

# Compliance Record Review Document

School Year **2014-15**



Prepared by  
Division of Exceptional Children Services  
Kentucky Special Education Cooperative Network  
**Adapted by JCPS**

## Table of Contents

<u>Introduction</u> .....	3
<u>Directions for Review of Records</u> .....	4
<b><u>Correction of Noncompliance for APR Indicators 11, 12 and 13</u></b> .....	4
<u>Demographic Information</u> .....	5
<u>Type of Review</u> .....	6
<u>Demographic Information (Required)</u> .....	7
<u>Confidentiality of Information</u> .....	8
<u>Notice of Admissions and Release Committee Meeting</u> .....	8
<u>ARC Membership</u> .....	11
<u>Notice to Parent(s)</u> .....	16
<b><u>Preschoolers Transitioning from Part C</u></b> .....	21
<u>Contents of the IEP</u> .....	21
<u>Extended School Year Services (ESY)</u> .....	39
<b><u>Transition Services (Indicator 13)</u></b> .....	40
<u>Placement Determinations</u> .....	49
<b><u>Timelines (Indicators 11 and 12)</u></b> .....	50
<u>Initial Evaluation and Reevaluation</u> .....	54
<u>Exclusionary and Determinate Factors Protocol (JCPS)</u> .....	62
<u>Functional Behavior Assessment (JCPS)</u> .....	63
<u>Behavior Intervention Plan (JCPS)</u> .....	64

**Items in bold above are Annual Performance Report (APR) Compliance Indicators**

## Introduction

The Kentucky Department of Education, Division of Learning Services (DLS), in conjunction with the Special Education Cooperative Network, created this document to assist districts in completing a compliance review of students' due process records. A compliance review is required for data collection and reporting for the Annual Performance Report (APR). It is also used by district personnel for program evaluation purposes. **DLS encourages the adoption of a district-wide standardized organization/structure for student due process records and progress monitoring collection.**

The document is designed to assist school district personnel in conducting an accurate record review. DLS' experiences during district desk audits and on-site visits are incorporated to make the document more useful both to districts and to DLS.

Key changes to this year's document are:

1. Clarifications have been made to some items.
2. Changes have been made to the content of some items.

Immediately prior to the recording of the compliance item are the following instructions:

- **Look For:** contains guidance on locating documentation. In some cases, the name of the form is included; however, information may be recorded in different ways according to district policy and procedures.
- **Directions:** instruct the user to:
  - Mark "Yes" if there is evidence of documentation;
  - Mark "No" if there is not evidence of documentation.
- **Notes:** provide additional information for accurate completion of the item.

DLS and the Special Education Co-ops have wide-ranging reasons for developing this document:

- To increase the accuracy of district reviews and to increase consistency across the state in completing the review.
- To provide professional development to district staff on compliance monitoring.
- To provide technical assistance to districts for assistance in making legally correct decisions, particularly in the areas of identification and Least Restrictive Environment (LRE).
- To reflect ever-changing forms, interpretations, and legal decisions.

This document is for school year **2014-15**. Updates and revisions are planned annually.

**For more information on documenting requirements, see the [Infinite Campus Student Information System](#) for Special Education Data Standards.**

## Directions for Review of Records

In order to yield accurate information, student records must be selected randomly. Random means that records are not preselected. For example, selecting the record of every third, fifth, tenth, (etc.) student from the child count roster is one means of random selection. Random also means that records are selected from a variety of schools, teachers, case managers, and categories of disability.

Random review is one way for the district to ensure accuracy. If the district is chosen by DLS for a data verification visit, there is a far greater likelihood that DLS' record review will match the results of the district's review, if the district has randomly selected its records. If the district has "hand-picked" the records it reviewed, and DLS discovers inaccuracies during a data verification visit, the district will be cited for a violation of the compliance item and a violation of the "timely and accurate" data requirement.

For assistance in obtaining true random numbers, visit <http://www.random.org/>. The website contains a true random number generator, which is available to anyone visiting the site.

At least 10% of the district's child count must be selected for the review in order for the review to be valid. No more than 50 records are required to be reviewed.

If the district has 10 or fewer records under the specific record review item, then all student records for that item must be reviewed. For example, if the district had 8 students referred to its preschool program from First Steps, all 8 records must be reviewed.

Please note for **Item #49**, at least 10% of records of students age 16 and older are selected.

In instances where the regulation pertains to parents or, if applicable, students who are emancipated, references to parent also include the emancipated student.

For **Item #54**, at least 10% of records of students who were initially evaluated and had eligibility determined during the reporting school year are selected. Random selection of student records for Item #54 includes all students evaluated during the current year. This includes both those students determined to be eligible for specially designed instruction and those found not eligible for special education.

## Correction of Noncompliance regarding KCMP Indicators 11, 12, and 13 (Items 49-50, 54, 58)

### Violations of IDEA that can be corrected

During the record review process, districts may find items in student records that are violations of IDEA. Some of these violations may be corrected, depending on the nature of the violation.

If corrected prior to submission of the APR Indicator 11, 12 and 13 data to KDE, the record is considered in compliance. It is not reported in the district's data report as noncompliant.

In most cases, it will be necessary to convene an ARC to correct the violation. The documentation of the ARC must reflect authentic and appropriate processes and corrections.

Examples of violations that may be corrected include:

- Failure to document postsecondary goals in the IEP (#49a)
- Failure to document transition services in the IEP (#49b)
- Failure to invite outside agencies (with prior consent) to the ARC meeting to discuss transition (#49c)
- Failure to document the student's multi-year course of study (#49e)
- Failure to link annual goals to related postsecondary goals (#49f)
- Failure to document evidence of transition assessment (#49g)

### **Violations of IDEA that are reported as noncompliance**

Some violations of IDEA identified during the district's record review cannot be corrected in individual student records due to the nature of the violation.

These must be reported as noncompliant in the district's data report. Examples include:

- inviting outside agencies to ARC meetings prior to obtaining parent consent (#49d).
- missing the timeline for updating postsecondary goals annually (#49i).
- not having transition requirements in the IEP by the student's 16<sup>th</sup> birthday (#50).
- missing the timeline for initial evaluation (#54).
- missing the timeline for annual review (#56).
- missing the timeline for an IEP being in place by third birthday for children transitioning from First Steps to preschool (#58).

Though these violations cannot be corrected, the district must remedy the noncompliance in the individual student's record. For example, failure to meet the timeline for an IEP in place by third birthday cannot be corrected; however, it can be remedied for that student by ensuring an IEP is in place, though out of timeline. Documentation of systemic correction is also required.

If the student is no longer under the district's jurisdiction, individual noncompliance cannot be corrected, but the district must demonstrate the noncompliance is not systemic in nature.

## **Demographic Information**

- Enter the name of the record reviewer (required).
- Enter the student's full name.
- Enter the student's date of birth.
- Enter the student's grade level.
- Enter the student's race/ethnicity as it is entered in Infinite Campus (see student's IEP).
- Enter the student's disability category as of the date of the record review.
- Enter the student's school of attendance as of the date of the record review.
- Enter the student's school district as of the date of the record review.
- Enter the date of the record review.

## **Type of Review**

- Check the box marked “Preschool child (exiting Part C)” if the child is three years old and has transitioned from First Steps during the reporting school year.
- Check the box marked “Child (age 3-15)” if the child age three (not transitioning from First Steps) through age fifteen.
- Check the box marked “Child (age 16 or older)” if the child is age 16 or older on the date of the record review.
- Check the box marked “Initial Referral/Eligibility” if the child was initially determined eligible during the reporting school year.
- Check the box marked “3-Year Reevaluation” if the child was determined eligible based on triennial reevaluation during the reporting school year.

**Demographic Information (Required)**

**Kentucky Compliance Record Review Form  
(Including Reporting Requirements for Kentucky Continuous Monitoring Process)  
School Year **2014-15****

Reviewer's Name (*required*) \_\_\_\_\_

Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Child's Name \_\_\_\_\_

Child's DOB \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Grade \_\_\_\_\_

Race/Ethnicity ☐ Hispanic/Latino ☐ American Indian/Alaska Native  
☐ Asian ☐ Black /African American  
☐ White ☐ Native Hawaiian or Other Pacific Islander  
☐ Two or More Races

Disability \_\_\_\_\_

School \_\_\_\_\_

District \_\_\_\_\_

Mark box below for the age-range of the student:

- ☐ Preschool child (exiting Part C)  
☐ Child (age 3-15)  
☐ Child (age 16 or older) ☐

Mark box below, if applicable:

- ☐ Initial Referral/Eligibility (**2014-15**)  
☐ 3-Year Reevaluation (**2014-15**)

**Review the most current information from the child's record to document compliance.**

## Confidentiality of Information 707 KAR 1:360 Section 2 Items 1-3

**Look for:** Record of Disclosure form. This may be printed on the due process folder or inserted as a separate page in the folder.

**Directions:**

- Mark “YES” if numbers 1, 2, 3 are all complete.
- Mark “YES” if the form is not filled out, indicating that no one has accessed the record.

**Note:** District employees with a legitimate educational interest under FERPA are not required to sign the Record of Disclosure.

A Record of Disclosure is in the record and includes method for documenting:	Yes	No
1. The name of the party seeking access;		
2. The date access was given; AND		
3. The purpose for which the party is authorized to use the record(s).		

Comments:

## Notice of Admissions and Release Committee Meeting - 707 KAR 1:320 Section 4 Items 4 and 5

**Look for:** Notice of Admissions and Release Committee Meeting form; Infinite Campus Contact Log

**Directions for Item 4:**

- Mark “YES” if the date on the invitation to the ARC meeting is at least seven (7) calendar days prior to the date of the ARC meeting.
- Mark “NA” if documentation shows that the parent(s) requested or agreed to meet earlier.
- Mark “NA” if the meeting is for disciplinary change in placement or a safety issue.
- Mark “NO” if the meeting is held in less than 7 calendar days of the date on the notice and there is no documentation that the parent(s) agreed to meet earlier.

**Directions for Item 5: (Second Notice of ARC Meeting)**

- Mark “YES” if there is documentation of multiple attempts to contact the parent(s) or emancipated student. This may include documentation of a phone call written on the Notice of Admissions and Release Committee Meeting; documentation on the Parent Contact Sheet; documentation of home visits; other correspondence with the parent. (A phone call alone does not constitute the required formal written invitation).
  - An Infinite Campus form must be generated in IC for the second Notice of Meeting. It is not acceptable to modify the first ARC notice by changing the date and time and sending the first notice again.
  - The date on the second Notice of Meeting must be at least 7 calendar days prior to the date of the ARC meeting or the parent must agree to meet sooner as recorded in the check box.



- Mark “NO” if the parent did not attend the meeting and there is no documentation of multiple attempts to arrange a mutually agreed on time and place.
- Mark “NA” if the parent(s) returned the copy of the Notice stating their intention for attendance.
- Mark “NA” if the parent(s) is in attendance (or parent participated via alternate means).

**Note:** If the parent does not attend; did not return the Notice of Admissions and Release Committee Meeting with their intentions; and there is no documentation of a second attempt, the ARC must send another Notice of Admissions and Release Committee Meeting, giving the parent(s) seven (7) calendar days notice.

	Yes	No	NA
4. The LEA provides a written invitation to the parent(s) at least seven (7) calendar days before an ARC meeting. NOTE: This also applies to initial ARC meetings for preschoolers transitioning from First Steps.			
5. There is documentation of the district’s attempts to arrange a mutually-agreed-on time and place.			

Comments:

## Items 6-12

**Look for:** Notice of Admissions and Release Committee Meeting form

### Directions:

- Mark “YES” if numbers 6-10 of the Notice of Admissions and Release Committee Meeting are completed.
- Mark “YES” if number 11 is on the form or has been completed by the parent(s).
- Mark “YES” if number 12 is documented on the form.
- Mark 6b “NA” if the student is not yet in 8<sup>th</sup> grade or age 14, whichever comes first, on the date of the ARC meeting.

### Note:

- The regulations specify that, if the child is in 8<sup>th</sup> grade or age 14 or older, the invitation shall state that a purpose of the meeting will be the development of a statement for the need for transition services for the child and state that the child is invited.
- If the student is emancipated, address the Notice to the student. Add the parent’s name after the student’s name as a courtesy to the parent.
- If the meeting is an initial eligibility meeting, do not check to develop, review and/or revise the student’s IEP and placement.
- Note Seven Counties Services participation under “Other Attendees”
- See Items 49c and 49d address the invitation of the Agency Representative, if appropriate, to discuss transition services.

	Yes	No	NA
6a. The purpose of the meeting;			
<b>6b. For children who are in 8<sup>th</sup> grade or age 14 and older, the purpose of the meeting indicates the ARC discussion of postsecondary needs and/or services;</b>			
7. The time of the meeting;			

8. The date of the meeting;			
9. The location of the meeting;			
10. The <u>role</u> of participants attending the meeting;			
11. An option for the parent(s) to note the need for alternative meeting times, dates, locations, and means of participation;			
12. A statement informing the parent(s) they may bring persons to assist them in the meeting;			

Comments:
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### Item 13

**Look for:** On Notice of Admissions and Release Committee form, “Other Attendees” prompt.

**Directions:**

- Mark “YES” if the “Other Attendees” prompt is the First Steps Primary Service Coordinator or other representative of the Part C system is invited to attend the first ARC Meeting as recorded after the prompt “Other Attendees.”
- Mark “NA” if the child did not transition from First Steps.
- Mark “NA” if the parent did not request an invitation to be sent to First Steps Coordinator or other representatives of the Part C system.

**Note:** This meeting is chaired by JCPS Placement.

	Yes	No	NA
<b>13. For children transitioning from First Steps</b> , an invitation to the initial ARC meeting is sent to the First Steps Service Coordinator or other representatives of the Part C system if the parent requests.			

Comments:
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### Item 14

**Look for:** Notice of Admissions and Release Committee Meeting form

**Directions:**

- Mark “YES” if the child who is in eighth grade OR is age 14 (whichever comes first) and older, is invited to attend the meeting on the parent’s Notice of Admissions and Release Committee Meeting when the purpose of the meeting includes transition planning.
- Mark “NA” if the child is not yet in eighth grade or reached the age of 14 on the date of the ARC meeting.

**Note:**

- This requirement applies to a student who has reached the age of 14 and has not reached 8<sup>th</sup> grade.

- Invite students who are in 8<sup>th</sup> grade or age 14 or older, even if parent prefers that the student not attend a portion or the entire meeting.

	Yes	No	NA
14. For children who are in 8 <sup>th</sup> grade or age 14 and older: the child is invited to the meeting.			

Comments:
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## ARC Membership - 707 KAR 1:320 Section 3

### Item 15

**Look for:** Notice of Admissions and Release Committee Meeting; Conference Summary/Action Notice form, Admissions and Release Committee Members.

