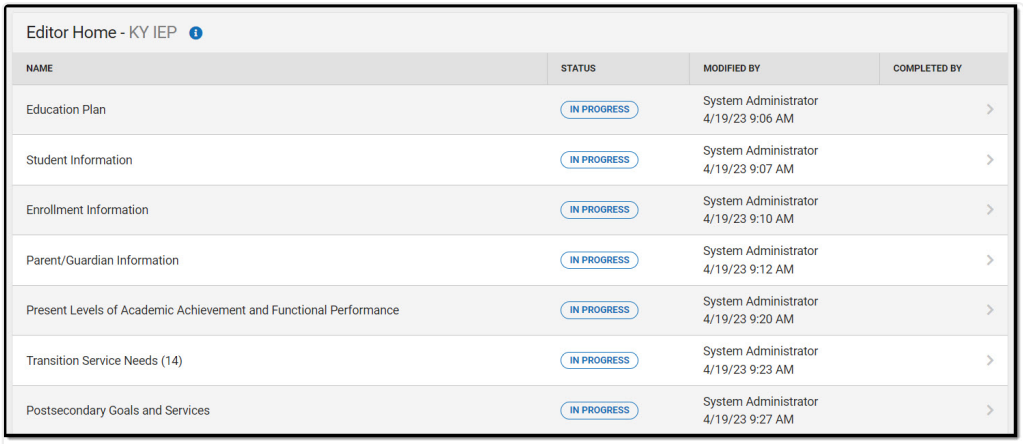
Individual Education Plan (Kentucky)

Last Modified on 07/20/2026 2:09 pm CDT

Tool Search: Special Ed Documents

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, each field on the editor, and any special considerations and instructions. For information on general functionality, navigation, and additional plan and evaluation features, see the core Plan and Evaluation Information article.

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



Editor Home

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 Editor

Click here to expand...

Field	Description	Ad Hoc	Validation
Type *Required*	The type of plan. Options include: • Initial • Annual • Transferred	N/A	N/A

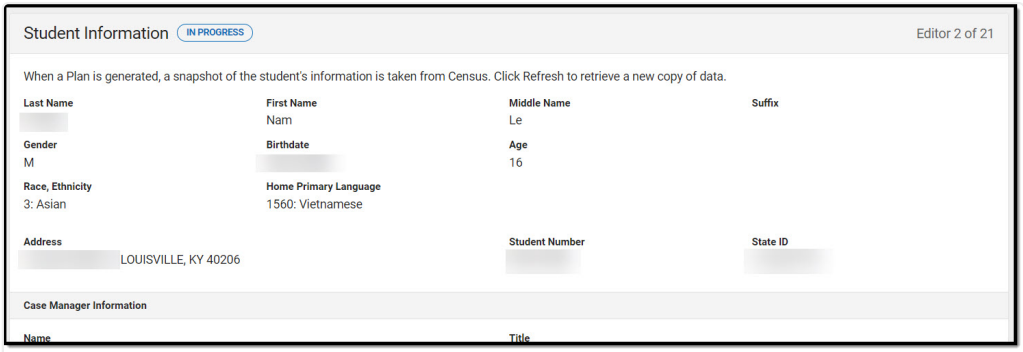
Field	Description	Ad Hoc	Validation
Meeting Date *Required*	The day the IEP meeting took place.	N/A	N/A
Start Date *Required*	The day on which the plan begins for the student.	Learner Planning > Learning Plans > planStartDate	This field auto-populates to the same date as the Meeting Date, but can be modified. This date must be after the Meeting Date.
End Date *Required*	The day on which the plan ends for the student.	Learner Planning > Learning Plans > planEndDate	This auto-populates to be one year minus one day from the Start Date, but can be modified. This field cannot be longer than one year minus one day from the Start Date.
Date of Eligibility Determination	The date the student was deemed eligible to receive special education services.	N/A	This field auto-populates from the most recent, locked Evaluation. When a new Evaluation is locked after a Plan is created, the new Evaluation date is pulled into the Plan and the following message displays, "The Date of Eligibility Determination has changed since this Plan was last saved. Save this editor to ensure the updated information displays on the printed document."

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 Editor

Click here to expand...

Field	Description	Database/UI Location (when Refresh is clicked)
Last Name	The student's last name.	Census > People > Demographics > Last Name identity.lastName
First Name	The student's first name.	Census > People > Demographics > First Name identity.firstName
Middle Name	The student's middle name.	Census > People > Demographics > Middle Name identity.middleName
Suffix	The student's suffix.	Census > People > Demographics > Suffix Name identity.suffix
Gender	The student's gender.	Census > People > Demographics > Gender identity.gender
Birthdate	The student's birthdate.	Census > People > Demographics > Birth Date identity.birthDate
Age	The student's age. This is the student's age as of the plan's Start Date.	Census > People > Demographics > Age
Race, Ethnicity	The student's race/ethnicity.	Census > People > Demographics > Race/Ethnicity identity.raceEthnicity
Home Primary Language	The student's language they speak at home.	Census > People > Demographics > Home Primary Language identity.homePrimaryLanguage
Address	The student's address. This field becomes a dropdown when more than one address exists for the student. The primary household displays by default.	Census > Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip
Student Number	The student's identification number.	Census > People > Demographics > Student Number
State ID	The student's state identification number.	Census > People > Demographics > State ID
Case Manager Information ***These fields are read-only.***		
Name	The first and last name of the team member.	Student Information > Special Ed > General > Team Members > Case Manager Name
Title	The role of the team member.	Student Information > Special Ed > General > Team Members > Case Manager Title
Phone	The phone number of the team member.	Student Information > Special Ed > General > Team Members > Case Manager Work Phone

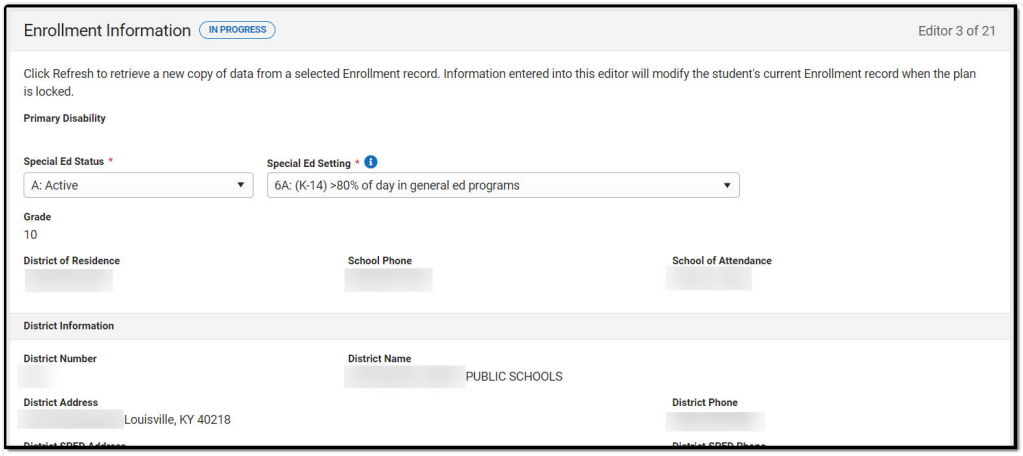
Enrollment Information

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.

The Primary Disability field must be populated from the locked Evaluation to place this editor in a Complete status.



Enrollment Information Editor

Click here to expand...

Field	Description	Database/UI Location (when Refresh is clicked)	Validation
Primary Disability	The student's primary disability.	Enrollment.disability1	This field is read-only and is pulled from the most recent, locked evaluation. When there is no locked evaluation, this value is pulled from the student's enrollment record. The Primary Disability field must be populated from the locked Evaluation to place this editor in a Complete status.
Special Ed Status *Required*	The student's special ed status. Options include: • A: Active • AR: Active/Referred • ER: Eligible - Parents refused • I: Inactive	Enrollment.specialEdStatus	N/A
Special Ed Setting *Required*	The student's special ed setting.	Enrollment.specialEdSetting	Preschool Settings (PreK) display when the student is age four (4) or younger any time between the Start Date of the plan, which can include 12/1, until the next 12/1. School Age Settings display when the student is age six (6) or older any time between the Start Date of the plan, which can include 12/1, until the next 12/1. All Settings display when the student is age five (5) any time between the start date of the plan, which can include 12/1, until the next 12/1.

