

# Data Standard Special Education Processes

## Rev. 7/1/2024

### Overview

**Standard prepared by:**

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**Data steward(s)**

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**Office(s)**

Office of Special Education and Early Learning

**Revision history:****July 1, 2024**

Updated for the 2024-25 school year

**July 3, 2023**

Updated Campus Path to Classic View

Added Search Terms

Updated Special Education Resources for Using Infinite Campus (IC) Link

Updated Waiver Link

Updated screenshots to the new look in IC

**March 7, 2023**

Updated Visuals.

**December 16, 2022**

Updated Visuals

Added Links

# Data Standard Special Education Processes

Rev. 7/1/2024

## Contents

|   |           |
|---|-----------|
| <b>Overview .....</b>   | <b>1</b>  |
| Standard prepared by:.....  | 1         |
| Data steward(s) .....   | 1         |
| Office(s) .....   | 1         |
| Revision history: .....   | 1         |
| Description.....  | 3         |
| Regulation citation(s).....   | 3         |
| Data use .....  | 3         |
| Related ad-hoc filters and reports.....   | 3         |
| Training .....  | 3         |
| <b>Section A – Enrolling a Student.....</b>   | <b>4</b>  |
| <b>Section B – Procedures for Releasing a Student from Special Education Services .....</b> | <b>8</b>  |
| <b>Section C – Amending an IEP Using the Amend Tool.....</b>                                | <b>13</b> |
| <b>Section D – End Date IEP Amendment Process .....</b>                                     | <b>16</b> |
| <b>Section E – Auto-Ending an IEP .....</b>   | <b>20</b> |
| <b>Section F – Transfer of Student Special Education Records .....</b>                      | <b>21</b> |
| <b>Section G – Behavior Management.....</b>   | <b>22</b> |

# Data Standard Special Education Processes

Rev. 7/1/2024

## Description

The purpose of the Special Education Data Standards is to give Kentucky schools and districts a set of guidelines for entering data into the student information system. The Standards provide a series of screen shots and an explanation of the data elements required for state and federal reporting. Data standardization is important to ensure consistency in the data across schools in districts and across districts throughout the state.

## Regulation citation(s)

- [The Kentucky Administrative Regulations Title 707](#)

## Data use

Data are used to meet Federal Reporting Requirements under Sec. 618 of the IDEA:

- December 1 Child Count
- Special Education Exit Report
- Special Education Behavior/Safe Schools Report
- State Performance Plan/Annual Performance Report (SPP/APR)

## Related ad-hoc filters and reports

- KY State Reporting
  - *IDEA Dec 1 Count Extract*
  - *SpEd\_Evaluation\_Detail*
- KY State Reporting / KDE Reports
  - *SPED EOY Behavior Data*
  - *QA SPED*
  - *IDEA Dec 1 Federal Submission Validation report*
  - *SPED Exit Detail Report*
- Student Information | Reports
  - *Caseload Summary Report*
  - *Testing Accommodations (KY)*

## Training

Additional resources can be found on the [Special Education Resources for Using Infinite Campus \(IC\) webpage](#).

### Section A – Enrolling a Student

#### Search Terms: Enrollments

Please refer to the [Student Enrollment data standard](#) for information on how to enroll a new student.

#### Special education specific considerations:

- **Grade 14:** This grade level may only be selected for Special Education students participating in Alternate Assessment, as determined by the student's Admissions and Release Committee (ARC) and documented on their IEP. This student must turn 17 on or before August 1st of the current school year and must have progressed through a grade 12 assessment.
- **Service Type:** Remember that the default Service Type is "*P: Primary*". If a student is a private school or home school student attending the school for special education/related services only, the enrollment type should be "*N: Special Ed Services Only*".
- **District of Residence:** This element will be used on the IEP Enrollment Editor and the Private School Service Plan.
- **Home Language:** This element will be used on the IEP Enrollment Editor and the Private School Service Plan.

## Data Standard Special Education Processes

Rev. 7/1/2024

### Special Ed Fields:

#### Special Ed Fields

Special Ed Status  
A: Active ▼

Full Funding  
☐

Primary Disability  
01: Mild Mental Disability ▼

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

Date Eligible but Refused

Special Ed Exit Status

Special Ed Exit Date

PartC ID

**Note:** The IDEA December 1 Child Count pulls *Special Ed Status* and *Special Ed Setting* from the student's IEP Enrollment Status editor. To be included on the child count report, data for the child must be populated on the *Enrollment Information* editor in the IEP.