**Directions:**

- Mark "YES" if the Notice of Admissions and Release Committee Meeting was addressed to the parent(s) or emancipated student , **AND**
- The parent(s) or emancipated student signed the Conference Summary/Action Notice, **OR**
- The parent(s) or emancipated student participated through alternate means and was sent a copy of the IEP and Conference Summary/Action Notice.
  - Check box "Parent's participated via alternate means."
  - Record the date and check the method for sending home a copy of the IEP and Conference Summary/Action Notice and other relevant forms **OR**
- The parent(s) or emancipated student did not attend meeting nor participate by alternate means:
  - Check box "Parents did not attend meeting."
  - Record the date and check the method for sending documents home.
  - Send copy of Parent Rights, Conference Summary/Action Notice and other relevant forms.

**Note:** Attendees must sign the Conference Summary/Action Notice form. Typed names are not acceptable.

	Yes	No
15. Parent (in attendance) OR  In cases where the parent did <u>not</u> attend, documentation shows that all of the following occurred: <ul style="list-style-type: none"> <li>• parents received written notification of the meeting;                ____ Yes    ____ No</li> <li>• parents were offered alternative meeting time and location;                ____ Yes    ____ No</li> <li>• parents were given the opportunity for alternate means of participation (e.g., informal conference, phone conferencing, ARC conference call, e-mail, home visit, survey); <u>Check "Parent participated by alternate means"</u> AND,                ____ Yes    ____ No</li> </ul>		

<ul style="list-style-type: none"> <li>parents were sent a copy of the IEP and ARC Conference Summary (as indicated on ARC Conference Summary by <u>method and date</u>).  <input type="checkbox"/> Yes    <input type="checkbox"/> No</li> </ul>		
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Comments:
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## Items 16-18

**Look for:** Notice of Admissions and Release Committee Meeting; Conference Summary/Action Notice

**Directions:**

- Mark “YES” if the member(s) under 16, 17, and 18 were listed on the Notice of Admissions and Release Committee Meeting, AND,
- Signed the Conference Summary/Action Notice, OR
- Was excused prior to the ARC meeting (see requirements for #22 and #23 below).

For regular education teacher:

- Mark “YES” for regular education teacher of the child **who provides information about the general curriculum for same age peers**; OR
- Mark “YES” for a regular education teacher who is knowledgeable of the grade level curriculum for the child if the child is not currently participating in regular education classes.

For special education teacher:

- Mark “YES” for a special education teacher of the child who currently has an IEP;
- Mark “YES” for a special education teacher knowledgeable of the child’s suspected disability, if the child is being referred for special education and has not been identified as a child with a disability under IDEA.

**Notes:**

- Dually certified personnel **in grade K-12** may not serve in multiple roles. For example, a special education teacher who is also certified in regular education cannot serve as the special education teacher and the regular education teacher (see below for preschool requirements).
- ARCs of students who are **in** home/hospital placements must meet the same requirements under 707 KAR 1:320 Section 3.

For preschool teacher:

- Mark “YES” for regular and special education teacher if the Notice of Admissions and Release Committee Meeting includes a preschool teacher who is Interdisciplinary Early Childhood Education (IECE) certified AND,
- The preschool teacher signs the Conference Summary/Action Notice and the ARC documents that the person served both roles by noting “IECE” after signature.

For students identified for Speech/Language services only:

- Mark “YES” for special education teacher if the Notice of Admissions and Release Committee Meeting includes an SLP AND,
- The SLP signs the Conference Summary/Action Notice. **The SLP serves the role of special education teacher.**

**Note:** JCPS Early Childhood Resource Teachers serve as ECE Teacher.

	Yes	No
16. A regular education teacher <u>of the child</u> ;		
17. A special education teacher <u>of the child</u> OR a special education teacher knowledgeable of the suspected disability;		
18. A representative of the school district, qualified to provide, or supervise the provision of specially designed instruction, knowledgeable of the curriculum and district resources;		

Comments:

## Item 19

**Look for:** Notice of Admissions and Release Committee Meeting; Conference Summary/Action Notice

### Directions:

- Mark "YES" if:
  - An individual who can interpret the instructional implications of evaluation results was included on the Notice of Admissions and Release Committee Meeting, **AND**
  - The purpose of the meeting listed on the Notice of Admissions and Release Committee Meeting was to discuss the results of an individual evaluation/reevaluation; **AND**
  - The individual signed the Conference Summary/Action Notice; **AND**
  - The Conference Summary/Action Notice documents who interpreted the results. (e.g., **The school psychologist interpreted the results of the integrated assessment**").
- Mark "NA" if review of evaluation/reevaluation results was not the purpose of the meeting.

**Note:** The individual may be a Speech/Language Pathologist, a Diagnostician, a Psychologist, or a teacher or administrator who can interpret test results.

- **A psychologist, counselor, ECE Program Specialist, or Consulting Teacher, SLP, OT, PT may interpret test results for a reevaluation.**
- **Type the name of participants names on the signature page on IC.**

	Yes	No	NA
19. An individual who can interpret the instructional implications of evaluation results who may be a member of the team described in 16-18;			

Comments:

## Item 20

**Look for:** Notice of Admissions and Release Committee Meeting; Conference Summary/Action Notice

### Directions:

- Mark "YES" if the member(s) were listed on the Notice of Admissions and Release Committee Meeting, **AND**,
- Signed the Conference Summary/Action Notice, OR
- Was excused prior to the ARC meeting (see requirements for #22 and #23 below).

	Yes	No	NA
20. Related services personnel, as appropriate;			

Comments:

## Item 21

**Look for:** Notice of Admissions and Release Committee Meeting; Conference Summary/Action Notice

### Directions:

- Mark "YES" if:
  - The child was included on the Notice of Admissions and Release Committee Meeting, AND
  - The child signed the Conference Summary/Action Notice, AND
  - If the student is in attendance, a statement is written on the Conference Summary/Action Notice describing how the student participated in the meeting.
  - If the student is not in attendance, the student participated through surveys, interviews, ILP/IGP completion, a statement is written on the Conference Summary/Action Notice to describe how the student participated in the meeting.
- Mark "NA" if child is not yet in 8<sup>th</sup> grade or age 14 whichever comes first, on the date of the ARC meeting.

### Note:

- Always invite a student in 8<sup>th</sup> grade or age 14 or older whichever comes first, even if the child does not attend the meeting
- Invite students in 8<sup>th</sup> grade or age 14 or older, whichever comes first, given discussion of disciplinary action (e.g., manifestation determination).
- Invite students of all disability categories including students served in low incidence programming.

### Examples of Conference Summary Documentation:

- *Tyrone was present and participated in the discussion relative to transition planning.*
- *Alex was not present; however his interests and preferences were discussed based on a student survey and his current Individual Learning Plan.*

	Yes	No	NA
<p>21. <b>For children who are in 8th grade or age 14 and older</b>, the child is involved in the ARC process relative to transition planning.</p> <p>OR</p> <p>In cases where the child did <u>not</u> attend, documentation shows that all of the following occurred:</p> <ul style="list-style-type: none"> <li>• the child was invited to the meeting; _____ Yes      _____ No</li> <li>• other steps were taken to ensure that the child's preferences and interests are considered. _____ Yes      _____ No</li> <li>• If the student was in attendance, the Conference Summary/Action Notice documentation described how the student participated in the meeting.</li> </ul>			

<p>_____ Yes      _____ No</p> <ul style="list-style-type: none"> <li>If the student was not in attendance, the Conference Summary/Action Notice documentation described how student participated in meeting (e.g., response to surveys, interviews, completion of the ILP/IGP)</li> </ul> <p>_____ Yes      _____ No</p>			
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Comments:
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## Item 22

**Look for:** A statement dated prior to the ARC meeting and signed by the parent(s) and district representative. **Notice of Excusal from Attendance at ARC Meeting,**

### Directions:

- Mark "YES" if the statement was dated and signed prior to the ARC meeting.
- Mark "NA" if no ARC member that was invited to the meeting was excused from attending.

### Note:

- This may be a separate form.
- "OSEP expects excusal decisions to be made on an individualized, case-by-case basis, and would consider a public agency to be in noncompliance with the IDEA if it were to routinely or unilaterally excuse a required IEP Team member from attending an IEP Team meeting without obtaining parental consent or agreement, as required by the excusal provisions in **[34 C.F.R.] §300.321(e)**. OSEP believes that it is critically important to the provision of FAPE that the public agency require individuals to attend IEP Team meetings who are in the best position to address the educational program for and the unique needs of, each child with a disability." (OSEP policy letter, April 25, 2011 to Center for Education Advocacy, Inc. Director Lilly Rangel-Diaz <http://www2.ed.gov/policy/speced/guid/idea/letters/2011-2/rangel-diaz042511iepteam2q2011.pdf>)
- Contact the Placement Specialist regarding potential use of this form.**
- The following ARC members are mandatory and cannot be excused: regular education teacher of the child, special education teacher of the child, ARC Chairperson, and individual who can interpret evaluation results (when evaluations are being discussed). If an individual person representing these roles cannot attend the meeting, these members must be excused in writing prior to the meeting. However, the role must be represented.
- If related service personnel are needed at the meeting because their area of related service is being modified or discussed in the ARC meeting, they are considered mandatory members and must be excused in writing prior to the meeting.
- If the student has speech only services (not a related service), the Speech Language Pathologist is a mandatory member of the committee, and cannot be excused.
- ARC members may participate by phone if they are unable to attend the meeting in person (e.g., regular education teacher, special education teacher, related services providers).

- The JCPS Lead Psychologist or JCPS Program Specialist may participate by phone as needed in the event that a psychologist or related service provider is unavailable during the ARC meeting.

	Yes	No	NA
22. If a member of the ARC is excused from attending the ARC meeting in whole or in part, the parent and the district agree to the excusal in writing prior to the meeting.			

Comments:

### Item 23

**Look for:** Document, written and dated prior to the meeting, with the required input from the excused member.

**Directions:**

- Mark "YES" if the document providing input is written and submitted to the parent(s) and to the district representative prior to the ARC meeting.
- Mark "NA" if no ARC member that was invited to the meeting was excused from attending and was required to submit a report.

	Yes	No	NA
23. If a member of the ARC is excused, the member must submit input into the development of the IEP in writing to the parent(s) and the ARC, if the member's area of curriculum or related service is to be modified or discussed in the meeting. Input must be submitted <b>prior to the meeting</b> .			

Comments:

### Notice to Parent(s) (Conference Summary/Notice of Action) 707 KAR 1:340, Section 3

**Note for items 24 – 28:** If relevant discussion occurs in the ARC meeting that is not reflected on the Conference Summary/Action Notice form, the discussion must be documented in the Conference Summary minutes

### Item 24

**Look for:** Conference Summary/Action Notice

**Directions:**

- Mark "YES" if appropriate boxes are checked as a basis for the proposed or refused action (corresponds with Section I of Conference Summary/Action Notice); **AND**
- There is a **description** of assessment instruments and procedures attached (Copy of "Evaluations, Tests, Records, or Reports" description page).



**Note:**

- Check each evaluation component completed on the Integrated Assessment Report or Reevaluation Report for Continuing Eligibility and Services (ReCES).
- Ensure a 1:1 correspondence. The completed evaluation components must match the Evaluation Plan.
- Information used that is not included on the evaluation list should be listed as “Other” (e.g., work samples, attendance records, verbal reports from teachers)
- If an evaluation or re-evaluation was conducted, the relevant descriptions must be marked.
- For any annual review meeting, “Student Progress in Achieving IEP Goals” must be a basis for the action.

The Notice to Parent(s) (Conference Summary/ Notice of Action) includes documentation of:	Yes	No
24. A <u>description of each</u> evaluation procedure test, record, or report used as a basis for proposed or refused action; <ul style="list-style-type: none"><li>• boxes are checked for each evaluation procedure, test, record or report the district used as a basis for the proposed or refused action ____ Yes    ____ No</li></ul> <b>AND</b> <ul style="list-style-type: none"><li>• a description of assessment instruments and procedures included ____ Yes    ____ No</li></ul>		

Comments:

## Item 25

**Note for Items 25, 26, and 27:** These items correspond with Section III of the Conference Summary/Action Notice: A: Initial Evaluation; B: Reevaluation Plan, C: Eligibility/Continued Eligibility; E: IEP Developed/Reviewed/Revised; F: Placement Options and Decisions (depending on the action the ARC is taking in a particular meeting). At least one action (A, B, C, E, and F) and corresponding subcategories must be documented for any ARC meeting.

Section III, Options/Actions Considered, consists of 7 sections:

- A: Referral
- B: Reevaluation Plan
- C. Eligibility/Continued Eligibility
- D. Disciplinary Review
- E. IEP Development/Reviewed/Revised
- F. Placement Options and Decisions

**Look for:** Conference Summary/Action Notice, **Section III Options/Actions Considered and Reasons**

**Directions:**

- Mark “YES” if the box of an appropriate Action is checked (appropriate to the purpose of the ARC meeting); AND
- Includes a **description** of the action the ARC is proposing or refusing to take.

**Note:**

- For every annual review meeting, the ARC must document actions of IEP (E) and placement (F). (See also items #52, #53).
- Any additional discussion not documented by the checkboxes must be documented in the Conference Summary minutes.

The Notice to Parent(s) (Conference Summary/ Notice of Action) includes documentation of	<b>Yes</b>	<b>No</b>
25. A <u>description</u> of the action proposed or refused;		

Comments:
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**Item 26**

**Look for:** Conference Summary/Action Notice, **Section III Options/Actions Considered and Reasons, Summary Notes**

**Directions:**

- Mark “YES” if documentation includes the reason for the action (state why the district is proposing or refusing to do something).
- At least one action (A, B, C, E, and F) and corresponding subcategories must be documented for any ARC meeting. (See ‘Note’ under Item 25.)

**Notes:**

- Documentation of the reason for the action applies to any action the ARC takes (A, B, C, E, F).
- Any additional discussion not documented by the checkboxes must be documented in the Conference Summary minutes.
- Documentation of Reasons Placement Options and Decision is recorded in the checkboxes and/or in Summary Notes. If written entirely in the Summary Notes note the location in the Reasons Accepted/Rejected boxes.

Document WHERE (placement/location)	Document WHY (rationale)
Full time general education environment	Present Levels Nature of Goals/Benchmarks Specially Designed Instruction Supplemental Aids and Services Program Modifications
Part-time general education/ Part-time special education environment	
Full time special education environment	

**Note:** Item # 26 corresponds with Item # 53 (ARC consideration of the regular education environment as the first placement option).