Field	Description	Database/UI Location (when Refresh is clicked)	Validation
Grade	The student's current grade.	Enrollment > Grade enrollment.grade	This field is pulled from the Enrollment record.
District of Residence	The student's district of residence.	Ad hoc Filter Designer > Student > Learner Planning > Learning Plans > residentDistrictNumber	This field is pulled from the Enrollment record.
School of Attendance	The student's school of attendance.	Ad hoc Filter Designer > Student > Learner Planning > Learning Plans > Enrollments > residentSchool enrollment.residentSchool	This field is pulled from the Enrollment record.
School of Attendance Phone	The student's school of attendance phone number.	Ad hoc Filter Designer > Student > Learner Planning > Learning Plans > School > Phone school.phone	This field is pulled from the Enrollment record.
District Information			
District Number	The district number associated with the Enrolled school.	System Administration > Resources > District Information > State District Number	This field is pulled from the Enrollment record.
District Name	The district name associated with the Enrolled school.	System Administration > Resources > District Information > Name	This field is pulled from the Enrollment record.
District Address	The district address associated with the Enrolled school.	System Administration > Resources > District Information > Address	This field is pulled from the Enrollment record.
District Phone	The district phone number associated with the Enrolled school.	System Administration > Resources > District Information > Phone	This field is pulled from the Enrollment record.
District SPED Address	The district special education address associated with the Enrolled school.	System Administration > Resources > District Information > SPED Address	This field is pulled from the Enrollment record.
District SPED Phone	The district special ed phone number associated with the Enrolled school.	System Administration > Resources > District Information > SPED Phone	This field is pulled from the Enrollment record.

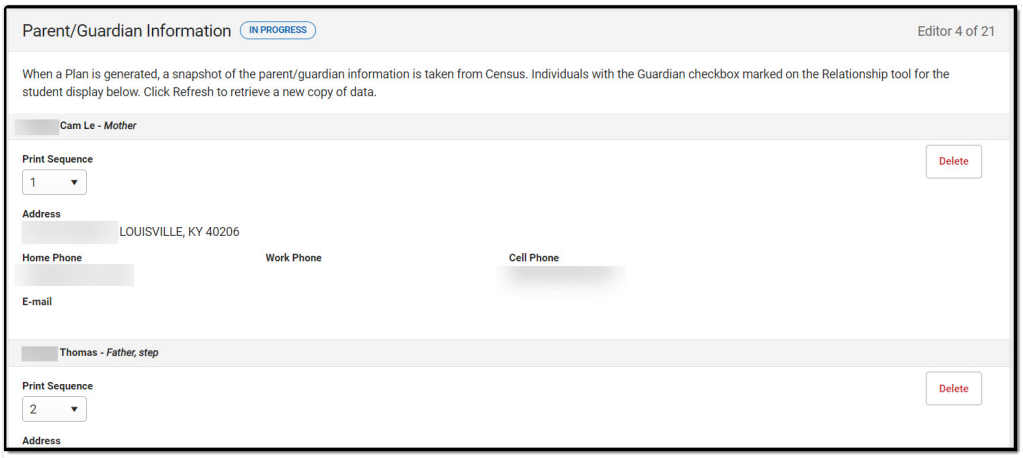
Parent/Guardian Information

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 Editor

Click here to expand...

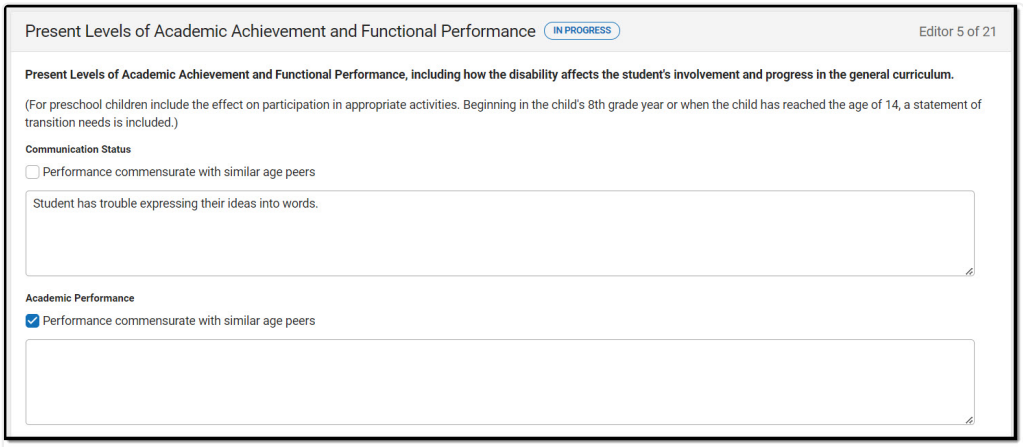
Field	Description	Database/UI Location (when Refresh is clicked)	Validation
Last Name	The last name of the parent/guardian.	Census > People > Demographics > Last Name identity.lastName	This field populates from Census. This is part of the header for the parent/guardian.
First Name	The first name of the parent/guardian.	Census > People > Demographics > First Name identity.firstName	This field populates from Census. This is part of the header for the parent/guardian.
Middle Name	The suffix of the parent/guardian.	Census > People > Demographics > Suffix Name identity.suffix	This field populates from Census. This is part of the header for the parent/guardian.
Suffix	The suffix of the parent/guardian.	Census > People > Demographics > Suffix Name identity.suffix	This field populates from Census. This is part of the header for the parent/guardian.
Relationship	The relation of the parent/guardian to the student.	Census > People > Relationships	This field populates from Census. This is part of the header for the parent/guardian.
Print Sequence	The print order of the parent/guardian(s) on the IEP.	N/A	When no Sequence is selected, parent/guardian(s) print in the order displayed in the UI. When any Sequences are selected, only parent/guardian(s) with a sequence number prints in the order defined.

Field	Description	Database/UI Location (when Refresh is clicked)	Validation
Address	The parent/guardians' address.	Census > Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip	This field populates from Census. When there are multiple addresses for a person, a drop down with an option to select which address displays. When there is only one address, the drop down has one option. The populated address is the one marked Primary.
Home Phone	The home phone number of the parent/guardian.	Census > People > Demographics > Household Phone	This field populates from Census.
Work Phone	The work phone of the parent/guardian.	Census > People > Demographics > Work Phone	This field populates from Census.
Cell Phone	The cell phone of the parent/guardian.	Census > People > Demographics > Cell Phone	This field populates from Census.
E-mail	The primary email address for the parent/guardian.	Census > People > Demographics > Email	This field populates from Census.

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 Editor

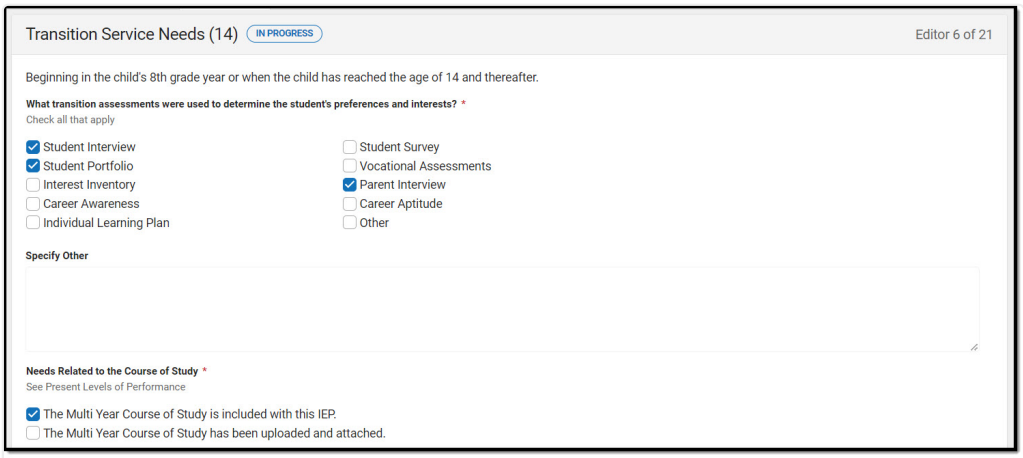
Click here to expand...

