

Individual Education Plan (Kentucky)

Last Modified on 05/03/2024 10:26 am CDT

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The Individual Education Plan is used to capture student special education plan information and match the required documentation provided by the state of Kentucky. This document describes each editor, the section(s) of the print format that include the entered information, a description of each field on the editor, and any special considerations and instructions.

The current format of this document is the **KY IEP 2023**. Plan formats are selected in the [Special Ed Plan Types](#) tool.

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

Editor Home

Editor Home

The Editor Home lists the editors available, their status, and Modification and Completion information.

| Header | Description |
|-------------|-------------------------|
| Name | The name of the editor. |

| Header | Description |
|---------------------|---|
| Status | <p>The state of the editor. Statuses can be:</p> <ul style="list-style-type: none"> • In Progress indicates a user has entered and saved data in that editor. • Not Started is the default status for all editors. • Complete indicates a user has clicked the Complete button on the editor, and the editor is read-only. This does not lock the editor from further editing but indicates the user considers the editor finished. • Not Needed indicates a user has clicked the Not Needed button on the editor. This is usually done for editors that do not apply to the student. <p>The following statuses are only available for certain state-specific documents:</p> <ul style="list-style-type: none"> • ESign indicates that the editor has functionality related to the eSignature process. See the Nevada Individual Education Plan eSignature Process for additional information. • Complete Pending eSignature indicates the plan has been entered and sent via the Campus Parent portal to the student's guardian for eSignature. |
| Modified By | The date and the user by whom the editor was last edited. |
| Completed By | The date and the user who clicked the Complete button for that editor. |

General Information

The following table lists the actions available for the editors. When resizing the window, certain buttons are condensed into a single **Action** button.


| Button | Description |
|-------------|--|
| Save | <p>Different editors have different save options. Click the arrow next to the Save & Stay button to view all saving options for any given editor.</p> <ul style="list-style-type: none"> • Save captures progress and navigates the user to the Editor Home or to the List Screen for List editors. See the Editor Types section for additional information. • Save & Stay captures progress and keeps the user on the current editor. This save button is the default save option and is usually found within the detail screen or list editors, such as Goals and Objectives. • Save & Next captures progress and navigates the user to the next editor. • Save & New captures progress and creates a new record. This save button is usually found within the detail screen of a list editor, such as Goals and Objectives. See the Editor Type section for additional information. |

| Button | Description |
|-----------------|---|
| Refresh | Retrieves a new copy of data from the student's record. This includes enrollment, student, parent/guardian, and team member information. This also returns any accidentally deleted records. Manually entered fields do not change when the refresh button is clicked. The user must Save after clicking Refresh to capture changes. A side panel displays a listing of all the student's applicable enrollment records. See the Enrollments tool documentation for additional information. |
| Cancel | Navigates the user to the Editor Home screen or the List Screen for List editors. |
| Status | Changes the status of the editor. <ul style="list-style-type: none"> • Complete indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. The user must click In Progress to further edit after an editor is marked Complete. • Not Needed indicates the editor does not apply to the student's plan or evaluation. This makes the editor read-only. However, this does not lock the editor from further editing. Click the In Progress button to further edit after an editor is marked Not Needed. • In Progress only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made. <p>The following status is only available for the Nevada IEP:</p> <ul style="list-style-type: none"> • Complete Pending eSignature only displays for the Procedural Safeguards, IEP Implementation, and Medicaid Consent editors. This button marks the editor as complete until the parent/guardian electronically signs those sections of the plan via the Campus Parent Portal. See the Nevada Individual Education Plan eSignature Process for additional information. |
| Print | Prints the entire document. |
| Editors | Opens a side panel listing all the available editors and their status. Select an editor from this list to navigate to that editor or click Close to collapse the side panel. |
| Previous | Navigates the user to the previous editor. |
| Next | Navigates the user to the next editor. |

Editor Types

There are two types of editors available: List or Basic editors. When navigating to a Basic editor, the list of fields within the editor is displayed. List editors display a list of all records within that editor. Clicking an existing record or the **New** button opens the detail view for an individual record.