**Examples for III E:**

Placement Options Considered	Accepted	Rejected	Reasons Accepted/Rejected
Full time general education environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Cody requires individualized instruction in note-taking, materials organization, and self-monitoring of assignment initiation and assignment completion. These skills may be taught in the regular class setting where Cody can gain access to core content instruction, peer models and natural reinforcers.
Part-time general ed. Part-time special education environment	<input type="checkbox"/>	<input type="checkbox"/>	

Full-time special education environment	<input type="checkbox"/>	<input type="checkbox"/>	
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### Examples for III E:

Placement Options Considered	Accepted	Rejected	Reasons Accepted/Rejected
Full time general education environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Curt's cognitive deficit requires individualized instructional delivery including heightened pre-teaching of vocabulary, multiple opportunities for teacher modeling, verbal rehearsal of key learning concepts, guided practice with identified mastery targets, generalization instruction and ongoing positive/corrective feedback after each guided practice session. He requires instruction in alternate materials and alternate pacing for remediation of math, reading and written language skills. Curt requires
Part-time general ed. Part-time special education environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	explicit social skill instruction with opportunities for role play and generalization. For these reasons, the ARC rejects a full-time general education environment and accepts a part-time general education and part-time special education environment.
Full-time special education environment	<input type="checkbox"/>	<input type="checkbox"/>	

### Example for III E:

Placement Options Considered	Accepted	Rejected	Reasons Accepted/Rejected
Full time general education environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Even with supplementary aids and services, Rashad cannot be successful in a regular education setting due to need for intensive social skill instruction including the need for teacher modeling, role playing, positive corrective feedback, and generalization instruction. The ARC rejects
Part-time general ed. Part-time special education environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	full time general education environment and accepts a part-time general and part-time special education environment.
Full-time special education environment	<input type="checkbox"/>	<input type="checkbox"/>	

### Examples for III E:

Placement Options Considered	Accepted	Rejected	Reasons Accepted/Rejected
Full time general education environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Jessica's behavior/emotional deficits require explicit social skills instruction in anger management including the identification and use of replacement behaviors. Jessica requires frequent work breaks due to heightened anxiety. She demonstrates a pattern of abusive behaviors attributed to
Part-time general ed. Part-time special education environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	triggers in non-structured settings or with large groups of students. She requires the ability to exit a room to process a situation with an adult. Given Jessica's needs, the ARC rejects a full-time general education placement and a part-time general education and part-time special educational placement. The ARC accepts a full-time special education environment afforded in a special class.
Full-time special education environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

The Notice to Parent(s) (Conference Summary/ Notice of Action) includes documentation of	Yes	No
26. An <u>explanation</u> (reason) of why the LEA proposed/refuses to take action;		

Comments:
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## Item 27

**Look for:** Conference Summary/Action Notice, **Section III Options/Actions Considered and Reasons**

**Directions:**

- Mark “YES” if documentation includes a description of any other options considered and the reasons those options were rejected.
- At least one action (A, B, C, E, and F) and corresponding subcategories must be documented for any ARC meeting. (See ‘Note’ under Item 25.)

**Note:** Any additional discussion not documented by the checkboxes must be documented in the Conference Summary minutes.

The Notice to Parent(s) (Conference Summary/ Notice of Action) includes documentation of	<b>Yes</b>	<b>No</b>
27. An <u>description</u> of any other options and reasons those options were rejected;		

Comments:
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**Item 28**

**Look for:** Conference Summary/Action Notice

**Directions:**

- Mark “YES” if documentation includes the description of any other issues/concerns relevant to the proposed or refused action (corresponds with Section VI of the Conference Summary/Action Notice).
- A box must be checked indicating “No factors identified”, or “Identified factors” followed by notes.

The Notice to Parent(s) (Conference Summary/ Notice of Action) includes documentation of	<b>Yes</b>	<b>No</b>
28. An <u>description</u> of any other factors related to the LEA’s proposal or refusal;		

Comments:
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**Item 29**

**Look for:** Conference Summary/Action Notice

**Directions:**

- Mark “YES” if the parent(s) signed the statement that the Parent Rights have been explained and a copy has been made available (corresponds with Section VII of the Conference Summary/Action Notice), OR
- Mark “YES” if the parent(s) is not in attendance at the ARC meeting and the box is checked that the Parent Rights were included with the written notice.
- Mark “NO” if the parent(s) was not in attendance and all of the following are not complete: “Parent did not attend meeting” box checked, date recorded and the method of delivery checked.

The Notice to Parent(s) (Conference Summary/ Notice of Action) includes documentation of:	<b>Yes</b>	<b>No</b>

29. A statement that the parents have protection under the procedural safeguards (i.e., Parent Rights) and if this is not an initial referral for evaluation, the means by which a copy of the Parent Rights can be obtained.		
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Comments:

## Preschoolers Transitioning from Part C - 34 CFR 300.124 and 300.323 Item 30

**Look for:** IFSP signature page or other **JCPS** documentation.

### **Directions:**

- Mark "YES" if the IFSP or **JCPS** documentation shows a **JCPS district** representative participated in the transition conference arranged by First Steps **as documented by signing the IFSP or other JCPS documentation**.

**Note:** This is the First Steps transition meeting that must occur at least 3 months prior to the child's third birthday. (This is not an LEA meeting; it usually takes place in the child's home.)

	Yes	No	NA
30. For preschoolers transitioning from First Steps, a JCPS representative participates in transition conferences arranged by First Steps (e.g., copy of Individual Family Service Plan [IFSP] or Conference Summary with district representative signature).			

Comments:

## Item 31

**Look for:** Conference Summary/Action Notice, **Section I**

### **Directions:**

- Mark "YES" if documentation includes either a copy of the IFSP, or documentation on the Conference Summary, that the IFSP was considered and discussed.

	Yes	No	NA
31. For preschoolers transitioning from Part C, the IFSP was considered in developing the IEP.			

## Contents of the IEP 34 CFR § 300.320(a)(3)(ii) and 707 KAR 1:320, Section 5

## Item 32

**Look for:** Individual Education Program. (Item 34)

**Directions:**

- Mark “YES” if the review date states the IEP review will take place within 365 days of the ARC meeting date, unless a shorter time is specified by the ARC.

**Example:** Date of ARC 10-8-14. Review date: 10-7-15 or 10-8-15.

**Note:** Infinite Campus IEP uses the term “End Date” instead of Review Date.

The ARC considered the following in developing the IEP:	Yes	No
32. Review date: date by which the IEP will be reviewed by the ARC within 365 days of the last IEP review date.		

Comments:

### Item 33

**Look for:** IEP, Present Levels of Academic Achievement and Functional Performance (Item 33)

**Directions:** The ARC considered the following in developing the IEP: Communication Status; Academic Performance; Health, Vision, Hearing, Motor Abilities; Social and Emotional Status; General Intelligence; and Functional Vision/Learning Media Assessment:

- Mark “YES” if the ARC checks the “Commensurate with similar age peers” box; no additional statements are required.
- Mark “YES” if, for each Education Performance Areas Assessed with an unchecked “Commensurate with similar age peers” box, the description includes a summary statement of the child’s relative strengths, needs or concerns; AND baseline performance for each need or concern.
- (For 33h) Mark “YES” if, for the Education Performance Areas assessed with an unchecked “commensurate with similar age peers” box, the Present Levels include an adverse effect statement that describes in each Present Level area OR as one statement that incorporates all Present Level areas impacted by the disability.
- For Present Level area of Functional Vision/Learning Media Assessment, mark “YES” if the ARC checks “Not an area of concern at this time”; no additional statement is required.

**Notes:**

- If there are needs or concerns in the area of general intelligence, examples of types of baseline data are memory, problem solving, generalization, or other executive functioning skills.
- If there are needs or concerns in the area of Health, Vision, Hearing, Motor Abilities, examples of types of baseline data can be found in the [Guidance Document for IEP Development](#), Present Level Areas Guiding Questions.
- For definition of and examples of baseline data in the area of Functional Vision/Learning Media Assessment, see [Guidance Document for IEP Development](#).

**Directions for Transition Needs:**

- Mark “YES” under Transition Needs if, for the student who is in the 8<sup>th</sup> grade or beyond or has reached age 14 (whichever occurs first), there is a description in each applicable area (as

appropriate to the student): instruction; related services; community experiences; employment, daily living skills; post school adult living objectives; and functional vocational evaluation.

- Mark “NA” if the child is not yet in the 8<sup>th</sup> grade or beyond, or has not reached age 14 and older, whichever occurs first, on the date of the ARC meeting.

**Note:** The transition service areas help the ARC determine the transition service needs for the IEP when the child turns 16.

Performance commensurate age peers	Check “Performance commensurate with similar age peers” for each Present Level area if the student is performing within the range of academic and functional performance of non-disabled grade and age peers. No additional information is required. If ARC wants to provide additional information, document in the Conference Summary/Action Notice, Summary Notes).
<b>For each Present Level area where the student is <u>not</u> commensurate with similar age peers:</b>	
Strengths	Describe relative strength(s) where student performs well as compared to his/her own performance.
Needs/Concerns	Describe needs or concerns related to the disability where the student is performing significantly and consistently below similar grade/age peers as a result of the disability.
Baseline Performance	Describe baseline performance for <u>each</u> need or concerns. Baseline is <i>current</i> performance of a skill or strategy as described in measureable terms. Baseline serves as a starting point for IEP instruction. Baseline data for an initial IEP is based on student performance data, intervention data, and instructional data in the integrated assessment. Baseline data for subsequent IEPs is based on IEP progress monitoring. Baseline data is not an IQ score, standard score on assessment, physician’s diagnosis, vision or hearing acuity. Citing the source is recommended but not required
Impact Statement	Describe how the student’s disability affects the student’s involvement and progress in the general curriculum. Impact statement is <i>individualized</i> , relative to the student’s needs or concerns.
Transition Needs for students in 8 <sup>th</sup> grade or age 14 (whichever comes first)	<p>Describe strength, need or concern, <u>baseline performance for each need/concern</u>, <u>transition assessment data</u> and individualized impact of the disability for one or more of the following areas: instruction, related service, community experience, development of employment and other post school adult living objectives, acquisition of daily living skills if appropriate, and provision of a functional vocational evaluation.</p> <p>Beginning at 8<sup>th</sup> grade or age 14 (whichever comes first), the Transition Needs area focuses on the needs related to the student’s planned course of study. By age 16, the focus is also on the transition services which assist the student’s in reaching postsecondary goals.</p> <p><u>Transition Needs Example from the Transition Checklist:</u> Amanda is 16 years old and is in the 10<sup>th</sup> grade. She plans to graduate in May 2014 with a diploma in the four years outlined in her Multi Year Course of Study. As a freshman, Amanda completed the required coursework and is on track for graduation with a diploma. Based on completed student and parent surveys, review of Career Matchmaker results and other Individual Learning Plan assessment measures, Amanda has the career goal of becoming a computer technician has the following needs related to transition: Instruction and Daily Living Skills.</p> <p><u>Instruction:</u> Amanda participates in a resource class for improving math skills as well as her annual goals for math. Amanda’s deficit in reading (gaining information and drawing conclusions from a text) hinder her ability to complete in-class and or homework assignments thus impacting her access to core content. Her deficits in problem solving will adversely affect her ability to budget for expenses, pay for purchases, balance a checkbook and pay bills in a timely manner. She requires accommodations in reading, math and oral directions if she is to benefit from instruction in these areas (see baseline data under Academic Performance). These deficits will adversely affect</p>



	<p>Amanda's ability to live independently, interact with peers within the community, follow job related instructions and be successful in a real-world job situation.</p> <p><b>Daily Living Skills:</b> Amanda has difficulty managing time wisely, organizing household tasks, managing finances, making purchases and preparing food. Per progress data, Amanda takes more time than the task requires when completing daily living tasks. She finishes a task within the allotted time in 4 out of 10 trials. When presented with more than two options when making a purchase, she easily becomes frustrated. Daily living deficits will adversely affect the degree to which Amanda will be able to live and work independently.</p>
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33. The ARC considered the following in developing the IEP:	Yes	No	
The child's present levels of academic achievement and functional performance, including how the disability affects involvement and progress in the general curriculum (or for preschool, participation in appropriate activities). The Present Levels includes a summary of information and data:			
33a. Communication Status;			
33b. Academic Performance;			
33c. Health/Vision/Hearing/Motor Abilities;			
33d. Social and Emotional Status;			
33e. General Intelligence			
33f. Transition Needs (for children in 8 <sup>th</sup> grade or age 14 and older <b>whichever comes first</b> ).  NOTE: There must be a minimum of one area (instruction; related service; community experience; development of employment and other post school adult living objectives; and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation) addressed;	Yes	No	NA
33g. Functional Vision/Learning Media/Assessment;			
33h. A summary statement, included in the Present Levels, of how the child's disability <u>affects</u> the child's involvement and progress in the general curriculum			

Comments:

## Item 34

**Look for:** IEP, Considerations of Special Factors for IEP Development

### Directions:

- Mark "YES" if, for each special factor, the ARC has checked 'yes' and included the child's performance information within the Present Levels statement to support the special factor **AND** completed the Statement of Devices and Services.
- Mark "YES" if for each special factor, the ARC has checked 'no', and there is no information in the Present Levels statement related to the special factor.
- Mark "NO" if the ARC has checked 'no' to the special factor but information in the Present Levels indicates that a special factor exists.



<b>Needs/concerns described in Present Levels align with Special Factors.</b>	
Behavior	If a student's <u>social</u> behavior impedes his/her learning or that of others as described in the Present Level, mark yes. Describe strategies. <b>This question applies to students with any category of disability.</b>
Limited English Proficiency	Does the child have limited English Proficiency according to the KY LEP definition? <b>This question applies to students with any category of disability.</b>
Blind or Visually Impaired	The question applies to a student who meets eligibility for Visual Impairment in IDEA. The ARC discerns if instruction in Braille needed, if the use of Braille is needed, and if Braille will be the student's primary mode of communication.
Communication Needs	This question applies to a student who meets eligibility for Speech Language Impairment in IDEA. Does the student have communication needs? If yes, describe.
Deaf/Hard of Hearing	This question applies to a student who meets Hearing Impairment in IDEA. The ARC describes the child's language and communication needs, considers opportunities for direct communication with peers and personnel and considers direct instruction in the child's language and communication mode.
Assistive Technology	AT means devices/services that are used to increase, maintain or improve the functional capabilities of a student with a disability. AT includes low tech and high tech devices. <b>This question applies to students with any category of disability.</b>
Devices/Services	All areas marked /yes/ include a Statement of Devices/Services.

Consideration of Special Factors are completed for the following areas and are consistent with the Present Levels:	Yes	No
34a. Behavior;		
34b. Limited English proficiency;		
34c. Blind or visually impaired;		
34d. Communication needs;		
34e. Deaf or hard of hearing;		
34f. Assistive technology needs.		

Comments:
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## Item 35

**Look for:** IEP, Measurable Annual Goals, Benchmarks/Short Term Objectives

**Directions:**

- Mark "YES" if annual goals relate directly to the present levels of academic achievement and functional performance and incorporate the general curriculum (i.e., Kentucky Core Academic Standards; Program of Studies) to enable the child to be involved and make progress in the general curriculum, OR meets the child's other educational needs that result from the disability; AND,
- The annual goals are measurable and must include the (a) audience (student's name), (b) behavior, (c) circumstances, (d) degree/criteria and (e) evaluation/method of measurement. (For definitions, see [Guidance Document for IEP Development](#), Annual Goals section).