Field	Description	Validation
Communication Status	A description of the student's communication status.	N/A

Field	Description	Validation
Performance commensurate with similar age peers	Indicates the student's communication performance is commensurate with similar age peers.	Either this checkbox or the above text field are required in order to mark the editor as Complete.
Academic Performance	A description of the student's academic performance.	N/A
Performance commensurate with similar age peers	Indicates the student's academic performance is commensurate with similar age peers.	Either this checkbox or the above text field are required in order to mark the editor as Complete.
Health, Vision, Hearing, Motor Abilities	A description of the student's health, vision, hearing and motor abilities.	N/A
Not an area of concern at this time	Indicates the student's health, vision, hearing and motor abilities are not an area of concern at this time.	Either this checkbox or the above text field are required in order to mark the editor as Complete.
Social and Emotional Status	A description of the student's social and emotional status.	N/A
Performance commensurate with similar age peers	Indicates the student's social and emotional performance is commensurate with similar age peers.	Either this checkbox or the above text field are required in order to mark the editor as Complete.
General Intelligence	A description of the student's general intelligence.	N/A
Performance commensurate with similar age peers	Indicates the student's general intelligence performance is commensurate with similar age peers.	Either this checkbox or the above text field are required in order to mark the editor as Complete.
Functional Vision/Learning Media Assessment	A description of the student's functional vision/learning media assessment.	N/A
Not an area of concern at this time	Indicates the student's functional vision/learning media assessment is not an area of concern at this time.	Either this checkbox or the above text field are required in order to mark the editor as Complete.
Functional Hearing, Listening, & Communication Assessment	A description of the student's functional hearing, listening, and communication assessment.	N/A
Not an area of concern at this time	Indicates the student's functional hearing, listening, and communication assessment are not an area of concern at this time.	Either this checkbox or the above text field are required in order to mark the editor as Complete.
Transition Needs		
Not an area of concern at this time	Indicates transition needs are not an area of concern at this time.	When this is marked, the multiple checkboxes below and the Comments text box are grayed out. This checkbox OR at least one of the Check all areas... checkboxes are required in order to mark the editor as Complete.

Field	Description	Validation
Check all areas of need as identified by the Admissions and Release Committee	The areas of need identified. Options include: • Instruction • Related Services • Community Experiences • Employment • Daily Living Skills • Post School Adult Living Objectives • Functional Vocational Evaluation	When any of these are marked, the "Not an area of concern at this time..." checkbox above is grayed out. Multiple checkboxes can be marked.
Comments	Any additional comments.	N/A

Transition Service Needs (14)



Transition Service Needs (14) Editor

Click here to expand...

Field	Description	Validation
What transition assessments were used to determine the student's preferences and interests? *Required*	Which transition assessment were conducted to determine the student's preferences and interests. Options include: • Student Interview • Student Portfolio • Interest Inventory • Career Awareness • Individual Learning Plan • Student Survey • Vocational Assessments • Parent Interview • Career Aptitude • Other	N/A
Specify Other **Required*	Any other transition assessments.	*This is available and required when Other is selected above.
Needs Related to the Course of Study *Required*	Indicates the Course of Study is included in this plan. Options include: • The Multi Year Course of Study is included with this IEP. • The Multi Year Course of Study has been uploaded and attached.	Only one option may be selected.

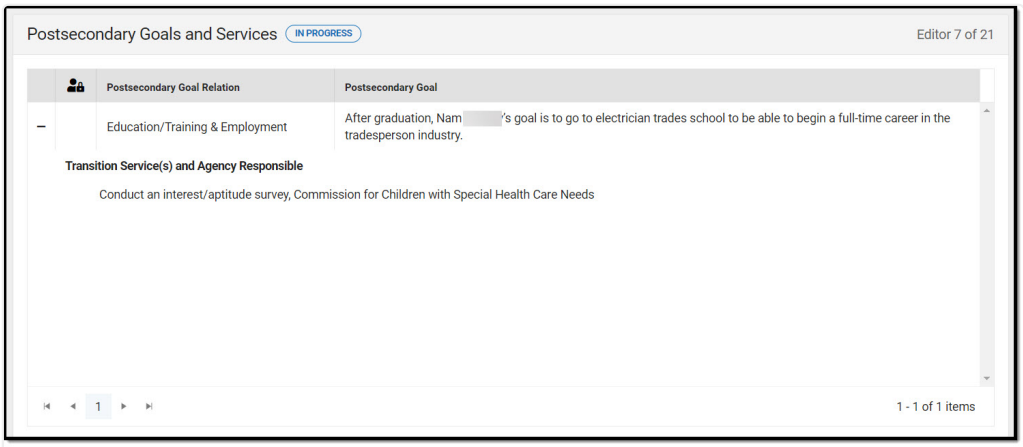
Field	Description	Validation
Do transition service needs focus on the child's course of study and are they addressed in the Present Levels? *Required*	Indicates transition services need to focus on the student's course of study and whether or not they are addressed in the Present Levels. Options are No or Yes.	N/A

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...

Postsecondary Goals and Services List Screen

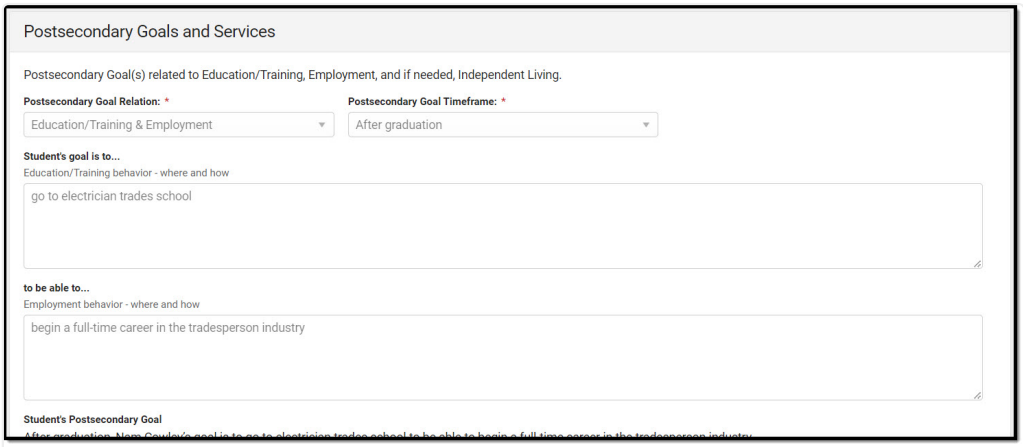


Postsecondary Goals and Services List Screen

Column Name	Description
Padlock Icon	The user currently editing the Postsecondary Goal and Services record.
Postsecondary Goal Relation	The area of the goal.
Postsecondary Goal	The postsecondary goal.

Postsecondary Goals and Services Detail Screen

Click **New** or an existing record to view the detail screen.



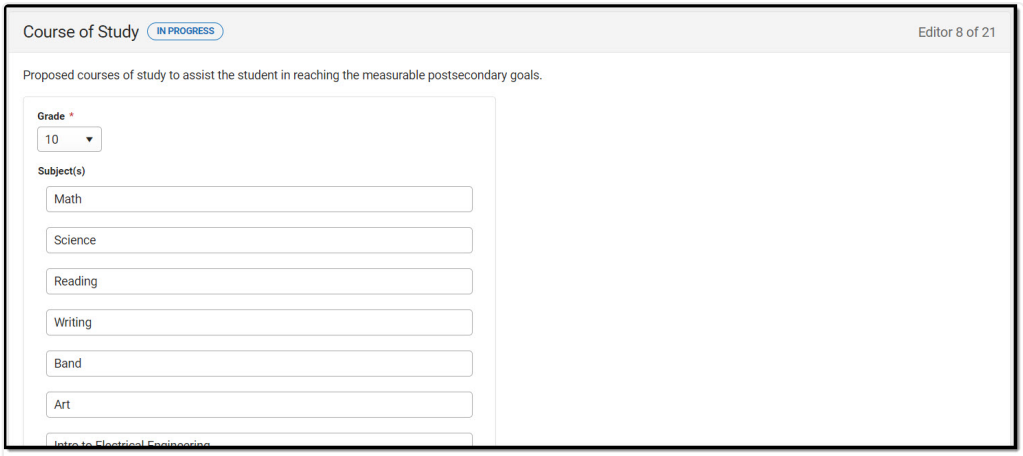
Postsecondary Goals and Services Detail Screen

Field	Description	Validation
Postsecondary Goal(s) related to Education/Training, Employment, and if needed, Independent Living.		
Postsecondary Goal Relation *Required*	The area of the goal. Options include: • Education/Training & Employment • Independent Living	Options are hard coded.
Postsecondary Goal Timeframe *Required*	The timeframe for the goal. Options include: • After high school • After graduation • Upon completion of high school	Options are hard coded.
Student's goal is to...	A description of the student's goal.	The helper text changes based on the Postsecondary Goal Relation selection.
to be able to...	A continuation of the student's goal.	This field is only available when Education/Training & Employment is selected from the Postsecondary Goal Relation field.
Student's Postsecondary Goal	The read-only text of the student's goal spelled out.	This field is read-only. It displays as the following: • <Timeframe field>, <Student Name's> goal is to <education/training field> to be able to <employment field>. • <Timeframe field>, <Student Name's> goal is to <independent living field>.
Transition Services and Agency Responsibility *At least one Transition Services and Agency Responsibility record is required when a Postsecondary Goals and Services record is created.*		
Transition Service *Required*	The name of the transition service to be provided to the student.	The Template Bank for this field is called KY IEP: Agency Responsibilities.
Agency Responsible	The agency responsible for the transition service.	The Template Bank for this field is called KY IEP: Agency Responsible.