Editor Lock Out and Release Logic

Only one user at a time can actively work on an editor. A person with a padlock icon ()

) displays in the Editors side panel, Editor Home, and List Screen of list editors indicating which editors currently have users working on them. Hovering over the icon displays the name of the user who has checked out the editor, including the current user (you).

Editors that are currently being edited are read-only for all other users. The name of the person working on the editor displays in the header.

To release an editor, the user must:

- navigate to the next editor by clicking **Save and Next** or the **Editors** button and selecting the next editor from the side panel.
- click the **Cancel** button to return to the Editor Home screen.
- log out of the Campus application.
- navigate to a different tool in the Campus application.

Editors are automatically released when the in-application timeout limit has been exceeded. This is a back-end process and is usually around 30-60 minutes.

Template Banks

Certain fields within several editors have an **Add Template** icon that displays next to their name. Clicking this button displays a side panel with the available library of predetermined text for that field. [Template Banks](#) are managed in System Administration.

Transition Goals and Services: Postsecondary

Sequence Number: 1

Area*: Postsecondary Education and Training Goal

Goal: Add Template

Reading Goal

Courses of Study: Add Template

Template Banks

| Categories | Sequence | Selected Template Bank Values |
|---|----------|-------------------------------|
| + Course of Study English (4 Templates) | | No records selected. |
| + Course of Study Math (4 Templates) | | |

Save & Stay | Cancel | Insert Selected Template(s) | Clear Selected Template(s) | Cancel

Template Bank Side Panel

Click the plus (+) icons next to the category to view the available template values.

Template Banks

| Categories | Sequence | Selected Template Bank Values | | | | | | | | | | |
|--|---|---|------------------------------------|--|------------------------------------|--|------------------------------------|--|------------------------------------|--|---|---|
| - Course of Study English (4 Templates) <table border="1"> <thead> <tr> <th>Add</th> <th>Templates</th> </tr> </thead> <tbody> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 10 Grade 10: English 200</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 11 Grade 11: English 300</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 12 Grade 12: English 400</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 9 Grade 9: English 100</td> </tr> </tbody> </table> | Add | Templates | <input type="button" value="Add"/> | Course of Study 10 Grade 10: English 200 | <input type="button" value="Add"/> | Course of Study 11 Grade 11: English 300 | <input type="button" value="Add"/> | Course of Study 12 Grade 12: English 400 | <input type="button" value="Add"/> | Course of Study 9 Grade 9: English 100 | 1 <input type="button" value="▲"/> <input type="button" value="▼"/> | Course of Study 9 <input type="button" value="X"/> Grade 9: English 100 |
| Add | Templates | | | | | | | | | | | |
| <input type="button" value="Add"/> | Course of Study 10 Grade 10: English 200 | | | | | | | | | | | |
| <input type="button" value="Add"/> | Course of Study 11 Grade 11: English 300 | | | | | | | | | | | |
| <input type="button" value="Add"/> | Course of Study 12 Grade 12: English 400 | | | | | | | | | | | |
| <input type="button" value="Add"/> | Course of Study 9 Grade 9: English 100 | | | | | | | | | | | |
| | 2 <input type="button" value="▲"/> <input type="button" value="▼"/> | Course of Study 10 <input type="button" value="X"/> Grade 10: English 200 | | | | | | | | | | |
| | 3 <input type="button" value="▲"/> <input type="button" value="▼"/> | Course of Study 11 <input type="button" value="X"/> Grade 11: English 300 | | | | | | | | | | |
| | 4 <input type="button" value="▲"/> <input type="button" value="▼"/> | Course of Study 12 <input type="button" value="X"/> Grade 12: English 400 | | | | | | | | | | |
| + Course of Study Math (4 Templates) | | | | | | | | | | | | |

Expanded Category and Values Selected

Template Bank Categories display on the left and the selected text displays on the right. Click the **Add** button to add the template value. This adds the template to the queue of values on the right. The red **X** removes selected templates while the sequence field can be used to reorder the templates. Another option is to use the up and down arrows next to the sequence field to reorder values.

Click **Cancel** to go back to the document. The **Clear Selected Template(s)** button removes all selected template values from the right selection screen.

Once selections are finalized, click the **Insert Selected Template(s)** button to add the values to the field within the document in the selected order. Template values are separated by carriage returns.

