

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

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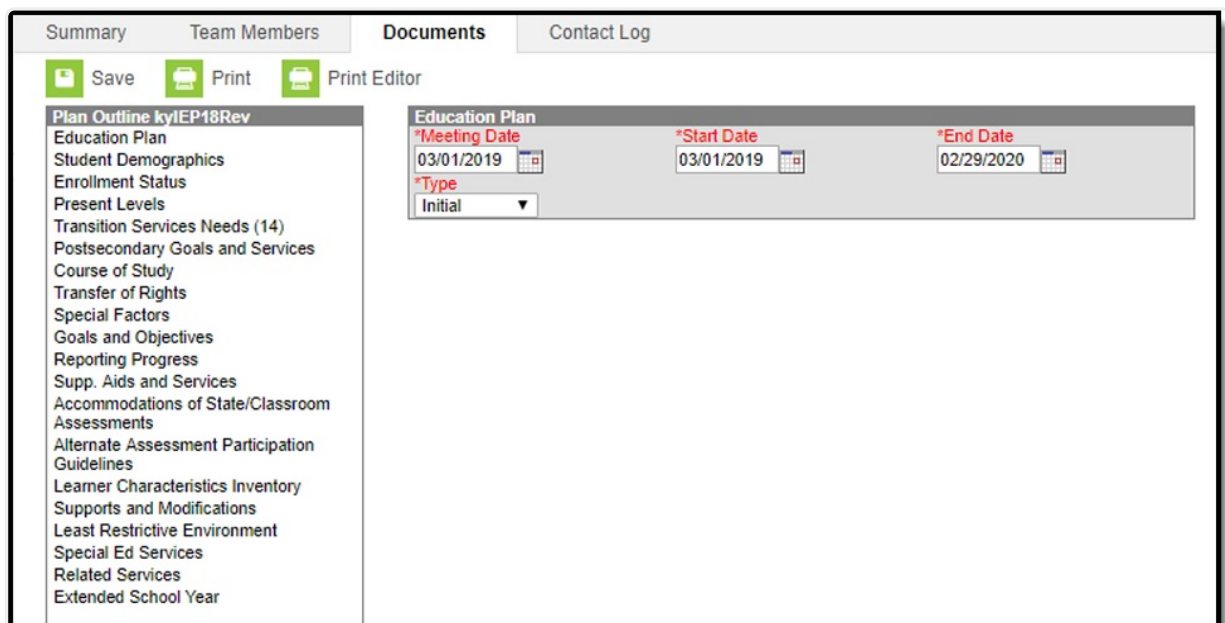
You are viewing a previous version of this article. See [Individual Education Plan \(Kentucky\)](#) for the most current information.

**Classic Path:** Student Information > Special Ed > General > Documents

**Search Terms:** Special Ed Documents

The editors available on the Individual Education Plan provide all required information by the State of Kentucky. Included here are instructions on entering data into Campus and references to state-defined guidelines.

The current format of this document is the **KY IEP 2020.2**. Plan formats are selected in [Plan Types](#).



The screenshot shows the 'Documents' tab of the IEP editor interface. On the left is a sidebar with a list of editors: Plan Outline kyIEP18Rev, Education Plan, Student Demographics, Enrollment Status, Present Levels, Transition Services Needs (14), Postsecondary Goals and Services, Course of Study, Transfer of Rights, Special Factors, Goals and Objectives, Reporting Progress, Supp. Aids and Services, Accommodations of State/Classroom Assessments, Alternate Assessment Participation Guidelines, Learner Characteristics Inventory, Supports and Modifications, Least Restrictive Environment, Special Ed Services, Related Services, and Extended School Year. The main area displays the 'Education Plan' form with fields for \*Meeting Date (03/01/2019), \*Start Date (03/01/2019), \*End Date (02/29/2020), and \*Type (Initial).

*Kentucky IEP editors*

## IEP Editors

The following table lists the editors available on the student's IEP form, the section(s) of the print format that include the entered information, a Description of what the editor is used for and any special considerations and instructions for using the editor.