Example:

Given a fourth grade informational text, Liz will read the passage and answer five literal and five inferential comprehension questions at 80% accuracy on three consecutive weekly reading assignments.

**Note:**

- Federal regulations require benchmarks or short-term objectives for students with disabilities participating in the Alternate Assessment Program which is aligned to alternate achievement standards. 34 CFR Section 300.320(a)(2)(ii). District policies and procedures provide guidance regarding the selection of benchmarks or short-term objectives.
- The evaluation/method of measurement may be recorded in the annual goal statement or under Method of Measurement in the IEP.
- Benchmarks/short term objectives are often aligned with the Kentucky Core Academic Standards and the Program of Studies. Benchmarks/short term objectives may address educational needs that are not addressed in the general education curriculum but focus on the child's other needs that result from the disability.
- Benchmarks and short-term objectives are intermediate steps between the present levels and the annual goals.
- The ARC may determine that short term objectives better facilitate implementation of the annual goals (e.g., students with communication needs, low incidence needs).

**Annual Goals** are statements of anticipated results to be achieved in a calendar year or less; specify skills that will promote accessing the general curriculum and aid in meeting achievement standards; relate directly to disability and needs/concerns described in present levels; bridge gap from where the student is (baseline) to where student needs to be (goal). Annual goals are not a restatement or copying/pasting of content standards and are not a reflection of the entire curriculum. Annual goal are comprised of the following components:

Audience	Student's name
Behavior	Explicit statement of what the student will do. Observable behavior can be measured (seen, heard, counted or timed).
Circumstance	Description of instructional materials or instructional circumstances used to teach and eventually assess/measure the stated behavior.
Degree/Criterion	Description of the expected rate of growth within 12 months, including the frequency of data collection.
Evaluation/Method of Measurement	How the implementer measures student progress toward reaching the goal. Must follow the prompt: Methods of Measurement. Can also be in the annual goal.
<b>Benchmarks/Objectives</b> relate directly to the annual goal and provide a means for measuring progress toward the goal. Required for students participating in alternate assessment.	
Benchmarks	Increments of learning which demonstrate progress toward the annual goal.
Short Term Objectives	Intermediate steps which break the annual goal into discrete, measurable skill components. Include Audience, Behavior, Circumstance, Degree/Criterion, Evaluation/Method of Measurement.

	Yes	No
35. Statement of measurable annual goals and corresponding benchmarks or short-term objectives.		

Comments:

**Item 36**

**Look for:** IEP, Specially Designed Instruction

**Directions:**

- Mark “YES” if specially designed instruction is documented per each annual goal according to the unique needs of the child.

**Note:**

- Documentation on the IEP includes a statement of specially-designed instruction (SDI), which means adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the child with a disability and to ensure access of the child to the general curriculum included in the Program of Studies.
- SDI and Supplementary Aids and Services (SAS) are based on peer-reviewed research to the extent practicable.
- SDI and Supplementary Aids and Services (SAS) are designed to meet the unique needs of the child as documented in evaluation information and Present Levels or progress monitoring data analysis. (For more information, see [IEP and Lesson Plan Development Handbook](#)).

SDI in its simplest form is “**what the teacher does**” to instruct, assess, and re-teach the child. The SDI documents what the teacher does, as appropriate, to adapt the content, to adapt the methodology, or to adapt the delivery of instruction. If **instruction** is required for the child to use an assistive technology device, material, supplementary aid, strategy or service, it should be described as specially designed instruction on the IEP.

<b>Specially Designed Instruction IS.....</b>	<b>Supplementary Aids and Services ARE...</b>
Content, methodology, or delivery of instruction that <b>requires special instruction</b>	Strategies, aids, and services that <b>do not require</b> special instruction.
Documented for each annual goal	Described in the section entitled SAS.
Systematically designed and implemented to address the needs of the student	Supported by student performance data and based on needs related to the disability.
Necessary for the student to make progress toward the annual goal, rather than merely beneficial.	Needed for the student to advance toward goal attainment.
Planned, designed and initially delivered by the ECE teacher.	Needed for student to make progress in the general curriculum, participate in extracurricular activities and other non-academic activities
Not available regularly in the general education to the degree or intensity needed by the student.	Needed so that the student can be educated and participate with other students with and without disabilities.
Section cannot be left blank. “None needed” is not an acceptable response.	Section cannot be left blank. “None needed” is not an acceptable response.

	<b>Yes</b>	<b>No</b>
36. Statement of specially designed instruction per each annual goal		

Comments:
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**Item 37**

**Look for:** IEP, Methods of Measurement/ Evaluation

**Directions:**

- Mark “YES” if for each annual goal, documentation on the IEP shows the **evaluation category and specific method of measurement** that will be used by IEP implementers to gather the evidence of child progress or lack of progress toward meeting the annual goal.

**Note:**

- Evaluation/Method of Measurement **must** be recorded after the IEP prompt “Methods of Measurement.” The Evaluation/Method of Measurement may **also** be in the annual goal statement.
- Identify the category of Curriculum Based Measurement, Direct Measure, Indirect Measure, Authentic Assessment **AND** the method of measurement.
- Anecdotal recording must be paired with another method of measurement.
- General references to methods of measurement are not acceptable (e.g., speech log, service log, progress data).

	Yes	No
37. Statement of how the child’s progress toward annual goals will be measured (method of measurement)		

Comments:
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## Item 38a

**Look for:** IEP, Review of Progress of Annual Goal

**Directions:**

- Mark “YES” if there is documentation of when periodic reports will be provided to the parent(s) on the progress the child. This may include the use of quarterly or other periodic reports that are issued at the same time as report cards.
- Mark “YES” if the ARC mark “Concurrent with issuance of report cards,” or specifies another schedule or means of reporting progress.

**Note:**

- Progress reporting consists of completion of the Progress Report form (located on Infinite Campus).
- JCPS record reviewers will request copies of all Progress Report forms pertaining to the current IEP.
- JCPS Early Childhood IEPs (preschool) may indicate that progress reporting schedule will be concurrent with parent conferences/home visits.

	Yes	No
38a. Statement of when the parent(s) will be regularly informed of progress toward the goals		

Comments:
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## Item 38b

**Look for:** IEP, Progress Data for Annual Goal(s); Conference Summary, **Progress Monitoring Data Folder**

### **Directions:**

- Mark “YES” if there is evidence of progress data collection (graphs, charts, checklists, etc.) and analysis (written summary of data analysis) for each annual goal.
- Mark “YES” if there is evidence that for each IEP goal (benchmark/objective),
  - Collect and analyze progress monitoring data at least every two weeks (two times per grading period for Communication goals);
  - Analyze data in a visual format (e.g., line graph, bar graph) for each goal including Communication goal(s);
  - Indicate goal, month, data, year on the visual summary.
  - Attach a narrative analysis of progress to the visual summary; AND
  - In the Conference Summary/Action Notice – Summary Notes, reference the narrative analysis of progress and attachment of visual summary for each IEP goal.
- Mark “NA” if this is an initial IEP and prior to the first reporting period requirement.

### **Note:**

On-going progress data may be kept in a separate location from the due process folder, as long as the evidence of final analysis (cumulative graphs, charts, checklists) and the written summary of the analysis are added to the student’s due process record when the IEP is reviewed.

If questions arise regarding the graphs, charts, checklist, etc. or written summary analysis, any supporting evidence kept in another location must be available upon request of the reviewer.

Example 1: The committee reviewed progress monitoring for each annual goal on LaMont’s 2012-2013 IEP. Ms. Sanders, ECE teacher, and Ms. Howard, Speech Language Pathologist, presented a graph and corresponding narrative summary of progress for each goal (see attached graph and narrative analysis of progress for reading, behavior and articulation). See attached work samples related to reading comprehension and behavior goals (completed behavioral contracts). Ms. Sanders also presented data and narrative summary of data corresponding to LaMont’s Behavior Intervention Plan. Ms. Sanders explained that progress data for reading and behavior were impacted by LaMont’s extended absence in October related to the flu.

Example 2: Mrs. Janes, ECE teacher, presented student progress data for goals related to math and written language. She presented a graph, narrative analysis of data, and work samples related each goal (see attached). Mrs. Janes noted that the narrative analysis of data served as the basis for the Present Levels of Performance for the revised IEP.

	Yes	No	NA
Progress monitoring data is recorded at least every two weeks (two times per grading period for Communication goals).			
Data is collected per each goal;			
Data is analyzed in a visual format (including Communication goal)			
A narrative analysis of data accompanies the visual summary.			

The Conference Summary/Action Notice, Summary Notes references the presentation of visual summary of data, and narrative analysis of progress.			
38b. Evidence of progress data collection and analysis			

Comments:

## Item 39

**Look for:** IEP, Supplementary Aids and Services

**Directions:**

- Mark “YES” if supplementary aids and services are documented according to the unique needs of the child.

**Note:**

- This section cannot be left blank. “None needed” is not an acceptable response.
- Documentation on the IEP includes a statement of supplementary aids and services which means services and other supports that are provided in the general education environment or other education related settings to enable children with disabilities to be educated with non-disabled children.
- The decisions for Supplementary Aids and Services are supported by data and are based on needs related to the disability in order to make progress toward the annual goals. (For more information, see [IEP and Lesson Plan Development Handbook](#)).

**Supplementary Aids and Services (SAS)** in its simplest form is what the child needs in order to advance appropriately toward attaining the goal(s) and be involved and make progress in the general curriculum, to participate in extracurricular and other nonacademic activities, and be educated and participate with other children with and without disabilities. SAS includes strategies, aids, and services.

If the child requires specific materials, resources, aids, strategies or services to gain access to the general education curriculum, as supported in evaluation data, the IEP should describe them as supplementary aids and services based on peer-reviewed research to the extent practicable.

	Yes	No
39. Supplementary aids and services		

Comments:

## Item 40

**Look for:** IEP, Accommodations for Administration of State Assessment and Assessments in the Classroom, current evaluation information.

**Directions:**

- Mark “YES” if the accommodations for assessment are related to the individual student’s needs as supported by evaluation data, and the impact of the disability on specific areas of learning.
- Mark “YES” if ARC checked the box “ARC determined no accommodations needed”.
- Mark “NO” if there is no response and the “ARC determined no accommodations needed” box is not checked.
- This section cannot be blank.

**Note:** Decisions concerning the use of accommodations shall be supported by evaluation information and the IEP (the student’s present level of performance, specific goals and objectives, specially designed instruction, related services or supplementary aids and services) as necessary for the student to access the general education curriculum.

- Used consistently as part of the student’s routine instruction and classroom assessment;
- Documented as Specially Designed Instruction or Supplementary Aids and Services.
- Considered temporary strategies and faded or reduced as appropriate as the student gains skill, knowledge and greater independence.
- Testing accommodations are considered for all students including students participating in alternate assessment.

	Yes	No
40. Statement of individual accommodations for participation in the state or district wide assessment, AND listed in the SAS or SDI section.		

Comments:
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## Item 41

**Look for:** IEP, Accommodations for Administration of State Assessment and Assessments in the Classroom; Participation Guidelines for Alternate Assessment

### Directions:

- Mark “YES” if documentation shows the ARC provided a statement of its decision and the reasons for the decision to determine the child met all criteria for “Eligibility for Alternate Assessment.”
- Mark “NA” if the student is not eligible for the Alternate Assessment Program.

**Note:** This decision is reviewed annually and documentation is completed at every annual review meeting.

	Yes	No	NA
41. Statement of decisions and reasons for meeting the requirements for Alternate Assessment Program.			

Comments:
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## Item 42

**Look for:** IEP, Program Modifications and Supports for School Personnel.



**Directions:**

- Mark “YES” if documentation shows the program modifications or supports for school personnel for services are provided on behalf of the student to meet his/her unique needs.
- If the ARC determines that no program modification and supports are needed, this should be documented in the IEP as “no modifications or supports are needed” or a similar statement.

**Note:**

- This section cannot be blank. **If no supports are needed, check box “Not needed at this time.”**
- Documentation on the IEP modifications and supports may include specialized training, use of school time, and/or use of school staff. School staff needing specialized training may include bus drivers, paraprofessionals, administrators, related service providers, cafeteria staff, general education teachers, special education teachers, etc.
- If child is receiving services through a co-teaching model, teacher needs are described under Program Modifications & Supports to School Personnel (e.g., **training in co-teaching models**).
- If consultation is the service delivery method (**in addition to direct services**), this section explains the anticipated frequency and type of consultation. (For more information regarding consultation, see *Collaborative Teaching Practices for Exceptional Children Question and Answer Document*, June 2011 page 12, item #23).

**Examples include:**

- *Special Education Teacher and Regular Education Teacher of Language Arts will collaborate in the implementation of the reading and writing goals using the co-teaching model. These teachers will need professional development on co-teaching models.*
- Teachers and assistants will be trained on the use of the communication system.
- School personnel will be oriented to a highly structured behavior support program (i.e., PASS) before school begins.
- School staff will minimize classroom distractions, for example, covering distractible items within sight during whole group instruction.
- Consultation between the Speech/Language pathologist and special education teacher regarding use of the communication system once per quarter.
- The special education teacher will consult on a monthly basis with the social study and science teachers to promote John’s independent use of graphic organizers.

	Yes	No
42. Statement of program modifications and supports for school personnel to be provided for the child to: <ul style="list-style-type: none"> <li>• Advance appropriately toward attaining the annual goals;</li> <li>• Be involved and progress in the general curriculum;</li> <li>• Participate in extracurricular and other nonacademic activities; and</li> <li>• Be educated and participate with other children with or without disabilities.</li> </ul>		

Comments:

**Item 43**

**Look for:** IEP, Least Restrictive Environment in General Education.



**Directions:**

- Mark “YES” if documentation includes an explanation of the classes, if any, in which the child will be participating outside of the regular class. This explanation will identify the identification of the content areas to be provided outside regular class, such as “math” or “reading.”
- Mark “YES” if the IEP, LRE and General Education Section identifies the **content areas** in which the student participates:
  - Special Education
  - Co-Teaching
  - Regular Education

**Note:**

- The location of services should be aligned with the amount of time the child participates outside regular classes.

	Yes	No
43. An explanation of the extent, if any to which the student will not participate in general education classes (content area).		