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.

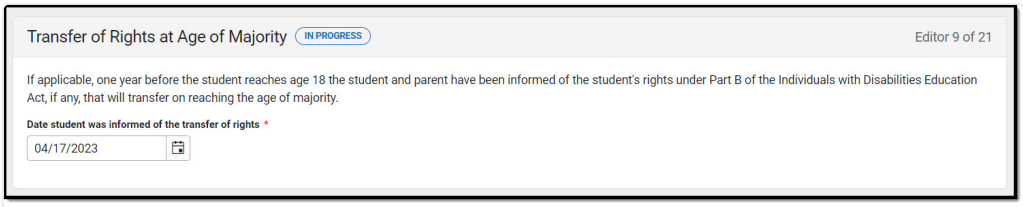


Course of Study Editor

Field	Description	Validation
Proposed courses of study to assist the student in reaching the measurable postsecondary goals.		
Grade	The grade level. Options include: • 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.



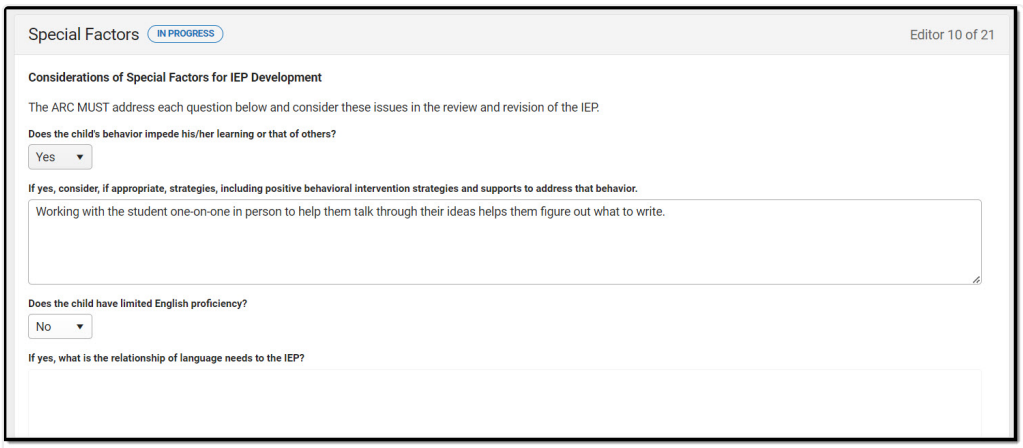
Transfer of Rights at Age of Majority Editor

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 **Required*	The date the student was informed of their transfer rights.	*This field is required when the student is 16 or older during the life of the plan. This field pulls in from the most recent, locked plan when available.

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 Editor

Click here to expand...

Field	Description	Validation
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?	Indicates the student's behavior impacts their learning or the learning of others. Options include Yes or No.	N/A
If yes, consider, if appropriate, strategies, including positive behavioral intervention strategies and supports to address that behavior. **Required*	A description of strategies for positive behavior intervention and supports to address the behavior.	* This field becomes available and is required in order to Complete the editor when Yes is selected above.
Does the child have limited English proficiency?	Indicates the student has limited English proficiency. Options include Yes or No.	N/A
If yes, what is the relationship of language needs to the IEP? **Required*	A description of the language needs.	* This field becomes available and is required in order to Complete the editor when Yes is selected above.
Is the child blind or visually impaired?	Indicates the student is blind or visually impaired. Options include Yes or No.	N/A
If yes, the IEP Team must consider		
Is instruction in Braille needed?	Indicates instruction in Braille is needed. Options include Yes or No.	N/A
Is use of Braille needed?	Indicates the use of Braille is needed. Options include Yes or No.	N/A
Will Braille be the student's primary mode of communication?	Indicates Braille is the primary mode of communication. Options include Yes or No.	N/A

Field	Description	Validation
For Math & Science, student will need **Required*	The student's braille needs for instruction in math and science. Options include: • Unified English Braille (UEB) only • Unified English Braille (UEB) w/Nemeth Code	*This field is required when any of the above three Braille questions are answered Yes.
Does the child have communication needs?	Indicates the student has communication needs. Options include Yes or No.	N/A
If yes, specify below	The specific communication need of the student. Options include: • See Present Levels for Communication Status • Other	Only one option can be selected.
Specify Other **Required*	A description of the student's other communication needs.	* This field becomes available and is required in order to Complete the editor when Other is selected above.
Is the child deaf or hard of hearing?	Indicates the student is deaf or hard of hearing. Options include Yes or No.	N/A
If yes, the IEP Team must consider		
1. The child's language and communication needs; Describe	A description of the student's language communication needs. Options include: • See Present Levels for Communication Status and Functional Hearing, Listening and Communication Assessment • Other	Only one option can be selected.
Specify Other **Required*	A description of the student's other communication needs.	* This field becomes available and is required in order to Complete the editor when Other is selected above.
2. 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	A description of any opportunities for direct communications with peers and professional personnel in the child's language and communication mode.	N/A
3. Any necessary opportunities for direct instruction in the child's language and communication mode. Describe	A description of any necessary opportunities for direct instruction in the child's language and communication mode.	N/A
Are assistive technology devices and services necessary in order to implement the child's IEP?	Indicates assistive technology devices and services necessary in order to fulfill the student's IEP. Options include Yes or No.	N/A
If yes, include appropriate devices in the Statement of Devices/Services below	A description of the appropriate devices.	N/A

Field	Description	Validation
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. **Required*	The statement of devices and services for the student. Options include: • See Specially Designed Instruction • See Supplemental Aids and Services • See Behavior Intervention Plan • Other	*When at least one drop down from the following equals Yes from above, these question is required: • Does the child's behavior... • Does the child have limited English... • Is the child blind... • Does the child have communication... • Is the child deaf... • Are assistive technology...
Specify Other **Required*	Any other statement of devices/services.	*This field becomes available and is required in order to Complete the editor when Other is selected above.

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...

Goals and Objectives List Screen

Click the plus (+) icon to view any objectives associated with the goal from the list screen, when applicable.



Goals and Objectives List Screen

Column Name	Description
Padlock Icon	The user currently editing the Goal and Objective record.
Sequence	The sequence number of the goal.
Annual Goal	The name of the goal.

Goal Detail Screen

Select an existing record or click **New** to view the Goal detail screen.



Goals Detail Screen

Field Name	Description	Validation
Sequence *Required*	The sequence number of the goal.	This field cannc automatically p available numb
Area	The area of concern addressed by the goal.	
Annual Goal *Required*	The description of the student's academic and/or functional goals.	N/A
Methods of Measurement	The description of the method in which the student is evaluated toward reaching the goal. Options include: • Authentic Assessment • Curriculum Based Measures • Direct Measures • Indirect Measures	N/A
Specially Designed Instruction	A description of any specially designed instruction for the student.	The template b Specially Desig
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	The postsecondary area the goal addresses. Options include: • Education/Training • Employment • Independent Living	At least one of student is 16 o message displa or more postse marked for stuc

Objective Detail Screen

Select the plus (+) icon or click **Add** to view the Objectives detail screen.



Objectives Detail Screen

Field Name	Description
Sequence	The sequence number for the objective.

Field Name	Description
Objective *Required*	A description of the student's objective.

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.