### Enrollment Information NOT STARTED

Click Refresh to retrieve a new copy of data from a selected Enrollment record.

Information entered into this editor will modify the student's current Enrollment record when the plan is locked.

#### Primary Disability

Special Ed Status \*

Special Ed Setting \* ⓘ

Grade

District of Residence

School Phone

School of Attendance

**Special Ed Status:** From the drop list, select the option that defines the student's status within the special education process at a specific school location. This information is used to determine if the student will be included in the December 1 Child Count.

| Code | Title           | Description  |
|------|-----------------|--|
| A    | Active          | The student is actively enrolled in special education.   |
| AR   | Active/Referred | Student is already enrolled in special education and is being referred for another reason (e.g., student currently identified as Speech or Language Impaired and in the reevaluation process for another categorical disability area). |

## Data Standard Special Education Processes

Rev. 7/1/2024

| Code | Title                      | Description   |
|------|----------------------------|---|
| ER   | Eligible – Parents Refused | Student eligible for special education services; however, parent refused services.  |
| I    | Inactive                   | Student no longer receives special education services (e.g., withdrawal, graduation, dropped out, exiting from Special Education services). |

**Note:** When a student participating in special education re-enrolls in a district or if a student who was previously released from special education resumes special education services, the *Special Ed Exit Status* and *Special Ed Exit Date* fields must be changed to blank. The *Special Ed Status* must also be changed back to “A: Active” if appropriate.

**Note:** Due to an amendment to IDEA in 2008, parents who have revoked consent for special education and related services may later request that their child be re-enrolled in special education. However, the Office of Special Education Programs (OSEP) guidance states the district must treat the request for re-enrollment as a request for an initial evaluation, not a reevaluation. See [IDEA Part B Supplemental Regulations, OSEP Non-Regulatory Guidance, March 2009](#).

**Primary Disability:** This is a read-only field populated from the [KY IEP](#) > *Enrollment Status* editor.

**Full Funding:** Check this box if the ARC has determined the student needs a shortened school day/week and the appropriate documentation ([waiver](#)) has been forwarded to the Office of Special Education and Early Learning (OSEEL). The school is eligible for full funding for this student. This selection is required to determine the adjustment to be made to the Superintendent’s Annual Attendance Report (SAAR).

**Note:** This student MUST also be placed in the Partial Day Attendance Group by the school attendance clerk.

**Setting:** This is a read-only field populated from the [KY IEP](#) > *Enrollment Status* editor.

**Date Eligible but Refused:** If the parent has declined special education services for the student, enter the date services were declined.

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

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

## Data Standard Special Education Processes

Rev. 7/1/2024

| Code | Description                      |
|------|----------------------------------|
| 01   | Transferred to Regular Education |
| 02   | Graduated with Diploma           |
| 03   | Alternative High School Diploma  |
| 04   | Maximum Age                      |
| 05   | Deceased                         |
| 06   | Moved, Known to Continue         |
| 07   | Dropped Out                      |

*Special Ed Exit Date:* Enter the date on which the student was released from special education services.

**Note:** If special education services end because enrollment within the district has ended, please verify that the special education exit date corresponds with the appropriate general enrollment end date.

**Note:** When a student participating in special education re-enrolls in a district or if a student who was previously released from special education resumes special education services, the *Special Ed Exit Status* and *Special Ed Exit Date* fields must be changed to blank. The *Special Ed Status* must also be changed back to "A: Active" if appropriate.

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

## Section B – Procedures for Releasing a Student from Special Education Services

Search Terms: Transportation

Search Terms: Special Ed Team Members

Search Terms: Documents

To exit a student from special education services, please follow the steps below:

➤ *Student Information | Special Ed | General | Documents*

- Amend the IEP to end date it, if appropriate. Any changes in the IEP must be completed as part of an ARC meeting.

**Note:** Do NOT change the *Special Ed Status* in the original IEP; leave it *Active*.

- End date the IEP ONLY if the *Special Ed Exit Status* is
  - “01: Transferred to Regular Education”
  - “04: Maximum Age”
  - “05: Deceased”
- If the student is transferring to private school or homeschool and continuing to receive services, end date the IEP and create a Private School Service Plan (PSP), as appropriate.
- Do NOT end date the IEP if the *Special Ed Exit Status* is
  - “02: Graduated with Diploma”
  - “03: Alternative High School Diploma”
  - “06: Moved, Known to Continue”
  - “07: Dropped Out”

**Note:** Be sure the *Special Ed Exit Date* is the same date as the *Enrollment End Date*.

**Note:** According to OSEP, a student who graduates with a regular diploma is no longer eligible for special education services.