Comments:

**Examples of writing LRE statement:**

- For a student who receives most of her core content classes in general education:  
**Special Education:** Language Arts  
**Regular Education:** Math, Social Studies, Science, Related Arts
- For a student who receives instruction in a content area in the regular classroom with co-teaching and SDI in a resource room:  
**Special Education:** Language Arts  
**Co-Teaching:** Language Arts  
**Regular Education:** Math, Social Studies, Science, Related Arts
- For a speech-only student:  
**Special Education:** Speech  
**Regular Education:** All Core Content Classes
- If the ARC determines that the student will receive all educational services in regular education classes with co-teaching for Reading:  
**Co-Teaching:** Language Arts  
**Regular Education:** Math, Social Studies, Science, Related Arts
- If the ARC determines that the student will participate most of the day in special class, the ARC may document the decision:  
**Special Education:** All Core Content Classes  
**Regular Education:** Electives
- For a student participating in a social skills program:  
**Special Education:** Social Skills Instruction  
**Regular Education:** All Core Content Classes

## Item 44

**Look for:** IEP, Special Education Services section.

**Directions:**

- a. Anticipated frequency of service.
  - Mark “YES” if documentation includes how often the child will receive the service(s). This may be listed as daily, hourly, weekly, by number of times per week, monthly, blocks per day, or class periods.
- b. Anticipated amount of time (duration).
  - Mark “YES” if documentation includes the amount of time the service will be provided to the child. This may be an approximation of time in terms of minutes, hours, or blocks of time, but may not be a range of time.
- c. Projected beginning and ending dates.
  - Mark “YES” if documentation includes the date (day, month and year) the special education services are projected to start.
- d. Anticipated location(s).
  - Mark “YES” if documentation includes the general education or special education environment in which the services will be provided.

**Note:**

- If the child receives services for speech/language only, this is considered a Special Education Service (and not a related service).
- If a student is removed from a core content class, the ARC identifies how the student will gain the content missed during the service provision. The decision is documented in the Conference Summary/Action Notice.

*Example:* The Regular Education and ECE teacher will work together to ensure Jane receives the grade level reading instruction that she will miss while receiving resource services.

Special Education Services	
Note	<ul style="list-style-type: none"> <li>• Hearing Impairment and Visual Impairment are special education services, <b>not related service</b>.</li> <li>• If student is Speech and Language Impairment <u>only</u>, Speech Language services are listed under Special Education Services.</li> <li>• <b>Describe each content class</b> for students participating in separate class services (MSD Class, EBD or LD Special Class, Special School)</li> </ul>
Service Minutes/Duration	<ul style="list-style-type: none"> <li>• List number of minutes per session in each Service Period. This may be an approximation of time (minutes, hours, blocks), but may <u>not</u> be a range of time.</li> <li>• Resource: list number of minutes the student present in the resource setting.</li> <li>• Co-Teaching: list number of minutes for Specially Designed Instruction. May not be the entire block of time in the class period, rather a subset of time.</li> </ul>
Frequency	<ul style="list-style-type: none"> <li>• How often student will receive services per service period.</li> </ul>
Service Period	<ul style="list-style-type: none"> <li>• Daily, weekly, monthly, or annually</li> </ul>
Start/End Date	<ul style="list-style-type: none"> <li>• Month, date, year</li> </ul>
Provider	<ul style="list-style-type: none"> <li>• Person responsible for implementing the service</li> </ul>

Location	<ul style="list-style-type: none"> <li>Identify the setting in which the services will be provided (i.e., regular class, resource, separate class). <b>Include the content class</b> in which the student receives Specially Designed Instruction (i.e., Language Arts, Science, PE).</li> </ul>
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44. Special education services	Yes	No
a. Anticipated frequency of service;		
b. Anticipated amount of time (duration);		
c. Projected beginning and ending dates;		
d. Anticipated location(s).		

Comments:

### Example 1 – Speech/Language Impairment only

<b>Least Restrictive Environment (LRE) and General Education</b>	
Special Education:	Speech Therapy
Regular Education:	All Core Content Classes and Electives

Service Minutes	Service Frequency	Service Period	Start Date	End Date	Service Provider	Location
30 minutes	2.0	Weekly	11-2-12	11-1-13	Speech/Language Pathologist	Resource Room

### Example 2: Other Health Impairment

<b>Least Restrictive Environment (LRE) and General Education</b>	
Co-Teaching:	Science
Regular Education:	Math, English, Social Studies, Electives

Service Minutes	Service Frequency	Service Period	Start Date	End Date	Service Provider	Location
50 minutes	1.0	Daily	11-2-12	11-1-13	Special/Regular Education Teacher	Regular Classroom, Co-teaching Science for Organizational/Study Skills

### Example 3: Emotional Behavior Disorders

<b>Least Restrictive Environment (LRE) and General Education</b>	
Special Education:	Math, Science, Social Studies
Co-Teaching:	Language Arts
Regular Education:	Electives

Service Minutes	Service Frequency	Service Period	Start Date	End Date	Service Provider	Location
50.0	5.0	Weekly	11-2-12	11-1-13	Special Ed. Teacher	Resource Room Math for Social Skills
50.0	5.0	Weekly	11-2-12	11-1-13	Special Ed. Teacher	Resource Room Science for Social Skills
50.0	5.0	Weekly	11-2-12	11-1-13	Special Ed. Teacher	Resource Room Social Studies for Social Skills
50.0	5.0	Weekly	11-2-12	11-1-13	Special/Regular Education Teacher	Regular Class Co-teaching Language Arts for Social Skills

### Example 4: Specific Learning Disability in Basic Reading and Reading Comprehension

<b>Least Restrictive Environment (LRE) and General Education</b>	
Special Education:	Reading
Co-Teaching:	Reading

Regular Education:	Math, Social Studies, Science, Electives
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Service Minutes	Service Frequency	Service Period	Start Date	End Date	Service Provider	Location
50.0	5.0	Weekly	11-2-12	11-1-13	Special Ed. Teacher	Resource Room for Reading
50.0	5.0	Weekly	11-2-12	11-1-13	Special/ Regular Education Teacher	Regular Class, Co-teaching for Reading

### Example 5: Low Incidence High School

<b>Least Restrictive Environment (LRE) and General Education</b>	
Special Education:	Reading, Written Language, Math, Social Studies, Science, Independent Daily Living Skills Instruction, Vocational Skill Instruction, Speech
Regular Education:	Science, Social Studies, Electives

Special Education Services						
Service Minutes	Service Frequency	Service Period	Start Date	End Date	Service Provider	Location
60.0	5 times/week	Weekly	11-2-12	11-1-13	Special Ed. Teacher	Special Class for Reading/Written Language
50.0	5 times/week	Weekly	11-2-12	11-1-13	Special Ed. Teacher	Separate Class for Math
30.0	3 times/week	Weekly	11-2-12	11-1-13	Special Ed. Teacher	Separate Class Social Studies for Reading
30.0	2 times/week	Weekly	11-2-12	11-1-13	Special Ed. Teacher	Separate Class Science for Social Skills and Reading
20.0	10 times/week	Weekly	11-2-12	11-1-13	Special Ed. Teacher	Separate Class for Independent Daily Living Skills
60.0	4 times/week	Weekly	11-2-12	11-1-13	Special Ed. Teacher	Separate Class for Vocational Skills Instruction
Related Services						
30.0	1 time/week	Weekly	11-2-12	11-1-13	Speech Language Pathologist	Resource Room

### Example 6: Low Incidence Elementary Example

<b>Least Restrictive Environment (LRE) and General Education</b>	
Special Education:	Reading, Writing, Math, Science, Social Studies, Independent Daily Living Skill Instruction, Speech
General Education:	Morning Meeting, Special Area Classes

Special Education Services						
Service Minutes	Service Frequency	Service Period	Start Date	End Date	Service Provider	Location
60 minutes	5 times	Weekly	11-2-12	11-1-13	Special Ed. Teacher	Separate Class for Reading/Written Language
50 minutes	5 times	Weekly	11-2-12	11-1-13	Special Ed. Teacher	Separate Class for Math
30 minutes	5 times	Weekly	11-2-12	11-1-13	Special Ed. Teacher	Separate Class Science for Social Skills Instruction and Reading
30 minutes	5 times	Weekly	11-2-12	11-1-13	Special Ed. Teacher	Separate Class Social Studies for Social Skills and Reading
20 minutes	20 times	Weekly	11-2-12	11-1-13	Special Ed. Teacher	Separate Class for Independent Daily Living Skills
Related Services						

Service Minutes	Service Frequency	Service Period	Start Date	End Date	Service Provider	Location
30 minutes	1 time	Weekly	11-2-12	11-1-13	Speech Language Pathologist	Resource Room
0.00	2 times	Daily	11-2-12	11-1-13	Bus driver	Bus

## Item 45

**Look for:** IEP, Related Services section.

### Directions:

- Anticipated frequency of service
  - Mark “YES” if documentation includes how often the child will receive the service(s) which may be listed as daily, hourly, weekly, by number of times per week, monthly, blocks per day, or class periods.
- Anticipated amount of time (duration)
  - Mark “YES” if documentation includes the amount of time the service will be provided to the child. This may be an approximation of time (minutes, hours, or blocks of time), but may not be a range of time.
- Projected beginning and ending dates
  - Mark “YES” if documentation includes the date (day, month and year) the related services are projected to start.
- Anticipated location(s)
  - Mark “YES” if documentation includes the general education or special education environment in which the Related Services will be provided.

### Note:

- The ARC may decide, based on data, that specially-designed instruction alone will assist the child in making progress toward the goal, objectives/benchmarks and that related services are not needed.
- If a student is removed from a core content class, the ARC identifies how the student will gain the content missed during the service provision. The decision is documented in the Conference Summary/Action Notice.

**Example:** The Regular Education and Speech Language Pathologist will work together to ensure that Jane receives the grade level reading instruction that she will miss while receiving resource services.

Related Services	
Type of Service	<ul style="list-style-type: none"> <li>Identify the type of related service.</li> <li>Hearing Impairment and Visual Impairment are special education services, not related services</li> <li>If student is Speech and Language Impairment <u>only</u>, Speech Language services are listed under Special Education Services.</li> </ul>
Minutes/Duration	<ul style="list-style-type: none"> <li>List number of minutes per session in each Service Period. This may be an approximation of time (minutes, hours, blocks), but may not be a range of time.</li> </ul>
Frequency	<ul style="list-style-type: none"> <li>Document how often student will receive services per service period.</li> </ul>
Service Period	<ul style="list-style-type: none"> <li>Identify the Service Period as daily, weekly, monthly, or annually</li> </ul>
Start/End Date	<ul style="list-style-type: none"> <li>List the date (month, date, year) that the service will begin and end.</li> </ul>
Provider	<ul style="list-style-type: none"> <li>Select the position of each person responsible for implementing the service</li> </ul>

Location	<ul style="list-style-type: none"> <li>Identify the setting in which the services will be provided (i.e., regular classroom, resource room, separate class, community).</li> </ul>
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45. Related services	Yes	No	NA
a. Anticipated frequency of service;			
b. Anticipated amount of time (duration);			
c. Projected beginning and ending dates;			
d. Anticipated location(s).			

Comments:
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### Item 46

**Look for:** Conference Summary/Action Notice form.

**Directions:**

- Mark "YES" if documentation includes parent input/concerns **and response to concerns. If parents have no input or concerns, a statement is recorded to this effect.**
- Mark "NA" if the parent was not present or did not participate by alternate means (speaker phone).
- Mark "NO" if the parent is not in attendance and there is no documentation of parent contact.

	Yes	No	NA
46. The ARC considers the concerns of the parent in the development of the IEP.			

Comments:
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### Item 47

**Look for:** Individual Learning Plan or Individual Graduation Plan, Multi-Year Course of Study (MYCS), **and Conference Summary**

**Directions:**

- Mark "YES" if documentation includes at least one of the following: a) ARC Conference Summary notes of the discussion of the ILP with each course in course of study listed; b) a copy of the ILP; or c) a copy of child's multi-year course of study.
- Mark "YES" if:
  - The ARC Chairperson Folder contains an updated ILP or IGP (updated within one year of the ARC meeting);
  - The ARC Chairperson Folder contains an updated MYCS reflecting all coursework from the current school year until the student's expected year of exiting high school; **AND**
  - A statement is written in the Conference Summary/Action Notice, Summary Notes to document discussion of the ILP/IGP and MYCS checkboxes.
- Mark "NA" if child is not yet in 8<sup>th</sup> grade or age 14, whichever comes first

### Examples on the Conference Summary Action Notice, Summary Notes

Section I	Check boxes for ILP and MYCS
Summary Notes: Include statement to document discussion of ILP and MYCS	The committee reviewed and discussed the Individual Learning Plan and the Multi Year Course of Study. Cassandra is on track for completion of coursework leading to a diploma.
Summary Notes: Include statement to document discussion of IGP and MYCS	The ARC reviewed and discussed the Individual Graduation Plan and the Multi Year Course of Study. Juan is successfully working toward a Certificate of Completion.

**Note:** Multi-year means from the current year to the child's expected year of exiting high school.

- Identify courses by title on the MYCS.
- Identify electives by name (not by the term "elective").
- MYCS can be a LACK card or can be an updated section within the IGP or ILP.

	Yes	No	NA
<b>47. For children in the 8<sup>th</sup> grade or age 14 and older:</b> <ul style="list-style-type: none"> <li>• The student has an updated Individual Learning Plan or Individual Graduation Plan;</li> <li>• The student has an updated Multi-Year Course of Study reflecting all coursework from the current year until the student's expected year of exiting high school;</li> <li>• The Conference Summary/Action Notice Section I indicates discussion of the MYCS and ILP/IGP by checking boxes;</li> <li>• The Conference Summary/Action Notice, Summary Notes contains a statement documenting ARC discussion of the ILP/IGP and MYCS.</li> </ul>			

Comments:

### Extended School Year Services (ESY) - 707 KAR 1:290, Section 8 Item 48

**Look for:** Conference Summary/Action Notice or IEP.

#### **Directions:**

- Mark "YES" if the ARC reviewed the child performance data to determine the child met criteria for extended school year services AND described either the services to be provided or the reasons why services will not be provided.
- Mark "YES" if the ARC reviewed the child performance data and determined that "No" the child did not meet criteria for ESY and described the reasons for this decision
- Mark "YES" if the ARC reviewed the child performance data and determined that "More data is needed" and the ARC identified the data needed and the approximate timeline for consideration for ESY.
- Mark "NO" if the ARC does not mark a response **and** does not document the reason(s) for the decision. This section may not be blank.
- Mark "NO" if the ARC marks a response and does not document the reason(s) for the decision
- ESY criteria include:
  - Whether the child regressed and failed to recoup the skills previously taught within a certain period of time. If the district does not have data, the need for ESY may be established by:
  - Expert opinion based on assessment of the individual child regarding whether the child

is projected to regress and fail to recoup previously attained skills within a certain period of time

- Mark "NA" only for the eligibility ARC meeting or for ARC meetings other than the Annual Review meeting.

**Note:**

- Seek assistance from the ESY/Transition Specialist or Placement Specialist given questions of ESY needs, including unique circumstances.
- If the child is transferring from Part C to Part B, the ARC reviews progress data from the IFSP. If the child meets ESY criteria, the ARC identifies the IEP goal(s) to be taught during ESY. If the child did NOT meet the ESY criteria, the ARC documents the decision.

**Examples of ESY Documentation:**

- ☒ Yes      Analysis of data indicates a documented regression/recoupment delay in the area of social/behavior - Goal #1
- ☒ No      Progress monitoring data does not indicate a regression/recoupment delay.
- ☒ More data needed:  
Example: More Data Needed – The ARC will collect and analyze data that will be recorded before and after breaks in instruction to monitor regression/recoupment issues. The ARC will reconvene in Spring 2013 to review data.