Courses of Study:

Grade 9: English 100

Grade 10: English 200

Grade 11: English 300

Grade 12: English 400

Example Template Bank Selections in the Document

Text Editors

Images should not be inserted into text fields.

Editors

[Education Plan](#) | [Student Information](#) | [Enrollment Information](#) | [Parent/Guardian Information](#) | [Present Levels of Academic Achievement and Functional Performance](#) | [Transition Service Needs \(14\)](#) | [Postsecondary Goals and Services](#) | [Course of Study](#) | [Transfer of Rights at Age of Majority](#) | [Special Factors](#) | [Goals and Objectives](#) | [Reporting Progress](#) | [Supplementary Aids and Services](#) | [Accommodations for State/Classroom Assessments](#) | [Alternate Assessment Participation Guidelines](#) | [Learner Characteristics Inventory](#) | [Supports and Modifications](#) | [Least Restrictive Environment](#) | [Special Ed Services](#) | [Related Services](#) | [Extended School Year](#)

The following section lists each editor and describes each field on the editor.

Education Plan

The Education Plan editor includes the various dates associated with the plan, why the IEP meeting was held, and how student progress is reported.

This editor must be saved before entering data into other editors. This editor cannot be placed in a Not Needed status.

Education Plan IN PROGRESS
Editor 1 of 21

Type *

Initial

Meeting Date *

01/09/2023
📅

Start Date *

01/09/2023
📅

End Date *

01/08/2024
📅

Date of Eligibility Determination

N/A

Education Plan Editor

[▶ Click here to expand...](#)

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Student Information

The Student Information editor displays basic information about the student such as demographic information. This is a read-only editor.

The **Refresh** button retrieves a fresh copy of data from the student's record. See the [General Information](#) section for additional information.

This editor cannot be placed in a Not Needed status.

Student Information IN PROGRESS
Editor 2 of 21

When a Plan is generated, a snapshot of the student's information is taken from Census. Click Refresh to retrieve a new copy of data.

| | | | |
|---|--|-------------------------------|---------------|
| Last Name [Redacted] | First Name Nam | Middle Name Le | Suffix |
| Gender M | Birthdate [Redacted] | Age 16 | |
| Race, Ethnicity 3: Asian | Home Primary Language 1560: Vietnamese | | |
| Address [Redacted] LOUISVILLE, KY 40206 | Student Number [Redacted] | State ID [Redacted] | |
| Case Manager Information | | | |
| Name | Title | | |

Student Information Editor

▶ [Click here to expand...](#)

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Enrollment Information

The Enrollment Information editor reports Special Education information from the student's Enrollment record. This editor is read only.

The **Refresh** button retrieves a fresh copy of data from the student's record. The **Refresh** button must be clicked before the editor can be placed in a Complete status.

See the [General Information](#) section for additional information.

Enrollment Information IN PROGRESS
Editor 3 of 21

Click Refresh to retrieve a new copy of data from a selected Enrollment record. Information entered into this editor will modify the student's current Enrollment record when the plan is locked.

Primary Disability

Special Ed Status *

A: Active

Special Ed Setting * ⓘ

6A: (K-14) >80% of day in general ed programs

Grade
10

District of Residence

School Phone

School of Attendance

District Information

District Number

District Name
PUBLIC SCHOOLS

District Phone

District Address
Louisville, KY 40218

District Phone

Enrollment Information Editor

▶ [Click here to expand...](#)

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Parent/Guardian Information

The Parent/Guardian Information editor populates based on the guardian checkbox on the student's [Relationships](#) tool. The editor includes [Demographics](#) information for the student's guardian.

The **Delete** button next to each parent/guardian can be used to remove a parent/guardian from the IEP.

The **Refresh** button retrieves a new copy of parent/guardians' data. This also returns any accidentally deleted people. Manually entered fields do not change when the refresh button is clicked. The user must **Save** after clicking Refresh to capture changes.

This editor cannot be placed in a Not Needed status.

Parent/Guardian Information IN PROGRESS
Editor 4 of 21

When a Plan is generated, a snapshot of the parent/guardian information is taken from Census. Individuals with the Guardian checkbox marked on the Relationship tool for the student display below. Click Refresh to retrieve a new copy of data.