➤ *Student Information | General | Enrollments | Special Ed Fields*

**Note:** The IEP must be locked before the following changes occur.

- Change the *Special Ed Status* in the Enrollments tab to “I: Inactive”, if desired.
- Set the appropriate *Special Ed Exit Status*



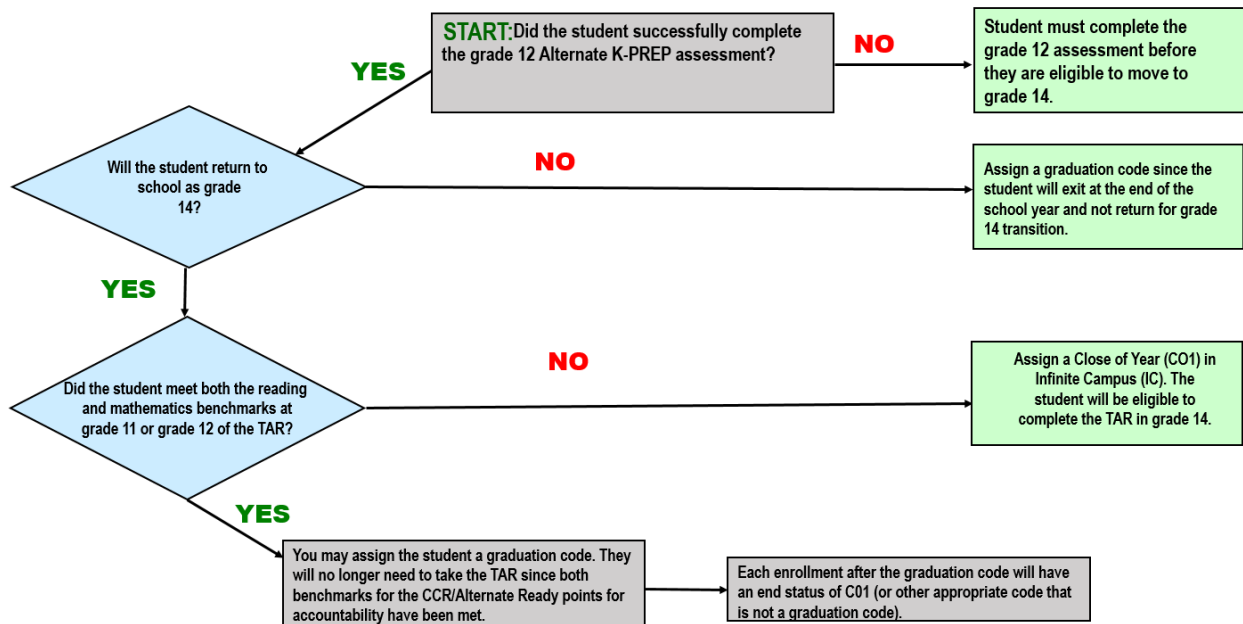
## Data Standard Special Education Processes

Rev. 7/1/2024

| Code | Description                      |
|------|----------------------------------|
| 01   | Transferred to Regular Education |
| 02   | Graduated with Diploma           |
| 03   | Alternative High School Diploma  |
| 04   | Maximum Age                      |
| 05   | Deceased                         |
| 06   | Moved, Known to Continue         |
| 07   | Dropped Out                      |

- *Student Information | General | Transportation*
  - If applicable, end date the Transportation of “T5: Special Transported”.
- *Student Information | Special Ed | General | Team Members*
  - End date each Team Member, indicating the last date of service.

### Flowchart for Assigning a Graduation Code for Alternate Assessment Students who will return as Grade 14



Examples:

Scenario 1 - Student was receiving special education services when his mother revoked services.

## Data Standard Special Education Processes

Rev. 7/1/2024

- Amend to end date the IEP. Put in comments that parents revoked services.  
**Note:** Do NOT change the Special Ed Status in the original IEP; leave it Active. Changing the status could preclude the student from appearing on the child count report.
- Use the following settings in the Enrollment Tab:  
**Note:** The IEP must be locked before the following changes occur.
  - *Special Ed Status* of “ER: Eligible – Parents Refused”.
  - *Special Ed Exit Status* of “01: Transferred to Regular Education”.

