State Resolution Code (Mapping)
Minor	Expelled, Receiving Services
	No State Resolution Code (Mapping)
	In-School Removal
	Expelled, Receiving Services
	Expelled, Not Receiving Services
	Out of School Suspension
	Corporal Punishment

If resolution mapping was done prior to the E.1230 release, the mapping will convert with the inception of the new Behavior Management Tool.

- Save

Complete the steps above for all In-School Removal resolutions in your district.

Campus Path:



Clarification of Placement Codes for ages 3-5

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

EXCEPTIONS:

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

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

General Instructions for Determining the Appropriate Placement

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

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

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

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

Children attending a Regular Early Childhood Program are classified into two sub-categories. **3A:** Those attending a Regular Early Childhood Program at least 10 hours per week and **3B:** Those attending a Regular Early Childhood Program less than 10 hours per week.

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

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

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

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

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

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

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

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

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

1P Document Services for Trimester Schedule

Campus Path:

Examples for Documenting Trimester Scheduling

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

Reference the [Collaborative Teaching Practices for Exceptional Children Question and Answer Document](#).

Campus Path: Student Information | Special Ed | Documents Tab

The copy process should **ONLY** be used when making an addendum to the current IEP. When developing a new IEP at an annual review meeting users are directed to select the age appropriate KY IEP from the 'Create New Form' drop list under the Documents tab.

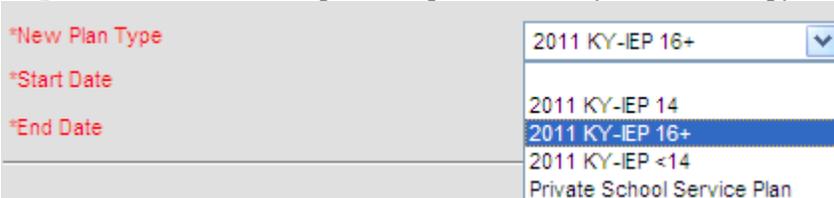
Step 1: Highlight the current IEP



Step 2: Click 'Copy'



Step 3: Select from the drop list the plan in which you want to copy data into.

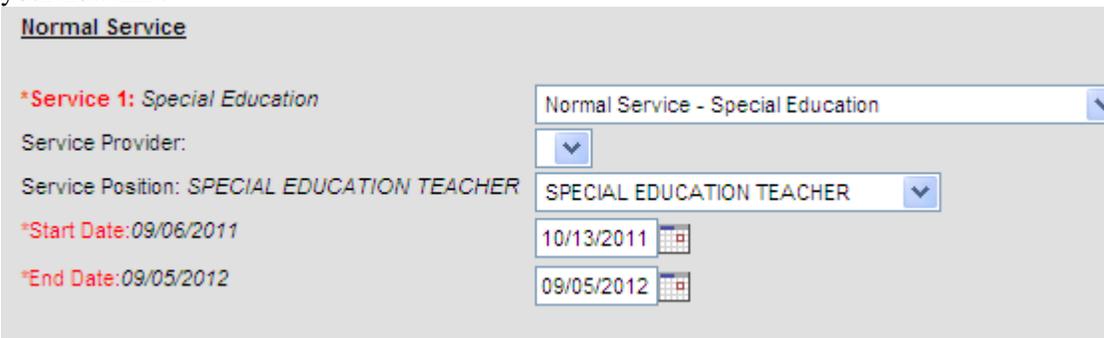


Step 4: Enter the Start (End date should not change) of the new IEP



Step 5: Select the appropriate Special Ed Service and/or Related Services. For reference, on the left hand side is the services from the copied IEP. Even if the services did not change, you must select the service from the drop list in order for them to copy to the new IEP.

Verify the start and end dates of the services selected, the dates should be the same as the start and end date of your new IEP.



Step 6: Click Copy to create the new IEP

Copy

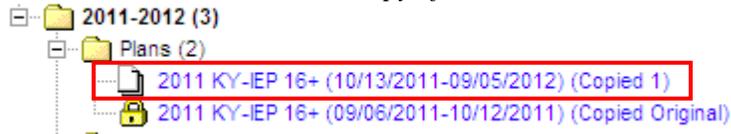
Step 7: Select OK to proceed

WARNING: The previous plan's locking state will be left as it was. Services on the previous plan will be ended. Do you want to proceed?



After copying, the original plan end date and service end dates will: 1) end one day before the new plan starts.