	Yes	No	NA
48. The ARC considered extended school year (ESY) services according to individual child need.			

Comments:

## Transition Services - 707 KAR 1:320, Section 7

**Notes for items 49a-49i:**

- Complete this section for students who are 16 years of age or older. (SPP/APR Indicator 13)
- College and Career Readiness (CCR) connections are included to show the direct correlation between CCR and IEP components.
- JCPS completes this Transition Services section for students who are 15 or older on the date of the ARC meeting.
- The JCPS Transition Checklist differs from the age requirements in KCMP Record Review (age 16).

**Reminder: If on the day of review of the student's record, the student is 16 years old – the transition requirements have to be met. The requirements are for IEPs that are in effect when the student is age 16.**



## Item 49a

**Look for:** IEP, Measurable Postsecondary Goals

### Directions:

- Mark “YES” if postsecondary goals cover two areas: education/training and employment, and as appropriate, a third goal for independent living.
- Mark 49a “YES” only if 1 and 2 (and 3 if appropriate) are yes.

### Note:

- Postsecondary goals must be measurable and intended to occur after the student graduates from high school.
- Postsecondary goals align with other available student information/data (e.g., present levels, student interests, student preferences).
- If a student’s information/data indicate a need for an independent living postsecondary goal, the ARC includes an independent living goal in the IEP. (For further information and examples, see [Indicator 13 Kentucky Transition Requirements](#)).
- Students served in low incidence programming must have a third goal for independent living in addition to goals in education and employment.
- **CCR:** ARCs can use the EXPLORE, PLAN, and ACT student profiles (“Your Plans” and “Your Career Possibilities”) as well as ILP information (“Careers that Interest Me”) to inform decisions about postsecondary goals and transition services.

### Examples from Transition Checklist

Postsecondary Goal Education	Required for all	Upon completion of high school, John’s <u>goal is</u> to enroll in courses at Jefferson Community Technical College.
Postsecondary Goal Employment	Required for all	Upon completion of high school, Roland’s <u>goal is</u> to become a welder.
Postsecondary Goal Independent Living	Required for Low Incidence Provided for others as appropriate	Upon completion of high school, Julia’s <u>goal is</u> to independently prepare for work each day, including dressing, making her bed, making her lunch, and accessing transportation.

	Yes	No	NA
49a. The IEP includes appropriate measurable postsecondary goals related to			
1. training or education (required)			
2. employment (required)			
3. when appropriate, independent living skills (required for low incidence students)			

Comments:

## Item 49b

**Look for:** IEP, Transition Services and Agency Responsible.

**Directions:**

Mark "YES" if transition services include services that the district/school provides for the child and, if appropriate, any other interagency responsibilities or needed linkages.

**Note:**

- Types of transition services may include: instruction; related services; community experience; development of employment and other post-school adult living objectives; and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. One transition service that may be listed for every child is providing the course of study as outlined in their ILP/IGP.
- Transition services must assist the student in reaching the student's education/training, employment, and independent living postsecondary goal(s). For examples of transition services, see [Indicator 13 Kentucky Transition Requirements](#).

**CCR:** ARCs can use the EXPLORE, PLAN, and ACT student profiles ("Your Plans" and "Your Career Possibilities") as well as ILP information ("Careers that Interest Me") to inform decisions about postsecondary goals and transition services. The student profiles also include information from the student about their self-assessment needs ("Your Reported Needs").

**Examples**

<b>Transition Service</b>	<b>Agency Responsible</b>
Completion of coursework leading to a diploma	JCPS staff and student
Completion of coursework leading to Certificate of Completion	JCPS staff and student
Referral to Office of Vocational Rehabilitation and C.O.V.E.	JCPS staff and student
Participation in Community Based Instruction	JCPS staff and student
Social skills instruction related to workplace and community	JCPS staff and student
Provision of contact information to community college Disabilities Center	JCPS staff and student

	<b>Yes</b>	<b>No</b>
49b. The IEP includes Transition Services that will reasonably enable the child to reach the postsecondary goals.		

Comments:

**Items 49c and d****49c**

**Look for:** Notice of Admissions and Release Committee Meeting

**Directions:**

- Mark "YES" if the Notice of Admissions and Release Committee Meeting indicates an outside agency that is likely to be responsible for providing or paying for transition services that are needed to assist the child in reaching postsecondary goals was invited to the meeting.
- Mark "YES" if the ARC documented that the need for an outside agency was not appropriate, the child's IEP did not include transition services that required another agency, or the parent refused consent to invite an outside agency. **AND**
- Mark "YES" if the ARC included a statement on the Conference Summary/Action Notice, Summary Notes.

**Note:**

- Outside agencies may include Office of Vocational Rehabilitation; Commission for Children with Special Health Care Needs; Department of Mental Health.
- There may be transition services listed that involve another agency, but will not be implemented until the child's senior year, this may be noted as an agency involved, but marked on the invitation that an invitation for the agency to send a representative to the ARC is not appropriate at this time. The conference summary describes the decisions made in this process. For more information regarding transition requirements, see *Indicator 13 Kentucky Transition Requirements*.

**CCR:** ARCs can use EXPLORE, PLAN, and ACT student profiles ("Your Plans" and "Your Career Possibilities") as well as Individual Learning Plan (ILP) information ("Careers that Interest Me") to inform decisions about the need for outside agency involvement. The student may invite outside agency representatives to view their ILP.

**Examples on the Notice of ARC Meeting**

Agency Attendees	Office of Vocational Rehabilitation
Agency Attendees	Commission for Children with Special Health Care Needs
Agency Attendees	Department of Mental Health
Agency Attendees	Office of the Blind

**Examples on the Conference Summary Action Notice, Summary Notes**

At this time, it is not appropriate to invite an agency representative for transition purposes.
The Office of Vocational Rehabilitation will be invited during Adam's junior year. This is Adam's freshman year; it is not appropriate to invite an agency representative for transition at this time.

**49d**

**Look for:** Consent for Invitation to Discuss Postsecondary Needs and/or Services

**Directions:**

- Mark "YES" if documentation includes a signed, dated parent(s) (or emancipated youth) Consent for Outside Agency Invitation **obtained prior** to the date of the Notice of Admissions and Release Committee Meeting, if a representative of an outside agency that is likely to be responsible for providing or paying for transition services is invited to the ARC meeting.
- Mark "YES" if Item 49c indicates that the ARC documented need for other agency was not appropriate or child's IEP did not include transition services that required another agency (as checked on the Notice of ARC Meeting, "Not appropriate at this time").

**Note:**

- A separate consent form is completed for each outside agency.
- The Consent for Invitation to Discuss Postsecondary Needs form may be obtained outside of an ARC meeting.
- The consent is obtained one time per each outside agency.

	Yes	No
49c. For transition services likely to be provided or paid for by another agency, the other agency is invited to send a representative, if appropriate.		

49d. If an agency was invited to send a representative, a signed Consent for Invitation to Discuss Postsecondary Needs and/or Services is <b>dated <u>prior</u> to the date of the Notice of ARC meeting.</b>		
Comments:		

## Item 49e

**Look for:** Individual Learning Plan or Individual Graduation Plan, multi-year course of study.

### Directions:

- Mark “YES” if documentation includes at least one of the following: a) ARC Conference Summary notes of the discussion of the ILP (IGP) with each course in course of study listed; b) a copy of the ILP (IGP); or c) a copy of child’s multi-year course of study.
- **The ARC Chairperson Folder contains an updated ILP or IGP (updated within one year of the ARC meeting);**
- **The ARC Chairperson Folder contains an updated MYCS reflecting all coursework from the current school year until the student’s expected year of exiting high school; **AND****
- **A statement is written in the Conference Summary/Action Notice to document discussion of the ILP/IGP and MYCS checkboxes.**

### Examples on the Conference Summary Action Notice, Summary Notes

Section I	Check boxes for ILP and MYCS
Summary Notes: Include statement to document discussion of ILP and MYCS	The committee reviewed and discussed the Individual Learning Plan and the Multi Year Course of Study. Cassandra is on track for completion of coursework leading to a diploma.
Summary Notes: Include statement to document discussion of IGP and MYCS	The ARC reviewed and discussed the Individual Graduation Plan and the Multi Year Course of Study. Juan is successfully working toward a Certificate of Completion.

### Notes:

- Multi-year means from the current year to the child’s expected year of exiting high school. Courses should be identified by title. The use of the term, “elective,” should be avoided.
- **The student’s course of study is a multi-year description of coursework designed to help achieve the student’s postsecondary goal(s).**
- (Same question as Item 47)
- Identify courses by title on the MYCS.
- Identify electives by name (not by the term “elective”).
- MYCS can be a LACK card or can be an updated section within the IGP or ILP

### CCR:

- ARCs can use EXPLORE, PLAN, and ACT student profiles (“Your Plans”) as well as Individual Learning Plan (ILP) information (“Course of Study”) to inform decisions about transition needs that focus on the child’s course of study.
- ARCs can allow the student and parent(s) to review the student’s ILP as part of the transition planning process.

	Yes	No
49e. As a transition service, the child has a multi-year course of study as outlined in the Individual Learning Plan or Individual Graduation Plan.		

<ul style="list-style-type: none"> <li>• The student has an updated Individual Learning Plan or Individual Graduation Plan;</li> <li>• The student has an updated Multi-Year Course of Study reflecting all coursework from the current year until the student's expected year of exiting high school;</li> <li>• The Conference Summary/Action Notice Section I indicates discussion of the MYCS and ILP/IGP by checking boxes; <b>AND</b></li> <li>• The Conference Summary/Action Notice, Summary Notes contains a statement documenting ARC discussion of the ILP/IGP and MYCS.</li> </ul>		
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Comments:

### Item 49f

**Look for:** IEP, Annual Goals and Transition Page.

**Directions:**

- Mark "YES" if, for at least one annual goal, the ARC documents which postsecondary goal the annual goal supports OR the annual goals that support postsecondary goals are listed as transition services on the transition page of the IEP.

**CCR:** ARCs can use EXPLORE, PLAN, and ACT student profiles ("Your Skills") as well as Individual Learning Plan (ILP) information ("My Skills") to inform decisions about annual goals needed to enable the child to reach postsecondary goals. The student profiles also include information from the student about their self-assessed needs ("Your Reported Needs").

	Yes	No
49f. Annual goal(s) included in the IEP are related to the transition service needs.		

Comments:

### Item 49g

**Look for:** IEP **Present Levels/Transition Needs section**, Transition Assessments, or Conference Summary/Action Notice form, Description of each Evaluation Procedure, Test, Record, or Report used as a Basis for the ARC Decision.

**Directions:**

- Mark "YES" if, documentation includes evidence that postsecondary goals are based on formal and/or informal transition assessment.

**Note:**

- Actual copies of the transition assessments administered may be maintained as other components of the child's education record (e.g., ILP career assessments, learning style inventories). Age-appropriate means the measure reflects the child's chronological age rather than developmental age.

- Assessments may include: **Career Matchmaker, surveys, interviews**, behavioral assessment information, aptitude tests, interest and work values inventories, intelligence tests and achievement tests, personality tests or preference tests, career maturity or readiness tests, self-determination assessments, work related temperament scales, and transition planning inventories.
- The record includes documentation that age appropriate transition assessment data were used to provide information on the student's needs, strengths, preferences, and interests regarding each postsecondary goal.
- Age-appropriate means the measure reflects the child's chronological age rather than developmental age.

**CCR:** ARCs can use EXPLORE, PLAN, and ACT student profiles as well as Individual Learning Plan (ILP) assessment information ("Career Matchmaker," "My Skills" and "Learning Styles") as transition assessments to inform decisions about postsecondary goals.

	Yes	No
49g. Measurable postsecondary goals are based on age appropriate transition assessment.		

Comments:

### Item 49h

**Look for:** Notice of Admissions and Release Committee Meeting

**Directions:**

- Mark "YES" if the child is listed as invited to attend the meeting on the parent's Notice of Admissions and Release Committee Meeting.

Note:

- If emancipated, the Notice of Meeting is addressed to the student.

**CCR:** ARCs can include the child in the transition discussion by asking him/her to explain his/her EXPLORE, PLAN, and ACT student profile as well as ILP information.

	Yes	No
49h. The child is invited to the ARC meeting where transition services were discussed.		

Comments:

### Item 49i

**Look for:** IEP, **Conference Summary/Action Notice**

**Directions:**

- Mark "YES" if the IEP has been reviewed annually and includes postsecondary goals.
- Mark "YES" if the IEP is the first IEP after the child turns 16.

**Note:** The annual review of the IEP must be held within 365 days of the previous IEP.

Example: Date of previous IEP: 9-30-14

Date of Current IEP: 9-29-15

	Yes	No
49i. The measurable postsecondary goals are updated annually.		

Comments:

## Item 49

**Look for:** Summary of the Record Review items for 49a-49i KCMP Indicator 13.

**Directions:**

- Mark "YES" if all the requirements listed below in 49a-i are marked "Yes"
- Mark "NO" if one or more of the requirements listed below is "No"
- Mark "NA" if the child is not yet 16 as of the date of this record review. Skip to #50.

**Note:**

- JCPS applies Transition Checklist requirements #1-11 for students age 15 and older.
- The JCPS Transition Checklist differs from the age requirements in KCMP Record Review.

	Yes	No	NA
49. <b>For students who have reached the age of 15 and older, all the Item 49 (a-i) requirements are met:</b>			

Comments:

## Item 50

**Look for:** IEP

**Directions:**

- Mark "YES" if the student is age 15 and all requirements of item 49 are met.
- Mark "NA" if the child is not yet 15 as of the date of this record review. Skip to #51.
- Mark this item "NA" if the student is 17 or older.

**Note:**

- The JCPS Transition Checklist differs from the age requirements in KCMP Record Review.
- JCPS applies Transition Checklist requirements #1-11 for students age 15 and older.

	Yes	No	NA
<b>50. By the student's 15<sup>th</sup> birthday, all of the requirements above are met.</b>			

Comments:

## Item 51a

**Look for:** IEP (Transition page)

**Directions:**

- Mark “YES” if documentation shows that the child and the parent(s) were informed of the transfer of rights at least one year prior to the student’s 18<sup>th</sup> birthday.
- Mark “NA” if student is less than 17 years of age.

**Note:** For more information and guidance regarding age of majority, see [Guidance Document for IEP Development](#).

- The ARC informs parents of the transfer of student rights before the 17<sup>th</sup> birthday.
- Record the original date of discussion, and carry this date forward on future IEPs.
- This discussion can occur outside of an ARC meeting.

	Yes	No	NA
51a. <u>At least one year prior</u> to the child reaching the age of majority, the IEP includes a statement that the child and parent have been informed of the child’s rights and that the rights will transfer to the child upon reaching the age of majority.			

Comments:

## Item 51b

**Look for:** Conference Summary/Action Notice

**Directions:**

- Mark “YES” if documentation shows that the child and the parent(s) were informed of the student’s graduation from high school prior to graduation.
- Mark “NO” if there is no documentation of pending graduation on the Conference Summary/Action Notice.