**Note:** Due to an amendment to IDEA in 2008, parents who have revoked consent for special education and related services may later request that their child be re-enrolled in special education. However, OSEP guidance states the district must treat the request for re-enrollment as a request for an initial evaluation, not a reevaluation. See [IDEA Part B Supplemental Regulations, OSEP Non-Regulatory Guidance, March 2009.](#)

Scenario 2 - Student is receiving services in Kentucky District A. She moves to Kentucky District B during the school year.

- Do not end date the IEP.
- Do not change the *Special Ed Status* on the IEP.
- Use the following settings in the Enrollment Tab after the student’s records have been released to District B:
  - You may change the *Special Ed Status* to “I: Inactive”, if desired.
  - *Special Ed Exit Status* of “06: Moved, Known to Continue”.
  - *Special Ed Exit Date*: Date student last attended. Be sure this is the same as the Enrollment Status End Date.

**Note:** When a student re-enrolls in a district, the *Special Ed Exit Status* and *Special Ed Exit Date* fields in the Enrollment Tab must be changed to blank, as well as change the *Special Ed Status* back to “A: Active”, if appropriate.

Scenario 3 - Student transfers from out of state with an IEP.

- District determines Kentucky Eligibility Determination using an *Initial Evaluation Form* ([OSEP policy letter](#)).
- Data from sending state may be used if it is current.
- **Note:** This scenario applies regardless of whether the student was previously enrolled in Kentucky. The only exception to this is if the student was previously evaluated in the same district within the same school year and no changes were made to the student’s determination in the previous state.

In order to show in IC that the student is receiving special education and related services, perform the following steps.

## Data Standard Special Education Processes

Rev. 7/1/2024

- Create a new *KY Evaluation/Eligibility Determination* form.
  - For *Evaluation Type*, select *Transferred*, which means the student has transferred from out of state, and the *KY Evaluation/Eligibility Determination* form is temporary.
  - Enter the information received from the sending state.
  - At a minimum, the *Disability Category* and *Date of Eligibility Determination* must be included.
  - Upload the student's out-of-state evaluation documentation, if possible.
- Create a new *KY IEP* form.
- At a minimum, the following data must be included within the IEP:
  - In the *Education Plan* editor, school and district personnel must enter as much data as possible from the sending state to complete the following:
    - *Meeting Date*
    - *Start Date*
    - *End Date*
    - *Type* (select *Transferred*)
  - In the *Student Demographics* editor, click the *Refresh Student Information* button.
  - In the *Enrollment Status* editor, complete the following:
    - Click the *Get Disability from Evaluation* button. This will populate the student's disability category from the *Evaluation* document.
    - Select a *Special Ed Status*.
    - Select a *Special Ed Setting*.
  - Upload the student's out-of-state IEP, if possible.
- When completing the evaluation process to determine eligibility in Kentucky, leave the above documents locked and do the following:
  - Create a new *Initial Evaluation/Eligibility Determination* form.
  - Create a new *KY IEP* form.

### Scenario 4 – Student earns Alternative High School Diploma.

- In the *General Enrollment Information*, the *End Status* should be set as *CO1: Close of Year* when a student completes the requirement for an Alternative High School Diploma at the end of the current school year, if the student intends to return the following school year.
- When the student exits for the final time, select the following *Special Ed Exit Status*:
  - *03: Alternative High School Diploma* if the student earned an Alternative High School Diploma, or
  - *04: Maximum Age* if the student did NOT earn an Alternative High School Diploma
- Continue to create a new enrollment each subsequent year until the school year after the student turns 21 OR until the child fails to re-enroll.
- If a student exits and returns later, a new enrollment must be created. Each end status after the G code will be a C01. See [enrollment data standards](#) for more information.
- If the student does not show up on the first day of school, he may be exited as a no-show. If this happens, change the last CO1 end status to a G code. Enter the diploma date and diploma type

## Data Standard Special Education Processes

Rev. 7/1/2024

on the graduation tab. This diploma date should be within the date range of that academic year. See [graduation data standard](#) for more information.

Scenario 4.5 - Student returns to school as a grade 14 after completing requirements for an Alternative High School Diploma. Use the following settings in the Enrollment Tab:

- *Special Ed Status* remains “A: Active” until the student ages out of the program (21 years of age or longer if district’s policy allows) or does not return to school.
- *Special Ed Exit Status* remains (or is changed back to) *blank* until the student does not return to school.
- *Special Ed Exit Date* remains (or is changed back to) *blank* until the student does not return to school.