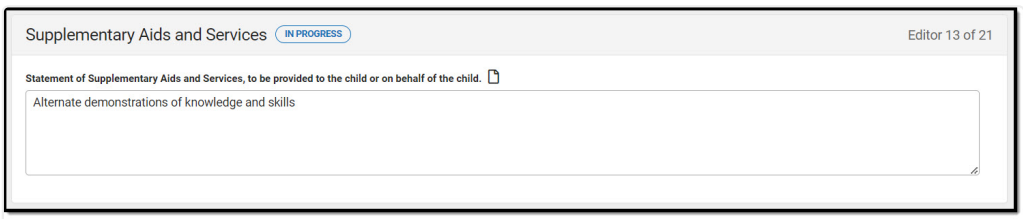
Reporting Progress Editor

Field	Description	Validation
Reporting Progress	The reporting progress for reporting the student's progress toward their goals. Options include: • Concurrent with the issuance of Report Cards • Other	Only one option can be selected.
Specify Other **Required*	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.

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.



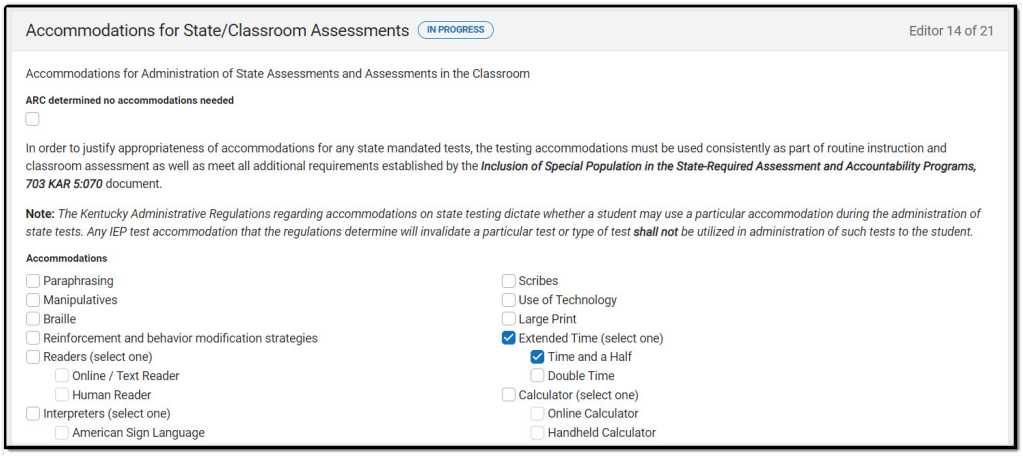
Supplementary Aids and Services Editor

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.

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

Click here to expand...

Field	Description	Validation
Accommodations for Administration of State Assessments and Assessments in the Classroom		
ARC determined no accommodations needed	Indicates no accommodations are needed for the student.	When this is marked, the rest of the fields are not available.
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 test to the student.*		

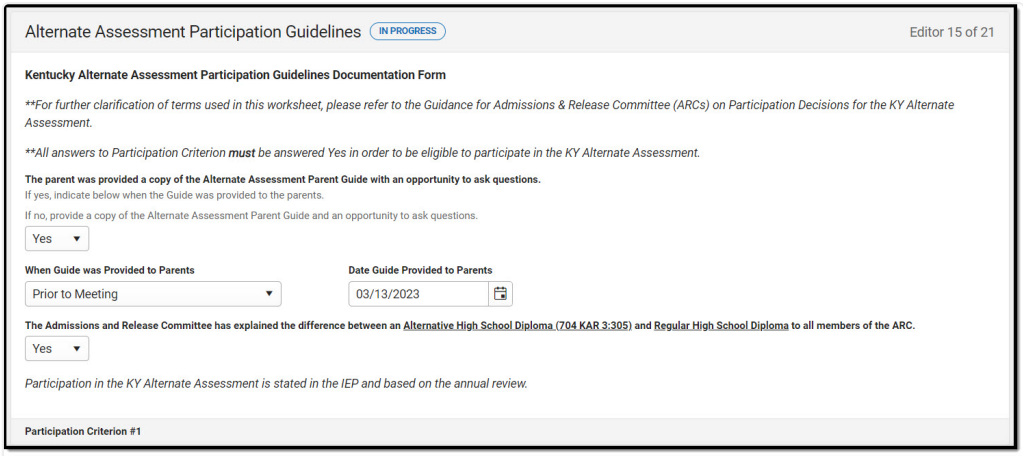
Field	Description	Validation

Accommodations	The accommodation to be provided to the student. Click the Click to expand link to view options available.
	Click here to expand...
	• Paraphrasing
	• Scribes
	• Manipulatives
	• Use of Technology
	• Braille
	• Large Print
	• Reinforcement and behavior modification strategies
	• Extended Time (select one)
	  ◦ Time and a Half
	  ◦ Double Time
	• Readers (select one)
	  ◦ Online / Text Reader
	  ◦ Human Reader
	• Calculator (select one)
	  ◦ Online Calculator
	  ◦ Handheld Calculator
	  ◦ Special Calculator
	• Interpreters (select one)
	  ◦ American Sign Language
	  ◦ Other Language
	• Other
		When the following are marked, another text field displays and is required:
		• Special Calculator
		  ◦ Specify Special Calculator
		• Other Language
		  ◦ Specify Other Language
		• Other
		  ◦ Specify Other
		
		Either the ARC determined no accommodations needed checkbox OR one of these Accommodations checkbox is required.

Specify Special Calculator **Required*	A description of the special calendar.	*This field displays and required when Special Calculator is marked above.
Specify Other Language **Required*	A description of the other language.	*This field displays and required when Other Language is marked above.
Specify Other **Required*	A description of the other accommodation.	*This field displays and required when Other is marked above.

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

Click here to expand...

Field	Description	Validation
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.	Indicates the parent was provided a copy Alternate Assessment Parent Guide. Options include Yes or No.	N/A
When Guide was Provided to Parents	An indication when the guide was provided to the parent. Options include: • Prior to Meeting • During Meeting • Other	N/A
Date Guide Provided to Parents	The date the guide was provided to the parent.	N/A
The Admissions and Release Committee has explained the difference between an Alternative High School Diploma (704 KAR 3:305) and a Regular High School Diploma to all members of the ARC.	Indicates the committee has explained the difference between an Alternate and Regular High School Diploma. Options include Yes or No.	N/A
Participation in the KY Alternate Assessment is stated in the IEP and based on the annual review.		
Participation Criterion #1 *Questions to determine eligibility.*		
1. Has the student been determined to be a student with a disability eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA)?	Indicate the student is determined to have a disability and is eligible to receive services. Options include Yes or No.	N/A
2. Is a current Individual Education Program (IEP) in place or being developed for the student?	Indicates and IEP is in place or is developing for the student. Options include Yes or No.	N/A

Field	Description	Validation
Response **Answer to Criterion**	A response to the above two questions. Options include: • **If NO to either question. Stop here.** The student must meet Special Education Determination for Eligibility criteria in one or more disability categories defined in Kentucky Administrative Regulations (KAR). The student is **not eligible** to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary. • **If YES to both**. If the student meets the Special Education Determination for Eligibility criteria in one or more disability categories, **continue to Criterion #2.**	Only one option can be selected. When No is marked, the ARC Eligibility Determination section displays. When Yes is marked, the Participation Criterion #2 section displays.
Sources of Evidence and Justification *Check and complete after sources have been reviewed and documented in the conference summary*		
Evaluation Data	Indicates an evaluation was used as a source of evidence.	N/A
Date	The date of the evaluation.	This is available when the corresponding checkbox is marked.
Disability Eligibility Determination Form	Indicates a Disability Eligibility Determination Form was used as a source of evidence.	N/A
Date	The date of the form.	This is available when the corresponding checkbox is marked.
Individual Education Program	Indicates a Individual Education Plan was used as a source of evidence.	N/A
Date	The date of the IEP.	Becomes available when corresponding checkbox is selected.
Other	An other source of data was used.	N/A
Specify Other	A description of the other source of data.	This is available when the corresponding checkbox is marked.
Participation Criterion #2		
1. The student's demonstrated cognitive functioning and adaptive behavior in the home, school and community environments are significantly below age expectations, even with program modifications and accommodations.	Indicates the student demonstrated cognitive functioning and adaptive behavior in the home, school and community environments are significantly below age expectations. Options include Yes or No.	N/A