Cam Le - Mother

Print Sequence

Address

Home Phone **Work Phone** **Cell Phone**

E-mail

Thomas - Father, step

Print Sequence

Address

Parent/Guardian Information Editor

▶ [Click here to expand...](#)

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Present Levels of Academic Achievement and Functional Performance

The Present Levels of Academic Achievement and Functional Performance editor provides a summary of the student's current achievement in school. This editor includes areas for parent and student input and a description of various kinds of assistance the student could receive.

This editor cannot be placed in a Not Needed status.

Present Levels of Academic Achievement and Functional Performance IN PROGRESS

Editor 5 of 21

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

(For preschool children include the effect on participation in appropriate activities. Beginning in the child's 8th grade year or when the child has reached the age of 14, a statement of transition needs is included.)

Communication Status

Performance commensurate with similar age peers

Student has trouble expressing their ideas into words.

Academic Performance

Performance commensurate with similar age peers

Present Levels of Academic Achievement and Functional Performance Editor

▶ [Click here to expand...](#)

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Transition Service Needs (14)

Transition Service Needs (14) IN PROGRESS

Editor 6 of 21

Beginning in the child's 8th grade year or when the child has reached the age of 14 and thereafter.

What transition assessments were used to determine the student's preferences and interests? *

Check all that apply

| | |
|---|--|
| <input checked="" type="checkbox"/> Student Interview | <input type="checkbox"/> Student Survey |
| <input checked="" type="checkbox"/> Student Portfolio | <input type="checkbox"/> Vocational Assessments |
| <input type="checkbox"/> Interest Inventory | <input checked="" type="checkbox"/> Parent Interview |
| <input type="checkbox"/> Career Awareness | <input type="checkbox"/> Career Aptitude |
| <input type="checkbox"/> Individual Learning Plan | <input type="checkbox"/> Other |

Specify Other

Needs Related to the Course of Study *

See Present Levels of Performance

The Multi Year Course of Study is included with this IEP.

The Multi Year Course of Study has been uploaded and attached.

Transition Service Needs (14) Editor

▶ [Click here to expand...](#)

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Postsecondary Goals and Services

The Postsecondary Goals and Services editor details a student's postsecondary goals in education/training and employment or independent living skills.

▶ [Click here to expand...](#)

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Course of Study

The Course of Study editor lists the proposed courses the student is recommended to complete to meet established post secondary goals.

Only 8 Grade cards can be included on this editor.

Course of Study Editor 8 of 21

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

Grade *

10 ▾

Subject(s)

Math

Science

Reading

Writing

Band

Art

Intro to Electrical Engineering

Course of Study Editor

| Field | Description | Validation |
|---|--|--------------------------------------|
| Proposed courses of study to assist the student in reaching the measurable postsecondary goals. | | |
| Grade | The grade level. Options include: <ul style="list-style-type: none"> • 6 • 7 • 8 • 9 • 10 • 11 • 12 • 14 | The values available are hard-coded. |
| Subject(s) | The subjects related to the course of study. | Multiple subjects may be selected. |

Transfer of Rights at Age of Majority

The Transfer of Rights at Age of Majority editor details that when the child is 17 during the course of his or her IEP, the child and parent(s) have been informed of the transfer of rights when the child reaches the age of 18.

Transfer of Rights at Age of Majority IN PROGRESS Editor 9 of 21

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

Date student was informed of the transfer of rights *

Transfer of Rights at Age of Majority Editor

| Field | Description | Validation |
|--|--|--|
| | If applicable, one year before the student reaches age 18 the student and parent have been informed of the student's rights under Part B of the Individuals with Disabilities Education Act, if any, that will transfer on reaching the age of majority. | |
| Date Student was Informed <i>*Required</i> | The date the student was informed of their transfer rights. | <p>*This field is required when the student is 16 or older during the life of the plan.</p> <p>This field pulls in from the most recent, locked plan when available.</p> |

Special Factors

The Special Factors editor identifies additional steps required to address the student's needs.

This editor cannot be placed in a Not Needed status.

Special Factors IN PROGRESS
Editor 10 of 21

Considerations 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?

If yes, consider, if appropriate, strategies, including positive behavioral intervention strategies and supports to address that behavior.