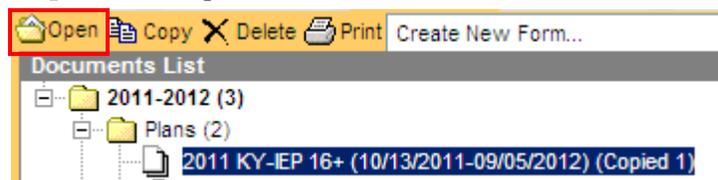
This will create an 'unlocked' copy of the selected IEP



Step 8: Highlight the 'unlocked' copy of the IEP



Step 9: Click 'Open'

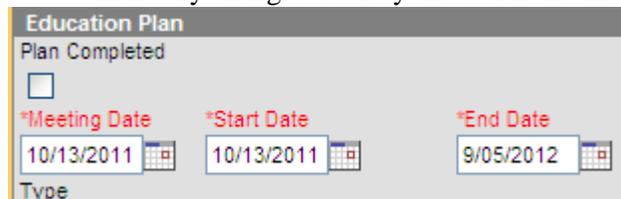


This will open the copied IEP into the editor format

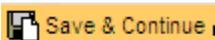
Step 10: Education Plan Editor:

Update the 'Meeting Date' to the date the ARC meet to determine a change to the new IEP.

NOTE: 'End Date' should remain the date that was copied based on the old IEP (this will have to be manually changed back by the user if the meeting date is updated)

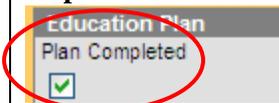


Step 11: Click Save and Continue



Step 12: Review the remaining editors to make the changes that precipitated the need for this addendum. To advance through the editors, click the Save and Continue button, as shown above.

Step 13: Return to the Education Plan Editor, as pictured in Step 10, and mark the 'Plan Completed'



Step 14: Save the document 

NOTE: There is no longer a need to unlock the 'original' IEP to modify dates.

Campus Path:

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

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

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

- General | Enrollment Tab | Special Education section
 - Select the Special Ed Exit Reason
 - Enter the Special Ed Exit Date
 - Change the Special Ed Status to either Inactive or Eligible, Parents Refused, whichever is appropriate
- General | Transportation Tab
 - End date the Transportation of T5: Special Transported, if applicable
- Special Education | Documents Tab:
 - Unlock student's current IEP
 - Education Plan Editor - Change the IEP End Date to the date services ended
 - Enrollment Status Editor - Change the student Special Ed Status to Inactive or Eligible, Parents Refused, whichever is appropriate
 - Special Ed Service Editor – Change End Date for each service to the date services ended
 - Related Services Editor - Change End Date for each service to the date services ended
 - Lock IEP and save
- Special Education | Team Members Tab
 - End date each Team Member listed for student to the date services ended

Student moves from the district or otherwise withdraws

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

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

Campus Path: Student Information | Student Locator

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

Definitions

Former District	District in which student is transferring from; students previously enrolled district
New District	District in which student is transferring to; district student is enrolling

New District requests a student's records transfer

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

Name	State ID	Gender	Birth Date	%
Newton, Test2	2120359583	M	04/16/1995	100

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

Student Records Transfer

Request a Records Release

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

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

Requesting District & User

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

Comments

Status will then appear on screen

Status: Waiting for former district to release records.

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

Former District responds to the records request

Process Inbox will display a Request to release records

Process Inbox

Process	Step	Posted Date	Due Date
Records Transfer	Request for you to release: <input type="text"/>	09/15/2009	

1. Select the link

Records Transfer Boaz, Kaeleb #

Student: Enrollment Type: Primary
Last Name: Boaz First Name: Kaeleb Middle Name: Michael
Gender: M Birthdate: 12/21/1992 SSN:
Grade: 10 School: 09-10 LYNN CAMP HIGH SCHOOL Start Date: 09/10/2009
Overlap [Edit \(08/04/2009-06/03/2010\) 09-10 Warren Central High Scho Grade: 11](#)

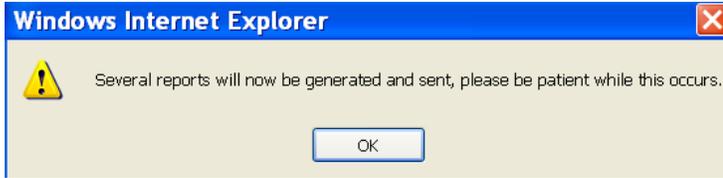
Requesting District & User
District: 301 Knox County Name: System Administrator Username: admin
Request Date: 09/10/2009 Work Phone: Email:
Comments: None.

Releasing District & User
District: 571 Warren County Name: System Administrator Username: admin
Release Date: 09/10/2009 Work Phone: Email:
Comments:

NOTE: The Overlap indicator only appears if a student's enrollment in his/her former district has not been ended. Overlaps can be resolved by selecting the Edit link. User will then be redirected to the student's enrollment tab.