**Note:** Graduation from high school with a regular high school diploma constitutes a change in placement, requiring written prior notice in accordance with the requirements state and federal regulations (Conference Summary/Action Notice).

	Yes	No	NA
51b. The Conference Summary/Action Notice includes documentation of prior notice for the student if graduating from high school with a regular high school diploma (graduation constitutes a change in placement).			

Comments:



## Placement Determinations - 707 KAR 1:350, Section 1

### Item 52

**Look for:** Conference Summary/Action Notice, Section III F.

**Directions:**

- Mark "YES" if the box is checked indicating the placement has no potential harmful effects on the child or on the quality of services that he needs ; OR
- If potential harmful effects are identified and modifications to compensate for the concern are outlined.
- Mark "NA" if placement was not an action proposed/refused during the ARC meeting.

**Example:** Mindy's emotional/behavioral disability requires placement in a special class because her extreme level of anxiety prevents her from functioning in large group settings. She will have opportunities to participate in field trips and school based community activities to compensate for separate instruction from non-disabled peers.

	Yes	No	NA
52. The ARC considered potentially harmful effects on the child or the quality of services			

Comments:

### Item 53

**Look for:** Conference Summary/Action Notice, Section III E.

**Directions:**

- Mark "YES" if documentation shows that the ARC considered the regular educational environment as the first placement option for the child and reasons for removal.
- Mark "NA" if placement was not an action proposed/refused during the ARC meeting.

**Note:**

- If after first considering provision of services within the regular educational environment setting, a more restrictive setting is selected, **there must be a statement given for the reason services cannot be provided in the regular educational environment.** Explanation may include information about pacing needs, needed supports in or outside of the regular educational environment. Reasons cannot be based on costs, staffing, administrative convenience, or time factors.
- Any placement decisions, including those related to transition services (including work placement), must be based on LRE requirements. When an ARC includes a work placement as part of the student's transition services, the ARC must consider, and include in the IEP, as appropriate, any supplementary aids and services needed to enable the student to participate with other students with disabilities and nondisabled students in the work placement described in the IEP. (OSEP policy letter, June 22, 2012 to Disability Rights Wisconsin Managing Attorney

Spitzer-Resnick, Swedeen, and Pugh

<http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/062212workplacelre2q2012.pdf>

- This Item corresponds with explanation of why placement was proposed or refused (Item # 26).

**Example:** Even with supplementary aids and services, John cannot be successful in a regular education setting due to his need for intensive direct instruction and need for frequent repetition of content.

	Yes	No	NA
53. Documentation shows that removal of the child from the regular educational environment occurs only if education in the regular education environment with the use of supplementary aids and services cannot be satisfactorily achieved due to the nature or severity of the disability. (Documentation shows that placement in regular class is the first placement option considered)			

Comments:

See examples related to Items 26 and 27.

## Timelines – 34 CFR 300.124 and 300.323, 707 KAR 1:300, Section 3 (16), 707 KAR 1:320, Section 1 & 2, and 707 KAR 1:340

### Item 54

**Look for:** Consent for Evaluation form; Consent for Services form; School Calendar for current year; Notice of Admissions and Release Committee Meeting; Conference Summary/Action Notice; IEP.

#### Directions:

- Mark “YES” if the district met the 60 school day timeline between receipt of Consent for Evaluation and Consent for Services.
- Mark “YES” if the district met the 60 school day timeline between Consent for Evaluation and the date that the ARC Determined Student was Ineligible for Services.
- Mark “YES” if the ARC developed the IEP within the 60 school day timeline and the parent(s) failed to attend the ARC after properly given notice.
- Mark “NA” if the parent(s) of a child repeatedly fails or refuses to produce the child for the evaluation.
- Mark “NA” if the child transfers to the school district after consent for initial evaluation is given but before the evaluation is completed.
- Mark “NA” if the child was not determined eligible during the reporting year.

**For the purpose of Item # 54, the district must randomly select from the records of all students initially determined eligible for special education services during the reporting period. Records reviewed must include students identified both eligible for services and not eligible for services. (SPP/APR Indicator 11)**

**Note:**

- Do not mark the record as exceeding the 60 school day timeline if the eligibility ARC was properly convened and the IEP developed, but the parent delayed their consent for services beyond the timeline.
- “Repeatedly failed or refused to produce the child” means more than two times.
- The 60 school day timeline does not supersede the requirement for preschoolers transitioning from Part C to have an IEP in place by their third birth date.
- The 60 school day timeline refers to the district’s school calendar based on a five (5) day school week even though specific students may attend less than a five (5) day week.
- **Date of Consent is the date that the parent signs the Consent for Evaluation.**
- **When sending home ARC paperwork, DO NOT complete the date on the Consent for Evaluation.**
- **Date in Infinite Campus needs to match the date on the Consent for Evaluation.**

	Yes	No	NA
54. For children initially referred during the current (reporting) school year, the ARC completed the evaluation within 60 school days from receipt of Consent for Evaluation to the receipt of Consent for Services for children found eligible; OR,  For ineligible students, 60 school days from receipt of Consent for Evaluation to date of Eligibility ARC.			
Date of Consent for Evaluation: _____			
Date of Consent for Services: _____			
<b>OR</b>			
Date ARC Determined Student Ineligible for Services: _____			
If beyond timeline, indicate # of days: _____			
If beyond timeline, indicate ARC’s reason for delay:  <input type="checkbox"/> parent repeatedly failed or refused to produce the child for evaluation <input type="checkbox"/> child transferred from another district and parent and district agreed to extension date <input type="checkbox"/> other _____			

Comments: \_\_\_\_\_

## Item 55

**Look for:** Conference Summary/Action Notice; Eligibility Determination form; IEP.

**Directions:**

- Mark “YES” if the date of the eligibility ARC meeting compared to the date of the IEP is within 30 calendar days.
- Mark “NA” if the child was not determined eligible during the reporting year.
- Mark “NA” if the child is an out of district transfer student.

**Note:** The 30 calendar day requirement is within the 60 school day timeline.

	Yes	No	NA
55. For children initially referred during the current (reporting) school year, the ARC developed the IEP within <b>30 calendar days</b> from determining eligibility to developing the IEP.  Date of Eligibility ARC Meeting: _____  Date of IEP: _____			

Comments:
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## Item 56

**Look for:** IEP.

**Directions:**

- Mark “YES” if the dates (month, day, and year) of the last two IEPs verify that a review was conducted annually, i.e., within 365 days.
- Mark “NA” for a child whose initial IEP is less than 1 year old.

	Yes	No	NA
56. The ARC conducts a review of the IEP <b>annually</b> (i.e., within the calendar year) to determine whether the annual goals for the child are being achieved and revise the IEP as appropriate. Mark this item “NA” if child has been receiving special education less than one year.  Dates of last two IEPs: (1) _____ (2) _____			

Comments:
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## Item 57

**Look for:** Conference Summary/Action Notice; Multi-Disciplinary Evaluation; Eligibility Determination form; School Calendar for current year.

**Directions:**

- Mark “YES” if documentation verifies reevaluation was conducted within 3 calendar years.

- Mark “NA” for a child whose initial evaluation is less than 3 years ago.
- Mark “NA” if the child did not go through the re-evaluation process during the reporting year.

	Yes	No	NA
57. The ARC conducted a reevaluation in the current (reporting) year (which could consist of a review of existing data) within <b>3 calendar years</b> from the date of the last Eligibility ARC meeting.  Date of previous Eligibility ARC Meeting: _____  Date of current Eligibility ARC Meeting: _____			

Comments:
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## Item 58

**Look for:** IEP.

**Directions:**

- Mark “YES” if the date of the IEP is on or before the child’s third birth date.

**Note:** “Developed and implemented” means that the IEP is in place by the child’s third birthday.

	Yes	No	NA
58. For preschoolers exiting Part C, documentation shows that the IEP was developed and implemented by the child’s third birthday.  Child’s Birth Date _____  IEP Date _____			

Comments:
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## Item 59

**Look for:** IEP; School Calendar.

**Directions:**

- Mark “YES” if the current IEP is in effect at the beginning of the school year.
- Mark “NA” if the child was not eligible for services at the beginning of the school year.

	Yes	No	NA
59. The IEP is in effect at the beginning of the school year for the child.			

Comments:

## Item 60

**Look for:** Summary of Performance, Conference Summary/Action Notice, and other district records.

**Directions:**

- Mark "YES" if documentation shows the student (or legal guardian as appropriate) was provided a copy of the summary.
- Mark "NA" if the student has not graduated or aged out.
- Mark "NO" if the student has graduated or aged out and there is no documentation that the Summary of Performance was provided to the child.

**Note:** Records of at least 10% of students graduating or aging out must be reviewed for this item (minimum of 10 and maximum of 50).

- The Summary of Performance is completed for students graduating with a diploma, certificate of attainment or exceeding the age eligibility requirements. The district shall provide the student with a summary of the child's academic achievement and functional performance, which shall include recommendations of how to assist the child in meeting the child's postsecondary goals.
- The Summary of Performance document is not required to be completed in an ARC meeting.
- A copy of the Summary of Performance remains in the ARC Chairperson's Folder after graduation or aging out.

	Yes	No	NA
60. For students graduating or aging out, documentation shows that the child was provided a summary of the child's academic achievement and functional performance including recommendations on how to assist the child in meeting postsecondary goals.			

Comments:

## Initial Evaluation and Reevaluation - 707 KAR 1:300

### Item 61

**Note for items 61 – 69:** Review the most current evaluation and eligibility information:

- Initially referred and tested for a categorical disability during the current (reporting) school year OR
- Reevaluation for continued eligibility during the current (reporting) school year.
- Do not complete items 61-69 if the child was not evaluated (initial or reevaluation) during the current (reporting) school year.
- **Complete items 61-68 for students who have been initially evaluated during the current (reporting) school year.**

- **Complete items 62-69 for students who have been reevaluated during the current (reporting) school year.**

### **Item 61 a and b**

**Look for:** Referral form, including the documentation page of “Interventions Implemented” (targeted area of concern, strategies/interventions, start and end date, impact on targeted area), data-based documentation of repeated assessments (universal screening) collected and evaluated at reasonable intervals showing repeated assessments of student progress during instruction.

**Directions:**

- Mark “YES” if the ARC documented evidence of:
  - Completed Referral form
  - Appropriate and relevant research-based instruction and intervention services matched to each area(s) of concern
  - Provided in regular education settings
  - Delivered by qualified personnel
- Mark “NA” if child was not initially evaluated this reporting year.

**Notes:**

- Documentation of Progress Data must be attached that includes evidence of delivery of the intervention by qualified personnel and that the intervention was delivered in the regular education setting.
- The intervention services must be instructional (i.e., phonetic instruction in reading). Instruction does not include accommodations such as preferential seating or extended time.
- For children 0-5 years who have been identified and served through early intervention, the written referral includes a description of interventions and current concerns.
- For children 0-5 years who have not been enrolled in an early intervention program, the written referral includes the parent(s)’s description of any interventions. Parent(s) are not required to document specific strategies.

Research-based means the intervention has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review (Federal Register, Volume 71, No 156, Rules and Regulations, page 46683).

Qualified personnel means personnel who meet the statutory or regulatory qualifications for each respective profession currently applicable in this state (707 KAR 1:002 Section 1 (49)).

### **Item 61 c**

**Look for:** Referral form including **documentation** of results of and analysis universal screening, standardized group test data, curriculum based assessment, student performance data; Correspondence to parent(s) regarding the results of the repeated assessments.

**For three, four, and five-year old children receiving interventions prior to entering preschool who are not transitioning from First Steps, look for:**

- Documentation of child’s progress on interventions. A minimum of three data points is required. The documentation may include checklists or other data collection instruments that document how the child performed over time.

- Participation over time, including the dates of repeated assessments. If the child is receiving interventions one time a week, the interventions must be provided over time to give the child adequate time to respond to the interventions. If the child is receiving interventions several times a week, the intervention period should be long enough to give the child adequate time to respond to the intervention.

**Directions:**

- Mark “YES” if the ARC reviewed a completed Referral INCLUDING:
  - documented evidence of repeated assessments of achievement (e.g., universal screening; standardized group test data; curriculum-based assessment); AND
  - documentation of the results of repeated assessments of achievement was provided to the parent.
  - documentation of progress includes baseline measurement, data collected in reasonable intervals during the intervention period, and analysis of data (analysis may include graph or analysis of work samples over time).
- Mark “NA” if child was reevaluated.

**Note:**

- There must be evidence of the collection and analysis of progress data during implementation of research based instruction and interventions.
- Documentation of results and analysis is attached as a summary of the intervention data and analysis **AND** described within the Conference Summary/Action Notice, Summary Notes

**Example of Conference Summary Documentation of intervention data:**

Example 1: Treyton received Tier II interventions for reading deficits between the dates of 8-29-13 and 10-10-13 and Tier III interventions for reading deficits between 10-11-13 and 11-26-13 (see graphs, narrative description of each intervention, and narrative interpretation of data – all attached to Referral document). Even with increasingly intense interventions in vocabulary and reading comprehension, Treyton made minimal gains. The gap between Treyton’s reading comprehension skills and typical age peers is significant and widening as the year progresses.

Example 2: Brandon received Tier II and Tier III interventions for target behaviors of running out of assigned areas, kicking/hitting peers and adults during non-preferred activities. Interventions were provided across settings from September 4, 2013 to November 27, 2013. (see attached graphs, description of each intervention, and description of Brandon’s response to interventions). During the intervention period, Brandon required progressively more adult supports to ensure the safety of self and others. In light of intensive, consistently implemented, individualized interventions, target behaviors continued across settings, teachers, and time of day.