Working with the student one-on-one in person to help them talk through their ideas helps them figure out what to write.

Does the child have limited English proficiency?

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

Special Factors Editor

▶ [Click here to expand...](#)

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Goals and Objectives

The Goals and Objectives editor lists goals designed to measure the student's progress in general education curriculum. Each goal includes how the goal is measured and how success is determined.

This editor cannot be placed in a Not Needed status. At least one record must be saved in order to mark this editor as "Complete."

▶ [Click here to expand...](#)

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Reporting Progress

The Reporting Progress editor defines how often progress towards a measurable annual goal is reported per academic year.

This editor cannot be placed in a Not Needed status.

Reporting Progress IN PROGRESS Editor 12 of 21

Reporting Progress

Concurrent with the issuance of Report Cards

Other

Specify Other:

Reporting Progress Editor

| Field | Description | Validation |
|--|--|---|
| Reporting Progress | The reporting progress for reporting the student's progress toward their goals. Options include: <ul style="list-style-type: none"> Concurrent with the issuance of Report Cards Other | Only one option can be selected. |
| Specify Other <i>*Required</i> | A description of an other frequency for reporting progress. | *This field becomes available and is required in order to Complete the editor when Other is selected above. |

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Supplementary Aids and Services

The Supplementary Aids and Services editor lists additional supports provided to the student that are necessary to measure the academic achievement and functional performance of the student on State, District-wide, and classroom assessments.

This editor cannot be placed in a Not Needed status.

Supplementary Aids and Services IN PROGRESS Editor 13 of 21

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

Alternate demonstrations of knowledge and skills

Supplementary Aids and Services Editor

| Field | Description |
|--|---|
| Statement of Supplementary Aids and Services, to be provided to the child or on behalf of the child | A description of the supplementary aids and services to be provided to the student. |

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Accommodations for State/Classroom Assessments

The Accommodations for State/Classroom Assessments editor indicates whether the student requires accommodations or alternative assessments to take standardized tests.

This editor cannot be placed in a Not Needed status.

Accommodations for State/Classroom Assessments Editor 14 of 21

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 Population 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.

Accommodations

| | |
|---|--|
| <input type="checkbox"/> Paraphrasing | <input type="checkbox"/> Scribes |
| <input type="checkbox"/> Manipulatives | <input type="checkbox"/> Use of Technology |
| <input type="checkbox"/> Braille | <input type="checkbox"/> Large Print |
| <input type="checkbox"/> Reinforcement and behavior modification strategies | <input checked="" type="checkbox"/> Extended Time (select one) |
| <input type="checkbox"/> Readers (select one) | <input checked="" type="checkbox"/> Time and a Half |
| <input type="checkbox"/> Online / Text Reader | <input type="checkbox"/> Double Time |
| <input type="checkbox"/> Human Reader | <input type="checkbox"/> Calculator (select one) |
| <input type="checkbox"/> Interpreters (select one) | <input type="checkbox"/> Online Calculator |
| <input type="checkbox"/> American Sign Language | <input type="checkbox"/> Handheld Calculator |

Accommodations for State/Classroom Assessments Editor

[▶ Click here to expand...](#)

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Alternate Assessment Participation Guidelines

The Alternate Assessment Participation Guidelines editor indicates whether the student meets the criteria for receiving alternative assessments to take standardized tests.

Alternate Assessment Participation Guidelines Editor 15 of 21

Kentucky Alternate Assessment Participation Guidelines Documentation Form

***For further clarification of terms used in this worksheet, please refer to the Guidance for Admissions & Release Committee (ARCs) on Participation Decisions for the KY Alternate Assessment.*

***All answers to Participation Criterion **must** be answered Yes in order to be eligible to participate in the KY Alternate Assessment.*

The parent was provided a copy of the Alternate Assessment Parent Guide with an opportunity to ask questions.
 If yes, indicate below when the Guide was provided to the parents.
 If no, provide a copy of the Alternate Assessment Parent Guide and an opportunity to ask questions.

Yes

When Guide was Provided to Parents Date Guide Provided to Parents

The Admissions and Release Committee has explained the difference between an Alternative High School Diploma (704 KAR 3:305) and Regular High School Diploma to all members of the ARC.