Scenario 5 – Student transfers to private school or homeschool and continues receiving services

Use the following settings in the Enrollment Tab:

- *Special Ed Status* remains “A: Active”.
- *Special Ed Exit Status* remains blank.
- *Special Ed Exit Date* remains blank.
- End date the IEP and start Private School Service Plan (PSP).
- Change General Enrollment Type from “P: Primary” to “N: Special Ed Services”.
- Remember to end date Transportation and Team Members.

Scenario 6 – Student transfers to private school or homeschool and parent refuses services

Use the following settings in the Enrollment Tab:

- *Special Ed Status* becomes “ER: Eligible, Parent Refused”;
- *Special Ed Exit Status* becomes “01: Transferred to Regular Education”.
- *Special Ed Exit Date* is the date the student is withdrawn.
- End date the IEP.
- General Enrollment procedures will be the same as withdrawing a regular education student.
- Remember to end date Transportation and Team Members.
- All special education services cease, and the student becomes a general education student.

**Note:** Due to an amendment to IDEA in 2008, parents who have revoked consent for special education and related services may later request that their child be re-enrolled in special education. However, OSEP guidance states the district must treat the request for re-enrollment as a request for an initial evaluation, not a reevaluation. See [IDEA Part B Supplemental Regulations, OSEP Non-Regulatory Guidance, March 2009](#).

## Data Standard Special Education Processes

Rev. 7/1/2024

### Scenario 7 – Student transfers to private school or homeschool and district does not offer services

Use the following settings in the Enrollment Tab:

- *Special Ed Status* remains “A: Active”.
- *Special Ed Exit Status* becomes “06: Moved, Known to Continue”.
- *Special Ed Exit Date* is the date the student is withdrawn.
- General Enrollment procedures will be the same as withdrawing a regular education student.
- Remember to end date Transportation and Team Members.

### Scenario 8 – Student graduates with a regular high school diploma

Use the following settings in the Enrollment Tab:

- *Special Ed Status* remains “A: Active”.
- *Special Ed Exit Status* becomes “02: Graduated with Diploma”
- *Special Ed Exit Date* is the same as the *Enrollment Status End Date*, which should be the date the student graduated.
- Do not change the *Special Ed Status* in the IEP. Do not end date the IEP.

**Note:** Changing the *Special Ed Status* in the IEP or end-dating the IEP causes inaccurate graduation data.

## Section C – Amending an IEP Using the Amend Tool

### Search Terms: Documents

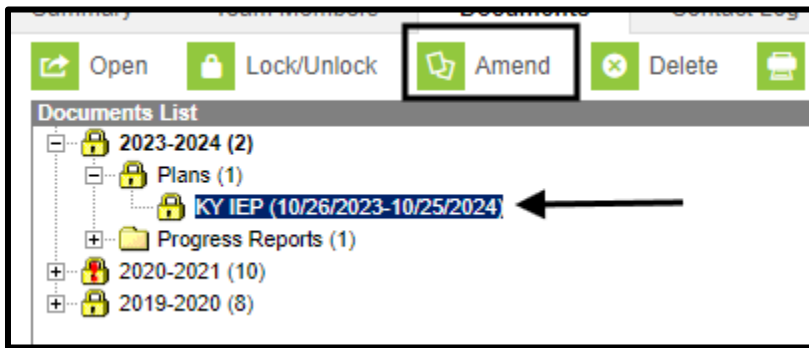
1. Select the IEP to be amended.



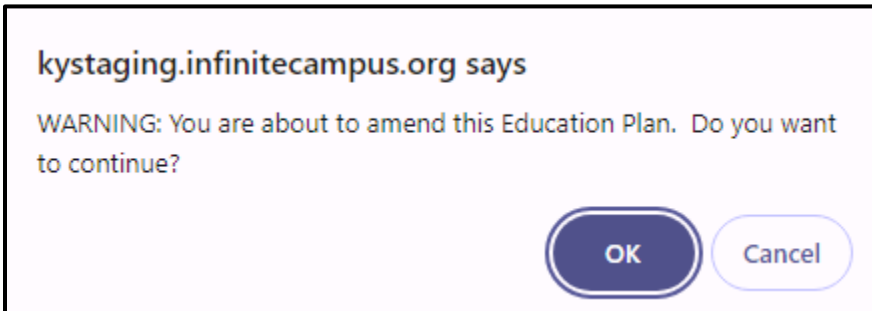
## Data Standard Special Education Processes