61. The ARC reviewed a Referral for Multi-Disciplinary Evaluation, including documentation of interventions, prior to conducting a full and individual evaluation.	Yes	No	NA
a. The Referral Form is complete.			
b. Documentation shows the child was provided: ___ Yes ___ No   Appropriate, relevant research-based instruction and intervention services; ___ Yes ___ No   Delivered in regular education settings; ___ Yes ___ No   Delivered by qualified personnel; AND			
c. Documentation shows: ___ Yes ___ No   Documentation of repeated assessments of achievement and behavior			



_____ Yes _____ No	Collected and evaluated at reasonable intervals			
_____ Yes _____ No	Analysis of data (e.g., graph or analysis of work samples).			
_____ Yes _____ No	Interventions commenced at least 6 weeks before the date of the referral. For potential EBD 4 months of intervention on all referrals with the exception that the student presents as a danger to self or others.			
_____ Yes _____ No	Documentation of interventions provided to the parent			

Comments:
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## Item 62

**Look for:** Consent to Evaluate/Reevaluate, Conference Summary/Action Notice, Evaluation Planning Form

**Directions:**

- Mark “YES” if the ARC planned and documented evaluation:

**Note:**

- If the ARC is reevaluating to determine continued eligibility for a previously determined category of disability, there must be evidence of progress data collection and analysis.
- If the ARC is reevaluating to determine eligibility when a student ages out of Developmental Delay, there must be evidence of the collection and analysis of progress data during implementation of research-based instruction and interventions for the identified areas of concern.
- If the ARC is reevaluating to determine eligibility for another disability category, there must be evidence of the collection and analysis of progress data during implementation of research-based instruction and interventions for the identified areas of concern.
- Documentation of results and analysis is attached as a summary of the intervention data and analysis AND described within the Conference Summary.
- For students exiting First Steps, upon the review of First Steps data, (which may include Exit Assessment, Discharge Summary, and/or Progress Report), the ARC determines they do not have the baseline data they need to proceed, the district must collect that data. Districts may contact individual First Steps providers for copies existing data, with parent consent.
- For reevaluation purposes, there is evidence for each IEP goal (benchmark/objective),
  - Progress monitoring data is collected and analyzed at least every two weeks (two times per grading period for Communication goals);
  - Data is analyzed in a visual format (e.g., line graph, bar graph) for each goal including Communication goal(s);
  - Per data points on visual summary, identify month, data, year;
  - Narrative description of data is attached to the visual presentation; AND
  - Conference Summary/Action Notice references attachment of visual summary and narrative analysis for each IEP goal.

	Yes	No
62. The ARC identified a suspected disability and planned an appropriate evaluation as documented on a Consent to Evaluate/Reevaluate form. _____ Yes    _____ No    A review and analysis of the referral information (for initial evaluation) OR progress monitoring data of the child (for reevaluation); AND _____ Yes    _____ No    the information was sufficient to support a suspected disability; AND _____ Yes    _____ No    tests and procedures necessary to assess the child.		

Comments:

### Item 63

**Look for:** Consent To Evaluate/Reevaluate form, Evaluation Planning Form, Multi-Disciplinary Evaluation Report, **Conference Summary/Action Notice, Reevaluation Assessment Report (RAR)**

**Directions:**

- Mark "YES" if multi-disciplinary evaluation conducted matches the evaluation plan or Consent to Evaluate/Reevaluate. **Each assessment activity listed on the Evaluation Planning Form is listed as an Evaluation Procedure on the Integrated Assessment Report or in the body of the report.**
- For a review of data for a reevaluation, mark "YES" if the documentation in the multidisciplinary evaluation report reflects the interpretation of existing data.

**Notes:**

- **If an evaluation component was presented and interpreted at the ARC meeting, the ARC Chairperson documents that the component was submitted in the Conference Summary, Summary Notes.**

	Yes	No
63. The ARC conducted a full and individual evaluation related to all areas of the suspected disability.		

Comments:

### Item 64

**Look for:** Multi-Disciplinary Evaluation Report, Eligibility Determination form, **Reevaluation Assessment Report (RAR), Reevaluation Report for Continuing Eligibility and Services (ReCES).**

**Directions:**

- Mark "YES" if the ARC used information from a variety of sources in determining eligibility and planning appropriate programs.
- For a review of data for a reevaluation, mark "YES" if the documentation in the multidisciplinary evaluation report reflects the interpretation of existing data.

	Yes	No

64. The ARC used a <i>variety</i> of assessment tools and procedures to determine the child was a child with a disability and to determine an appropriate educational program for the child.		
Comments:		

### Item 65

**Look for:** Referral, Multi-Disciplinary Evaluation Report, Social-Developmental History, Conference Summary/Action Notice, Eligibility Determination form, **Reevaluation Assessment Report (RAR)**

**Directions:**

- Mark “YES” if evaluations were given in the native language or mode of communication of the child (as indicated by check on the Evaluation Planning form); OR
- If documentation reflects the reason(s) the child was not assessed in the native language or mode of communication.

	Yes	No	NA
65. The ARC provided and administered the assessment in the native language or mode of communication appropriate for the child; OR documentation exists that it was clearly unfeasible to do so.			

Comments:
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### Item 66

**Look for:** Conference Summary/Action Notice, Social-Development History, Adaptive Behavior Assessments, Rating Scales, Eligibility Determination form

**Directions:**

- Mark “YES” if the ARC reviewed and discussed evaluation and information brought by the parent(s) or completed by the parent(s).

	Yes	No	NA
66. The ARC considered evaluation and information provided by the parents.			

Comments:
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### Item 67

**Look for:** Multi-Disciplinary Evaluation Report, Behavior Observations, results of classroom-based assessments, Eligibility Determination form, **Reevaluation Assessment Report (RAR)** **Reevaluation Report for Continuing Eligibility and Services (ReCES)**

**Directions:**

- Mark "YES" if ARC reviewed and discussed current classroom-based assessments and classroom-based observations.

**Note:**

- Must complete a minimum of two observations.
- Observations conducted in each area(s) of suspected disability.
- One observation may address more than one area of suspected disability.  
EX: Observation in a Literacy class may address reading and written language.

	Yes	No	NA
67. The ARC considered current classroom-based, local or state assessments and classroom observations; and observations from teachers and related service providers.			

Comments:

**Item 68**

**Look for:** Eligibility Determination Form, Consent for Services, IEP, and Conference Summary/Action Notice.

**Directions:**

- Mark "YES" if review of the dates indicates evaluations were conducted prior to provision of services.

	Yes	No
68. The ARC conducted a full and individual evaluation prior to implementing special education services.		

Comments:

**Item 69a**

**Look for:** Consent to Evaluate/Reevaluate, Conference Summary/Action Notice, Review of Records/Reevaluation form, **Reevaluation Report for Continuing Eligibility and Services (ReCES)**

**Directions:**

- Mark "YES" if the ARC determined additional data is not needed for reevaluation AND the ARC documented the review of existing evaluation data.
- Mark "NA" for evaluations provided by the parent(s) if no evaluations are in existence
- Mark "NA" if child was not reevaluated during this reporting year.
- Mark "NA" if full reevaluation was conducted.

**Note:**

- Local assessment data may include district or school-wide assessment data such as universal screening, common assessments, etc.
- Current classroom based assessment includes IEP progress monitoring.
- For reevaluation purposes, classroom-based observations include:
  - a. a combination of at least two forms of current informal teacher observations such

- as progress monitoring data, anecdotal notes, or documented teacher input about student performance; OR
- b. at least two formal observations; OR
- c. a combination of both a. and b.
- If the ARC determines formal observations are needed in order to re-determine eligibility, prior written parent consent must be obtained.
- **For determining eligibility for Specific Learning Disability, the ARC is required to conduct at least two formal observations.**
- A cognitive measure may not be needed if the two previous cognitive evaluations are consistent. If consistency across scores is questionable, consult with your school psychologist.
- For high school students who do not have a current (within 3 year period) IQ score may need to be reevaluated in order to determine transition needs and services.

	Yes	No	NA
69a. If the ARC determines additional <u>data is not needed</u> for a reevaluation, the ARC documents the review of existing data:			
1. Evaluations and information provided by the parents;			
2. Minimum of two classroom-based observations by teachers and related service providers;			
3. One or more of the following: <ul style="list-style-type: none"> <li>○ Current classroom based assessment data</li> <li>○ Local assessment data</li> <li>○ State assessment data</li> </ul>			
4. Current progress monitoring of IEP goals to determine whether the child's educational performance continues to be significantly and consistently below the level of similar age peers. (Adverse Effect)			

Comments:

## Item 69b

**Look for:** Consent to Evaluate/Reevaluate, Conference Summary/Action Notice, Review of Records/Reevaluation Summary Report, **Reevaluation Report for Continuing Eligibility and Services (ReCES)**

### **Directions:**

- Mark "YES" if the ARC determined additional data is not needed for reevaluation, **AND**, notified the parents of their right to have their child reevaluated.
- Mark "NA" if child was initially evaluated during this school year.

### **Example:**

#### **Conference Summary/Action Notice - Section III B**

- ☐ The ARC has determined that current data is sufficient
- And
- ☐ The parents have been informed of these decisions

**Parent Consent to Evaluate/Reevaluate**

For Reevaluation purposes, I acknowledge that there is no additional data needed to determine that my child continues to be a child with an educational disability. I have been informed of the reasons for this decision. I understand that I may request further evaluations

\_\_\_\_\_  
Parent's/Guardian's Name

\_\_\_\_\_  
Date

**Note:**

- The determination for the type of re-evaluation (A, B, or C) is completed at the second annual review.
- For DD students: discuss reevaluation needs at the second annual review or ARC meeting prior to 9<sup>th</sup> birthday; AND convene the ARC 3 months prior to the child's 9<sup>th</sup> birthday to complete the Evaluation Plan.

	Yes	No	NA
69b. Notifies the parent(s) of the reasons the ARC is not conducting a reevaluation; <b>AND</b>			
Informs parent(s) of their right to request an assessment.			

Comments:

**Item 70 (JCPS Item)**

**Look for:** Consideration for Exclusionary and Determinant Factors Protocol

**Directions:**

- Mark "YES" if the ARC completed the Consideration for Exclusionary and Determinant Factors Protocol for students with suspected disabilities in the following categories: DD, EBD, MMD only for initial assessments.
- Mark "YES" if the ARC checked yes to any of the factors and included documentation on the protocol of the discussion of the potential impact of the factor on the student's educational program.
- Mark "NA" if child is determined eligible in an alternate categorical area.

	Yes	No	NA
70a. The ARC completed the Consideration for Exclusionary and Determinate Factors Protocols for students with suspected disabilities in the areas of DD, EBD, and MMD only for initial assessments; AND			
70b. If the ARC checked yes to any factors, there is documentation of the potential impact of the factor on the student's educational performance.			

Comments:

## Item 71 (JCPS Item)

**Look for:** Functional Behavior Assessment

**Directions:**

- Mark “YES” if the ARC responded appropriately to the FBA question.
- Mark “NO” if an item is missing.
- Mark “NA” if the student has no FBA.

**Note:**

- If a student’s behavior impedes his/her learning or the learning of others, a FBA and BIP needs to be implemented. This applies to all categories of disability.
- The BIP/FBA needs to be current and reviewed at least annually (during Annual Review) or more frequently if the student is not making progress.

<b>FBA</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>
71 a. The FBA is less than one year old from the date of the annual review			
71 b Section A identifies the student’s strengths and preferences.			
71 c. Section B describes the target behavior in observable, measurable terms.			
71 d. Section B includes evidence of data collection and data analysis including attached documentation (e.g., ABC analysis, scatter plot, discipline referrals, FAST, FACT, PBQ).			
71 e. Section B data is collected for a minimum of two weeks prior to analysis.			
71 f. Section C describes the setting of the event.			
71 g. Section C describes the target behavior.			
71 h. Section C describes the duration of the behavior.			
71 i. Section C describes the frequency of the behavior.			
71 j. Section C describes the intensity of the behavior.			
71 k. Section C describes when/where the behavior occurs and does not occur and who is typically involved.			
71 l. Section C identifies the consequences that reinforce the target behavior.			
71 m. Section C identifies the hypothesis regarding the function of the behavior.			

Comments:

Record the date of the FBA: \_\_\_\_\_

## Item 72 (JCPS Item)

**Look for:** Behavior Intervention Plan

**Directions:**

- Mark “YES” if the ARC responded appropriately to the BIP question.
- Mark “NO” if an item is missing.
- Mark “NA” if the student has no BIP.

**Note:**

- If a student’s behavior impedes his/her learning or the learning of others, a FBA and BIP needs to be implemented. This applies to all categories of disability.
- The BIP/FBA needs to be current and reviewed at least annually (during Annual Review) or more frequently if the student is not making progress.

	Yes	No	NA
72 a. The BIP is less than one year old from the date of the annual review			
72 b. There is evidence that data was collected for two or more weeks prior to development of the BIP.			
72 c. The BIP describes the target behavior in measurable terms (observable and objective).			
72 d. The BIP describes the function of the targeted behavior.			
72 e. The BIP identifies a replacement behavior.			
72 f. The BIP, Section A1, identifies environmental structures, strategies, or supports to increase the replacement behavior.			
72 g. The BIP, Section A2 identifies a specific plan to teach the replacement behavior including persons responsible, replacement behavior, frequency, and location of the instruction.			
72 h. The BIP, Section A3 includes a reinforcement assessment/inventory used to identify the student’s preferred reinforcers on the BIP.			
72 i. The BIP, Section A3 identifies specific reinforcers for the student.			
72 j. The BIP, Section A3 describes the delivery reinforcement such as a schedule for reinforcement.			
72 k. The BIP, Section B identifies Reactive Strategies and Feedback Strategies in the event that the target behavior occurs.			
72 l. The BIP, Section B identifies Corrective Procedures and Consequences in the event that the target behavior occurs.			
72 m. The BIP, Section B proposes the need for Safe Crisis Management AND attaches a plan. Write NA if SCM is not needed.			
72 n. The BIP, Section C includes a plan for routine staff communication.			
72 o. The BIP, Section C includes a plan for parent communication.			
72 p. There is evidence of the collection and analysis (graphing) of behavioral data on a daily/weekly basis. Data may be in the blue ARC Chairperson Folder or with the ECE teacher of record.			
72 q. Data is summarized on the Six Week Monitoring Graph located on the third page of the BIP.			

Comments:

Record the date of the BIP: \_\_\_\_\_



## **Eligibility Determination - 707 KAR 1:310 Section 1 and 4 and 707 KAR 1:002, Section 1 and 2**

Apply Eligibility Determination questions for students evaluated during the 2014-2015 school year, including initial evaluations and re-evaluations. Complete eligibility forms for primary and secondary disabilities. Complete eligibility forms for Speech Only students and Speech as a Related Service. For students served in the categorical area of Multiple Disabilities, complete individual disability forms and the Multiple Disability eligibility form.

**Look for:** Eligibility determination form(s), Referral including results of classroom-based assessments, Multi-Disciplinary Evaluation Report, Reevaluation Assessment Report (RAR), Behavior Observations, Reevaluation Report for Continuing Eligibility and Services (ReCES), Conference Summary/Action Notice

### **Directions:**

- Mark "YES" if the ARC responded appropriately to the eligibility question.
- Mark "NO" if the ARC did not have sufficient information to answer the eligibility question.
- Mark "NO" if the ARC did not provide supportive documentation.
- Mark "NO" if the ARC did not complete the Eligibility Determination form.
- Mark "NA" if the question does not apply to the student.

### **Note:**

- Eligibility forms were e-mailed to JCPS Record Reviewers. Contact Angelique Scherer or Kelly Williams for additional copies (3279).
- Disability categories include:
  - Autism
  - Deaf Blind
  - Developmental Delay
  - Emotional-Behavioral Disability
  - Functional Mental Disability
  - Hearing Impairment
  - Mild Mental Disability
  - Multiple Disability (Complete each disability category and MD)
  - Orthopedic Impairments
  - Other Health Impairment
  - Specific Learning Disability
  - Speech/Language Impairment (complete for Speech Only and Speech as a Related Service)
  - Traumatic Brain Injury
  - Visual Impairments