Field	Description	Validation
2. ARC reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) in all academic areas AND adaptive behavior(s), to inform the ARC decision.	Indicates the committee reviewed data across all settings to inform the decision. Options include Yes or No.	N/A
Response **Answer to Criterion**	A response to the above two questions. Options include: • **If NO to either question. Stop here.** The student does not have a significant cognitive disability. The student is **not eligible** to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary. • **If YES to both. Continue to Criterion #3.**	Only one option can be selected. When No is marked, the ARC Eligibility Determination section displays. When Yes is marked, the Participation Criterion #3 section displays.
Sources of Evidence and Justification		
Evaluation Data	Indicates an evaluation was used as a source of evidence.	N/A
Date	The date of the evaluation.	This is available when the corresponding checkbox is marked.
Individual Education Program	Indicates an individual education plan was used as a source of evidence.	N/A
Date	The date of the plan.	This is available when the corresponding checkbox is marked.
Previous IEP	Indicates a previous individual education plan was used as a source of evidence.	N/A
Date	The date of the previous plan.	This is available when the corresponding checkbox is marked.
Progress Monitoring Data	Indicates progress monitoring data was used as a source of evidence.	N/A
Specify Progress Monitoring Data	A description of the progress monitoring data.	This is available when the corresponding checkbox is marked.
Teacher Observations (optional)	Indicates teacher observations were used as a source of evidence.	N/A
Specify Teacher Observations	A description of the teacher observations.	This is available when the corresponding checkbox is marked.
Other	An other source of data was used.	N/A
Specify Other	A description of the other data used.	This is available when the corresponding checkbox is marked.
Supporting Comments (optional)	Any additional comments needed.	N/A

Field	Description	Validation
Specify Supporting Comments	A description of the supporting comments.	This is available when the corresponding checkbox is marked.
Participation Criterion #3		
1. Does the student require extensive individual direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access and make progress on the Kentucky Academic Standards and to maintain and generalize learning.	Indicates the student require extensive individual direct instruction across multiple settings. Options include Yes or No.	N/A
2. ARC reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) to inform the ARC decision.	Indicates the committee reviewed data across setting to inform their decision. Options include Yes or No.	N/A
Response **Answer to Criterion**	A response to the above two questions. Options include: • **NO to either question. Stop here.** The ARC determines that the student does not require direct instruction across multiple settings and/or accommodations, modifications, and supports that **exceed** what is allowed on the general assessments for students as described in the "Inclusion Document" and set forth in 703 KAR 5:070. The student is not eligible to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary. • **Yes to both.** The student requires extensive direct individual instruction in multiple settings and substantial supports to achieve measurable gains in the grade and age appropriate curriculum that do exceed what is allowed on the general assessments for students as described in the "Inclusion Document" and set forth in 703 KAR 5:070, **Continue to Criterion #4.**	Only one option can be selected. When No is marked, the ARC Eligibility Determination section displays. When Yes is marked, the Participation Criterion #4 section displays.
Sources of Evidence and Justification		
Evaluation Data	Indicates an evaluation was used as a source of evidence.	N/A
Date	The date of the evaluation.	This is available when the corresponding checkbox is marked.

Field	Description	Validation
Disability Eligibility Determination Form	Indicates a disability eligibility determination form was used as a source of evidence.	N/A
Date	The date of the form.	This is available when the corresponding checkbox is marked.
Individual Education Program	Indicates an individual education program was used as a source of evidence.	N/A
Date	The date of the program.	This is available when the corresponding checkbox is marked.
Assistive Technology Consideration Guide (optional)	Indicates an assistive technology consideration guide was used as a source of evidence.	N/A
Date	The date of the guide.	This is available when the corresponding checkbox is marked.
Documentation of Accommodations Determination	Indicates a document of accommodations and determination was used as a source of evidence.	N/A
Date	The date of the documentation.	This is available when the corresponding checkbox is marked.
Progress Monitoring	Indicates progress monitoring data was used as a source of evidence.	N/A
Specify Progress Monitoring	A description of the progress monitoring data.	This is available when the corresponding checkbox is marked.
Parent Input	Indicates parent input was used as a source of evidence.	N/A
Specify Parent Input	A description of the parent input.	This is available when the corresponding checkbox is marked.
Teacher Observations	Indicates teacher observations was used as a source of evidence.	N/A
Specify Teacher Observations	A description of the teacher observations.	This is available when the corresponding checkbox is marked.
Other	Indicates an other source was used as a source of evidence.	N/A
Specify Other	A description of the other source of data.	This is available when the corresponding checkbox is marked.
Participation Criterion #4		

Field	Description	Validation
1. Did the ARC carefully consider each of these items	Indicates the committee considered the following. Options include: • Excessive or extended absences • Disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment • Native language, social, cultural, and economic differences • Those identified as English Language Learners (ELL) • Pre-determined poor performance on the grade-level assessment • The student displays disruptive behaviors or experiences emotional duress during testing • Administrator decision • Educational placement or instructional setting	N/A
2. The ARC's decision for the student to participate in the KY Alternate Assessment is not primarily the result of any of the exclusions listed above.	Indicates the committees decision for the student to participate in the KY Alternate Assessment is not primarily the result of any of the exclusions listed above. Options include Yes (Agree) or No.	N/A
Response **Answer to Criterion**	A response to the above two questions. Options include: • **If NO to either question. Stop here.** Any criterion that is not checked means that the student is not eligible to participate in the KY Alternate Assessment. The student is **not eligible** to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary. • **If YES to both.** All necessary exclusions were considered. **Continue to ARC Eligibility Determination.**	Only one option can be selected. When No is marked, the ARC Eligibility Determination section displays. When Yes is marked, the ARC Eligibility Determination section displays.
Sources of Evidence and Justification		
Supporting Comments (optional)	Indicates supporting comments were used as the source of evidence.	N/A
Specify Supporting Comments	A description of the supporting comments.	This is available when the corresponding checkbox is marked.
ARC Eligibility Determination		

Field	Description	Validation
1. The student meets the participation guidelines for KY Alternate Assessment as a student with a significant cognitive disability and is eligible to receive instruction based upon alternate academic achievement standards and participate in the KY Alternate Assessment as indicated above. All data sources referenced can be verified with supporting documentation.	Indicates the committee has decided the student meeting the criteria for a significant cognitive disability and is eligible to receive instruction based upon alternate academic achievement standards and participate in the KY Alternate Assessment as indicated above. Options include Yes or No.	**Ad hoc Inquiries**: Student > Learner Planning > KY IEP > alternateAssessment (kyIEP.alternateAssessment)
Response **Answer to Eligibility Determination**	A response to the above determination. Options include: • **NO. Stop here.** The student is **not eligible** to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary. • **Yes**. All participation Criteria #1 - #4 are answered Yes, the student may be eligible to participate in the KY Alternate Assessment. **Continue with documentation form below.**	Only one option can be selected. When Yes is marked, the Documentation Questions section displays.
Statement of Eligibility		
Supporting Comments	Indicates supporting comments were used as the statement of eligibility.	N/A
Specify Supporting Comments	A description of the supporting comments.	This is available when the corresponding checkbox is marked.
Documentation Questions		
1. The ARC reviewed and completed the Learner Characteristic Inventory (LCI) for the individual student?	Indicates the committee used the LCI document for the student. Options include Yes or No.	N/A
2. Is receptive and expressive communication addressed in the IEP?	Indicates receptive and expressive communication is addressed in the IEP. Options include Yes or No.	N/A

Field	Description	Validation
Response Answer to Documentation Questions	A response to the above two questions. Options include: • **If No to either. Stop here** if the ARC has not reviewed or completed the LCI. The ARC must complete the LCI before completing this documentation form. If student is found eligible, an ARC must convene to develop a (or review current) communication plan as part of the student's IEP. • **If Yes to both. Continue with documentation form below.**	Only one option can be selected.
Sources of Evidence and Justification		
Learner Characteristics Inventory	Indicates a LCI document was used as a source of evidence.	N/A
Date	The date of the documentation.	This is available when the corresponding checkbox is marked.
Individual Education Program	Indicates an individual education plan was used as a source of evidence.	N/A
Date	The date of the plan.	This is available when the corresponding checkbox is marked.
Additional Comments Here	Any additional comments related to the sources of evidence.	N/A

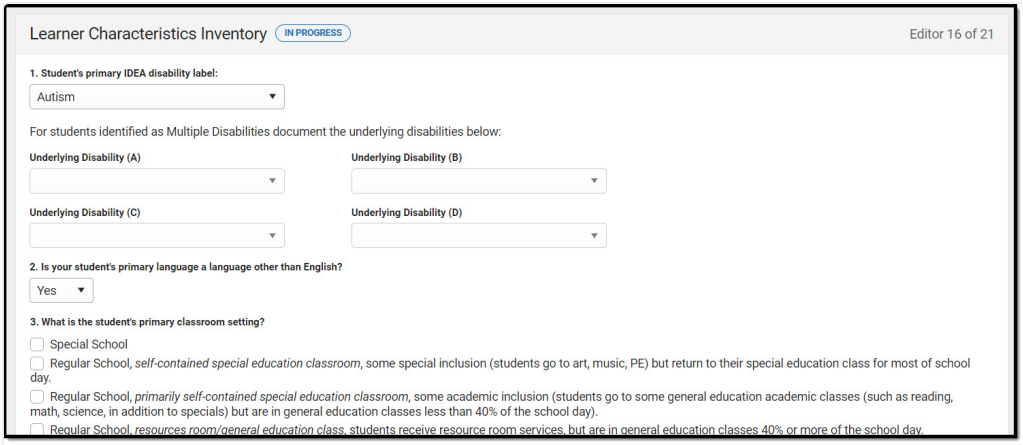
Learner Characteristics Inventory

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 Editor

Click here to expand...