| Editor Name                 | Printed Document Section | Description   | Special Considerations and Instructions  |
|-----------------------------|--------------------------|---|--|
| <b>Education Plan</b>       | Plan Information         | The Education Plan editor provides the entry of the type of Education Plan and dates related to the Education Plan. | This editor must be saved before continuing to other parts of the evaluation. The Creation and Modification information for the document appears at the bottom of this editor.   |
| <b>Student Demographics</b> | Student Information      | The Student Demographics editor includes student data entered in the <a href="#">Demographics</a> tool.             | Clicking <b>Refresh Student Information</b> will synchronize the information in the editor with the current information entered on the Demographics, <a href="#">Households</a> , <a href="#">School</a> and <a href="#">Enrollments</a> tools.  |
| <b>Enrollment Status</b>    | Plan Information         | The Enrollment Status editor includes disability data from the student's Evaluation.                                | Clicking <b>Get Disability from Evaluation</b> will synchronize the information in the editor with the current information entered from the Evaluation.<br><br>The editable values will change the values in the IEP and it will update the special ed status values in any enrollments that intersect the dates of the plan. The update of the enrollment will only occur when the plan is marked locked. |

| Editor Name                             | Printed Document Section   | Description   | Special Considerations and Instructions |
|---|--|---|---|
| <b>Present Levels</b>                   | Present Level of Academic Achievement and Functional Performance | The Present Levels 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 be receiving. | N/A                                     |
| <b>Transition Services Needs (14)</b>   | Transition Services Needs  | The Transition Services Needs (14) editor provides the ability to indicate the transition assessments used to determine the student's interests.  | N/A                                     |
| <b>Postsecondary Goals and Services</b> | Postsecondary Goal(s)  | The Postsecondary Goals and Services editor details a student's postsecondary goals in education/training and employment or independent living skills.  | N/A                                     |
| <b>Course of Study</b>                  | Course of Study  | The Course of Study editor lists the proposed courses the student is recommended to complete to meet established post secondary goals.  | N/A                                     |

| Editor Name                 | Printed Document Section                             | Description  | Special Considerations and Instructions  |
|-----------------------------|--|--|--|
| <b>Transfer of Rights</b>   | Transfer of Rights at Age of Majority                | The Transfer of Rights editor details that if the child will turn 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.   | N/A  |
| <b>Special Factors</b>      | Consideration of Special Factors for IEP Development | The Special Factors editor identifies additional steps required to address the student's needs.  | N/A  |
| <b>Goals and Objectives</b> | Measurable Annual Goals and Benchmarks               | <p>The Annual Goals editor lists the annual goals for the student, including academic and functional goals, designed to:</p> <ul style="list-style-type: none"> <li>• meet the student's needs that result from the student's disability to enable the student to be involved in and make progress towards the general education curriculum.</li> <li>• meet each of the student's other educational needs that result from the child's disability.</li> </ul> <p>This editor defines how progress toward meeting each of the stated goals will be measured.</p> | <a href="#">Template Banks</a> are established in System Administration and available by clicking the white paper icon where it appears. |

| Editor Name  | Printed Document Section  | Description   | Special Considerations and Instructions |
|--|---|---|---|
| <b>Reporting Progress</b>                            | Reporting Progress  | The Reporting Progress editor defines how often progress towards a measurable annual goal will be reported per academic year.   | N/A                                     |
| <b>Supp. Aids and Services</b>                       | 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. | N/A                                     |
| <b>Accommodations of State/Classroom Assessments</b> | Accommodations for Administration of State Assessments and Assessments in the Classroom | The Accommodations of State/Classroom Assessments editor indicates whether the student requires accommodations or alternative assessments to take standardized tests.   | N/A                                     |
| <b>Alternate Assessment Participation Guidelines</b> | Kentucky Alternate Assessment Participation Guidelines Documentation Form               | The Alternate Assessment Participation Guidelines editor indicates whether the student meets the criteria for receiving alternative assessments to take standardized tests.   | N/A                                     |
| <b>Learner Characteristics Inventory</b>             | Learner Characteristics Inventory   | The Learner Characteristics Inventory editor details the area(s) of a student's disability and the student's learning characteristics.  | N/A                                     |

| Editor Name | Printed Document Section | Description | Special Considerations and Instructions |
|-------------|--------------------------|-------------|---|
|-------------|--------------------------|-------------|---|

|                                      |   |   |  |
|--------------------------------------|---|---|--|
| <b>Supports and Modifications</b>    | Program Modifications/Supports for school personnel that will be provided | The Supports and Modifications editor details the services or tools for school staff to assist them in providing special education services.  | Template Banks are established in System Administration and available by clicking the white paper icon where it appears. |
| <b>Least Restrictive Environment</b> | Least Restrictive Environment (LRE) and General Education                 | 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. | N/A  |
| <b>Special Ed Services</b>           | Special Education Services  | The Special Ed Services editor lists services provided to the student in a Special Education setting based on the needs of the student.   | N/A  |
| <b>Related Services</b>              | 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.   | N/A  |

| Editor Name                 | Printed Document Section | Description   | Special Considerations and Instructions  |
|-----------------------------|--------------------------|---|--|
| <b>Extended School Year</b> | Extended School Year     | The Extended School Year editor indicates if the student requires services beyond the standard school time, such as beyond school hours or during breaks, and the factors considered in this determination. | Template Banks are established in System Administration and available by clicking the white paper icon where it appears. |