Yes

Participation in the KY Alternate Assessment is stated in the IEP and based on the annual review.

Participation Criterion #1

Alternate Assessment Participation Guidelines

▶ [Click here to expand...](#)

Learner Characteristics Inventory

The Learner Characteristics Inventory editor details the area(s) of a student's disability and the student's learning characteristics.

When "No. Stop here." is selected from ARC Eligibility Determination Response Answer to Eligibility Determination within the Alternate Assessment Participation Guidelines editor, this editor is **NOT** available for the user.

When "Yes. All participation..." is selected from ARC Eligibility Determination Response Answer to Eligibility Determination within the Alternate Assessment Participation Guidelines editor, this editor **CANNOT** be placed in a Not Needed status and must be completed by the user.

When this editor is Complete but data is then removed from the Alternate Assessment Participation Guidelines editor, this editor is automatically placed in a Not Needed status.

Learner Characteristics Inventory IN PROGRESS Editor 16 of 21

1. Student's primary IDEA disability label:

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

Underlying Disability (A) Underlying Disability (B)

Underlying Disability (C) Underlying Disability (D)

2. Is your student's primary language a language other than English?

3. What is the student's primary classroom setting?

Special School

Regular School, *self-contained special education classroom*, some special inclusion (students go to art, music, PE) but return to their special education class for most of school day.

Regular School, *primarily self-contained special education classroom*, some academic inclusion (students go to some general education academic classes (such as reading, math, science, in addition to specials) but are in general education classes less than 40% of the school day).

Regular School, *resources room/general education class*, students receive resource room services, but are in general education classes 40% or more of the school day.

Learner Characteristics Inventory Editor

▶ [Click here to expand...](#)

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Supports and Modifications

The Supports and Modifications editor details the services or tools for school staff to assist them in providing special education services.

This editor cannot be placed in a Not Needed status.

Supports and Modifications for School Personnel NOT STARTED Editor 17 of 21

Program Modifications/Supports for school personnel that will be provided:

Not needed at this time

Supports and Modifications for School Personnel Editor

| Field | Description | Validation |
|--|---|------------|
| Program Modifications/Supports for school personnel that will be provided | A description of the supports and program modification for school personnel provided. | N/A |

| Field | Description | Validation |
|--------------------------------|---|--|
| Not needed at this time | Indicates supports or program modifications are not needed. | When marked, the above field is not available. |

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Least Restrictive Environment

The Least Restrictive Environment editor details the amount of time and the extent to which the student spends with non-disabled same age peers during regular class time, extracurricular, and other nonacademic activities.

This editor cannot be placed in a Not Needed status.

Least Restrictive Environment Editor 18 of 21

LRE and General Education

Explain the extent, if any, to which the student will not participate in general education

Content Area

Least Restrictive Environment Editor

| Field | Description |
|---|--|
| Explain the extent, if any, to which the student will not participate in general education | A description of the extent to which the student won't participate in general education. |

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Special Ed Services

The Special Ed Services editor lists services provided to the student in a Special Education setting based on the needs of the student.

This editor cannot be placed in a Not Needed status. At least one record must be saved in order to place this editor in a Complete status.

▶ [Click here to expand...](#)

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Related Services

The Related Services editor lists the services the student needs in order to succeed with his/her special education program and the details relevant to the selected service.

▶ [Click here to expand...](#)

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Extended School Year

The Extended School Year editor indicates the student requires services beyond the standard school time, such as beyond school hours or during breaks, and the factors considered in this determination.

This editor cannot be placed in a Not Needed status.

Extended School Year IN PROGRESS
Editor 21 of 21

Are extended school year services required for this student?

No

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 Editor

| Field | Description |
|---|--|
| Are extended school year services required for this student? | Indicates extended school year services are required. Options include: <ul style="list-style-type: none"> Yes No More Data Needed |

| Field | Description |
|---|--|
| <p>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.</p> | <p>A description of the service and to which goals the service is related, OR a description of reasons for the decision.</p> |

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Previous Versions

[Individual Education Plan \(Kentucky\) \[.2315 - 2339\]](#)

[Individual Education Plan \(Kentucky\) \[.2311 and previous\]](#)