Field	Description	Validation
1. Student's primary IDEA disability label	The student's primary disability. Options include: • Autism • Deaf-Blindness • Developmental Delay • Emotional-Behavioral Disability • Functional Mental Disability • Hearing Impairment • Mild Mental Disability • Multiple Disabilities • Orthopedic Impairment • Other Health Impairment • Specific Learning Disability • Speech or Language Impairment • Traumatic Brain Injury • Visual Impairment	The values available are hard coded.
For students identified as Multiple Disabilities document the underlying disabilities below		
Underlying Disability (A)	The student's underlying disability when Multiple Disability is listed as the Primary. Options include: • Autism • Emotional-Behavioral Disability • Functional Mental Disability • Hearing Impairment • Mild Mental Disability • Orthopedic Impairment • Other Health Impairment • Specific Learning Disability • Traumatic Brain Injury • Visual Impairment	The values available are hard coded.
Underlying Disability (B)	The student's underlying disability when Multiple Disability is listed as the Primary. Options include: • Autism • Emotional-Behavioral Disability • Functional Mental Disability • Hearing Impairment • Mild Mental Disability • Orthopedic Impairment • Other Health Impairment • Specific Learning Disability • Traumatic Brain Injury • Visual Impairment	The values available are hard coded.
Underlying Disability (C)	The student's underlying disability when Multiple Disability is listed as the Primary. Options include: • Autism • Emotional-Behavioral Disability • Functional Mental Disability • Hearing Impairment • Mild Mental Disability • Orthopedic Impairment • Other Health Impairment • Specific Learning Disability • Traumatic Brain Injury • Visual Impairment	The values available are hard coded.

Field	Description	Validation
Underlying Disability (D)	The student's underlying disability when Multiple Disability is listed as the Primary. Options include: • Autism • Emotional-Behavioral Disability • Functional Mental Disability • Hearing Impairment • Mild Mental Disability • Orthopedic Impairment • Other Health Impairment • Specific Learning Disability • Traumatic Brain Injury • Visual Impairment	The values available are hard coded.
2. Is your student's primary language a language other than English?	Indicates the student's primary language is a language other than English. Options are Yes or No.	N/A
3. What is the student's primary classroom setting?	The student's primary classroom setting. Options include: • 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. • Regular s*chool, general education class inclusive/collaborative* (students based in general education classes) - at least 80% of the school day is spent in general education classes.	Only one option can be selected.
4. Expressive Communication	Indicates how the student performs expressive communication. Options include: • Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal. • Uses intentional communication, but not as a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions. • Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.	Only one option can be selected.
5. Does your student use oral speech to communicate?	Indicates the student uses oral speech to communicate. Options are Yes or No.	N/A
6. Does your student use an augmentative communication system in addition to or in place of oral speech?	Indicates the student uses an augmentative communication system in addition to or in place of oral speech. Options include Yes or No.	N/A

Field	Description	Validation
7. Receptive Language	Indicates how the student performs receptive communication. Options include: • Independently follows 1-2 step directions presented through words (e.g. words may be spoken, signed, printed, or any combination) and does NOT need additional cues. • Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions. • Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions. • Uncertain response to sensory stimuli (e.g., sound/voice; sigh/gesture; touch; movement; smell.)	Only one option can be selected.
8. Motor	Indicates how the student performs motor functions. Options include: • No significant motor dysfunction that requires adaptations. • Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard). • Uses wheelchair, positioning equipment, and/or assistive devices for most activities. • Needs personal assistance for most/all motor activities.	Only one option can be selected.
9. Engagement	Indicates how engaged the student is in their classroom setting. Options include: • Initiates and sustains social interactions. • Responds with social interaction, but does not initiate or sustain social interactions. • Alerts to others. • Does not alert to others.	Only one option can be selected.
10. Health Issues / Attendance	Indicates the attendance percentage for the student based on health issues. Options include: • Attends at least 90% of school days. • Attends approximately 75% of school days; absences primarily due to health issues. • Attends approximately 50% or less of school days; absences primarily due to health issues. • Receives Homebound Instruction due to health issues. • Highly irregular attendance or homebound instruction due to issues other than health.	Only one option can be selected.
11. Reading	Indicates how the student performs in reading. Options include: • Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.) • Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille. • Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille. • Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text. • No observable awareness of print or Braille.	Only one option can be selected.

Field	Description	Validation
12. Mathematics	Indicates how the student performs in mathematics. Options include: • Applies computational procedures to solve real-life or routine word problems from a variety of contexts. • Does computational procedures with or without a calculator. • Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items. • Counts by rote to 5. • No observable awareness or use of numbers.	Only one option can be selected.

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.



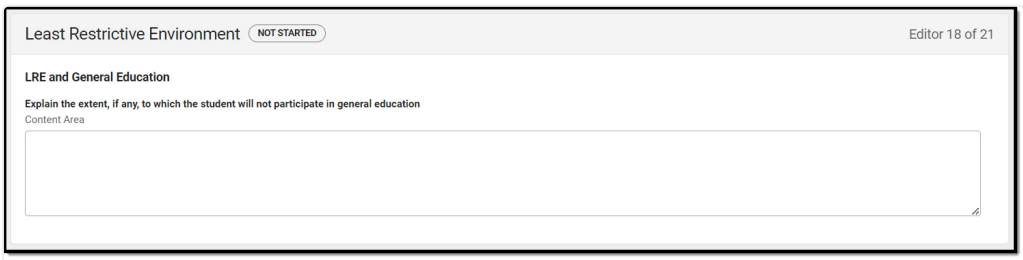
Supports and Modifications for School Personnel Editor

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

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

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.

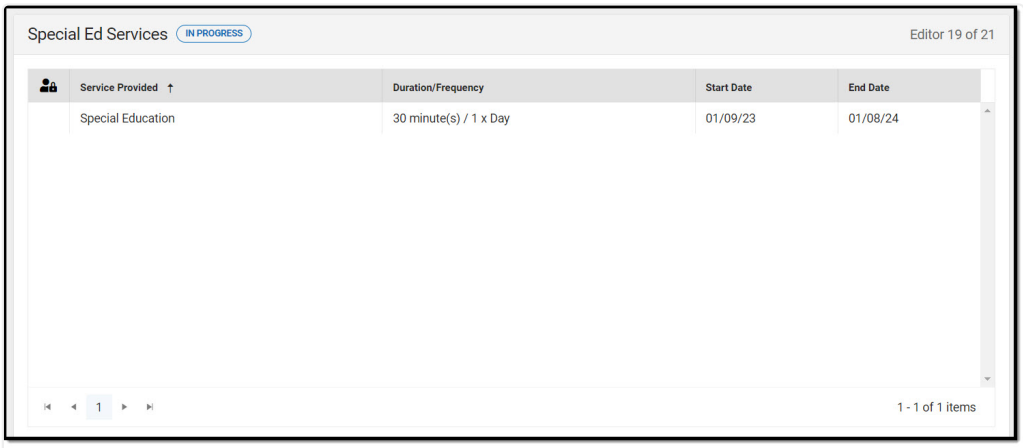
Special Ed Services

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...