Overlap [Edit \(08/04/2009-06/03/2010\) 09-10 Warren Central High Scho Grade: 11](#)

2. Click release records



3. Click OK

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

Status: Records released to requesting district. Process Complete.

Transfer Documents

- Transcript
- Census Contact Summary
- Enrollment History
- Schedule
- Attendance Period Detail
- Assessment Summary
- Behavior Summary
- Health Condition Summary
- Health Screening Summary
- Health Immunization Summary
- IEP
- Special Ed Evaluation
- Special Ed Documents
- PLP
- PLP Documents

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

New District receives released records from former district

New District will receive notice in Process Inbox 'Waiting'

Records transfers can be accessed in three areas of IC:

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

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

New District Process Inbox

Process Inbox				
	Process	Step	Posted Date	Due Date
X	Records Transfer	Waiting: Newton, Test2 2120359583	09/15/2009	

1. Select the link

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

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

Status: Records released.

<p>Transfer Documents</p> <ul style="list-style-type: none"> Transcript Census Contact Summary Enrollment History Schedule Attendance Period Detail Assessment Summary Behavior Summary Health Condition Summary Health Screening Summary Health Immunization Summary 	<ul style="list-style-type: none"> IEP Special Ed Evaluation Special Ed Documents PLP PLP Documents 	<p>Data imports</p> <ul style="list-style-type: none"> Transcript Import Wizard Enrollment History Import Wizard Assessment Import Wizard Immunization Import Wizard Health Condition Import Wizard IEP Import Wizard Special Ed Evaluation Import Wizard Special Ed Documents Import Wizard PLP Import Wizard PLP Documents Import Wizard KY State Reporting Import Wizard
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NOTE: If an item has been crossed out such as ~~PLP Import Wizard~~ above, then the student's record did not contain this item in the former district.

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

Data imports relevant to Special Education:

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

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

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

KY State Reporting Fields (relevant to SPED)		
State Exclude	Special Ed Status	Date Eligible but Refused
Resident District	Primary Disability	Part C ID
Home Language	Secondary Disability	Special Ed Exit Status
Economic Indicator	Setting	Special Ed Exit Reason

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

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

Enrollment Special Ed Elements

Special Ed Status
A: Active

*Primary Disability
13: Autism

Setting
6C: (age 6-21) <40% of the day general ed programs

Date Eligible but Refused:

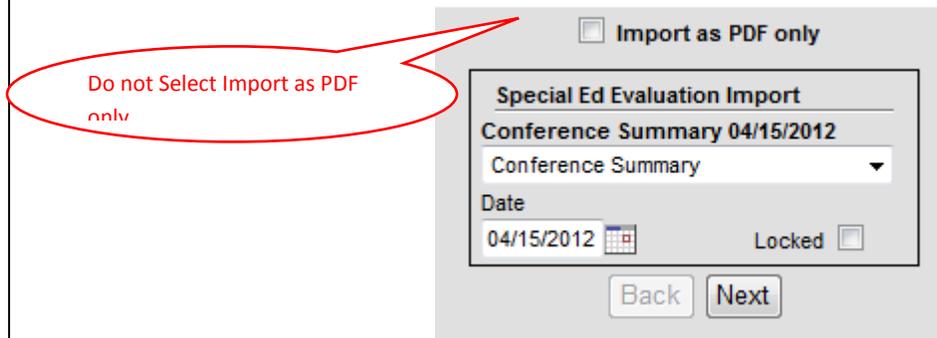
Special Ed Exit Status: 06: Moved, Known to Continue

Special Ed Exit Date: 11/12/2012

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

Special Ed Evaluation Import Wizard

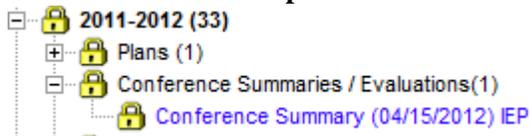
This import wizard will import the student's most recent 'locked' Conference Summary from the former district to the new district database. When complete, the Conference Summary will be available as an editor in the student record, Special Ed | Documents Tab.



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



- 4) Verify in student record that the Conference Summary is now available as an editor based document; also, **mark Evaluation Complete if Locked was not selected in previous screen.**



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

Special Ed Documents Import Wizard

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

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



- 1) Select any documents that do not need to be imported by selecting the 'Do not import the following

document' indicator

- 2) Deselect **Archive** indicator if the document does not need to be archived when imported.
- 3) Save
- 4) Click 'OK' on dialog box



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



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



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

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

- 4) Each **Position** can be mapped to a provider or position within you district by selecting the appropriate from the drop list
- 5) Click Next, IEP will be imported
- 6) Select OK



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



- 8) Mark Plan Complete in the Education Plan editor if **Locked** was not selected in previous screen.