Special Ed Services List Screen

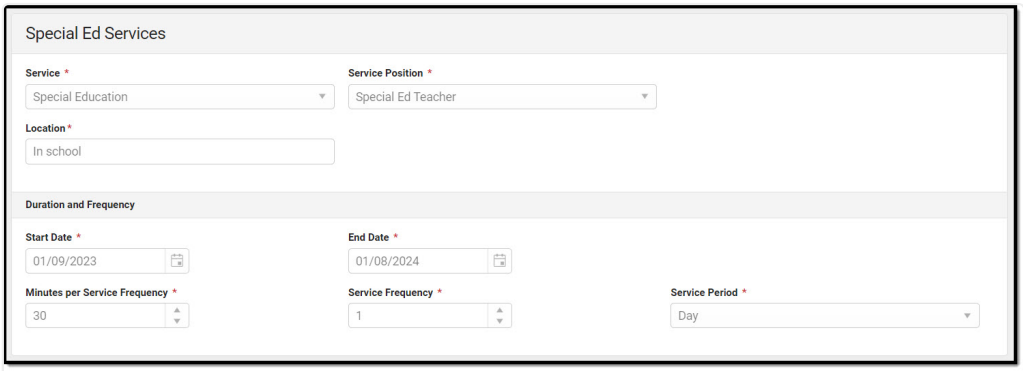


Special Ed Services List Screen

Column Name	Description
Padlock Icon	The user currently editing the Special Ed Services record.
Service Provided	The name of the service.
Duration/Frequency	The duration and frequency of service.
Start Date	The first day of service.
End Date	The last day of service.

Special Ed Services Detail Screen

Select an existing record or **New** to view the detail screen.



Special Ed Services Detail Screen

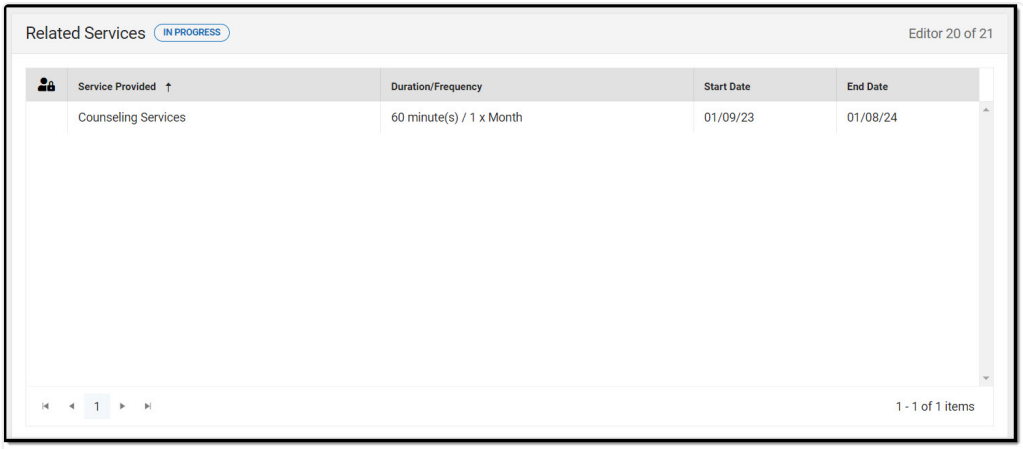
Field	Description	Validation
Service *Required*	The name of the service.	The options available are those services marked as Normal set up at System Administration > Special Ed > Services. The option Special Education always displays in this dropdown.
Service Position *Required*	The role of the person providing the service. Options include: • Bus Driver • Early Childhood Educator (IECE) • Hearing Impaired Teacher • Occupational Therapist • Orientation & Mobility Specialist • Physical Therapist • School Counselor • School Psychologist • Special Ed Teacher • Speech Language Pathologist • Visual Impairment Teacher	The values listed are in a locked attribute provided by the State. Districts can provide their own values under System Administration > Special Ed > Service Position, but those values display at the bottom of this list.
Location *Required*	The location of the service.	N/A
Duration and Frequency		
Start Date *Required*	The first day of service.	This field auto-populates to the Start Date of the plan.
End Date *Required*	The last day of service.	This field auto-populates to the End Date of the plan.
Minutes per Service Frequency *Required*	The number of minutes per service frequency.	Limited to 4 characters. Only whole numbers allowed.
Service Frequency *Required*	The frequency amount.	Limited to 4 characters. Only whole numbers allowed.
Service Period *Required*	The service period. Options include: • Year • Month • Week • Day	

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...

Related Services List Screen

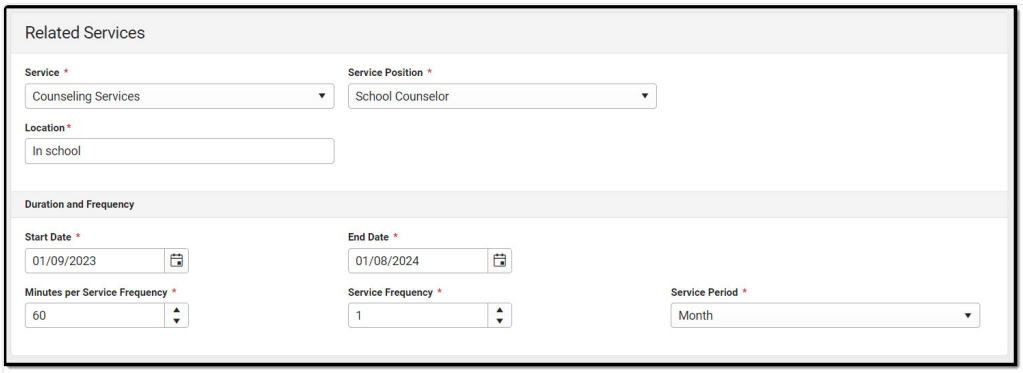


Related Services List Screen

Column Name	Description
Padlock Icon	The user currently editing the Related Services record.
Service Provided	The name of the service.
Duration/Frequency	The duration and frequency of service.
Start Date	The first day of service.
End Date	The last day of service.

Related Services Detail Screen

Select an existing record or **New** to view the detail screen.



Related Services Detail Screen

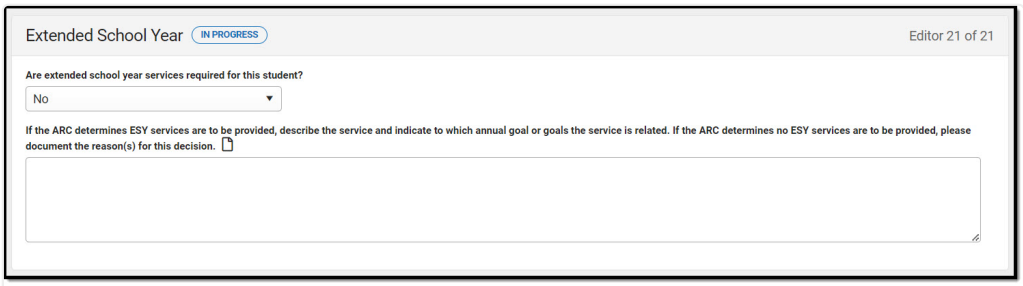
Field	Description	Validation
Service *Required*	The name of the service.	The options available are those services marked as Related set up at System Administration > Special Ed > Services.

Field	Description	Validation
Service Position *Required*	The role of the person providing the service. Options include: • Bus Driver • Early Childhood Educator (IECE) • Hearing Impaired Teacher • Occupational Therapist • Orientation & Mobility Specialist • Physical Therapist • School Counselor • School Psychologist • Special Ed Teacher • Speech Language Pathologist • Visual Impairment Teacher	The values listed are in a locked attribute provided by the State. Districts can provide their own values under System Administration > Special Ed > Service Position, but those values display at the bottom of this list.
Location *Required*	The location of the service.	N/A
Duration and Frequency		
Start Date *Required*	The first day of service.	This field auto-populates to the Start Date of the plan.
End Date *Required*	The last day of service.	This field auto-populates to the End Date of the plan.
Minutes per Service Frequency *Required*	The number of minutes per service frequency.	Limited to 4 characters. Only whole numbers allowed.
Service Frequency *Required*	The frequency amount.	Limited to 4 characters. Only whole numbers allowed.
Service Period *Required*	The service period. Options include: • Year • Month • Week • Day	

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 Editor

Field	Description

Field	Description
Are extended school year services required for this student?	Indicates extended school year services are required. Options include: • 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.	A description of the service and to which goals the service is related, OR a description of reasons for the decision.