Rev. 7/1/2024

2. Click the *Amend* button in the action bar



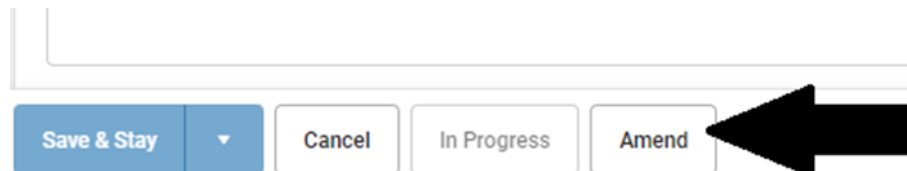
3. Click *OK* to continue in the pop-up window.



4. For each editor that needs to be amended:
  - a. Select the appropriate editor from the list

| Editor Home - KY IEP <span></span> |          |                  |                  |
|------------------------------------|----------|------------------|------------------|
| NAME                               | STATUS   | MODIFIED BY      | COMPLETED BY     |
| Education Plan                     | COMPLETE | 6/5/24 4:29 PM   | 6/5/24 4:30 PM   |
| Student Information                | COMPLETE | 10/26/23 1:00 PM | 10/26/23 1:00 PM |
| Enrollment Information             | COMPLETE | 10/26/23 1:00 PM | 10/26/23 1:00 PM |
| Parent/Guardian Information        | COMPLETE | 10/26/23 1:00 PM | 10/26/23 1:00 PM |

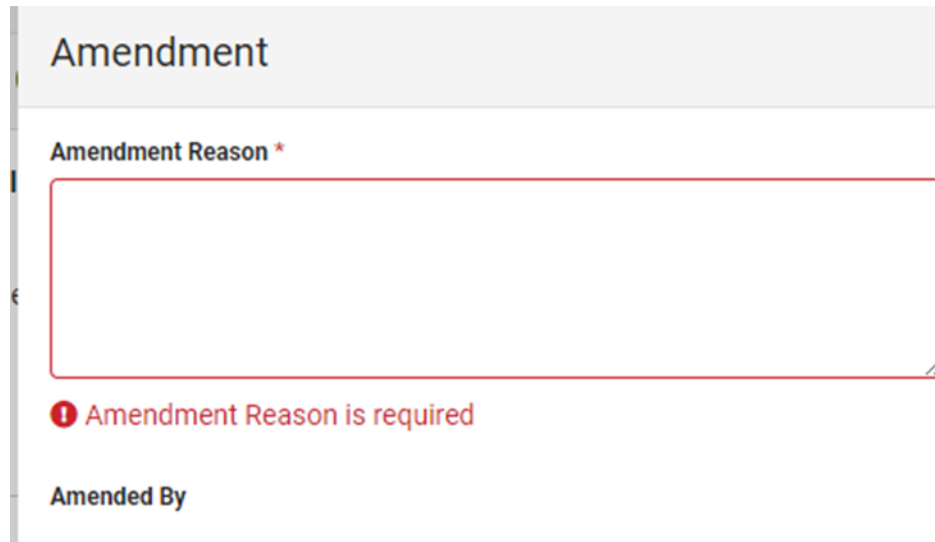
- b. Click *Amend Editor*



## Data Standard Special Education Processes

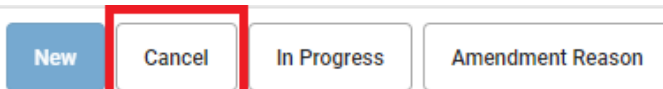
Rev. 7/1/2024

- c. Enter the *Amendment Reason* and save.



The screenshot shows a web form titled "Amendment". Below the title is a label "Amendment Reason \*" followed by a large, empty text input box with a red border. Below the input box is a red error message: "Amendment Reason is required". Below the error message is a label "Amended By" followed by a text input box.

- d. Make all appropriate changes as needed.  
**Note:** See [KY IEP/PSP](#) data standards for details on each editor
- e. Click *Save*.
- f. Repeat for each applicable editor where changes are needed
- g. Click *Complete* for each editor in which changes were made.
5. Click the *Cancel* button at the bottom of the screen to view all editors.



The screenshot shows a row of four buttons: "New" (blue), "Cancel" (white with a red border), "In Progress" (white), and "Amendment Reason" (white).

6. After making necessary changes to the IEP, click "*Review Amendment*"



The screenshot shows a row of four buttons: "Print" (blue), "Review Amendment" (white with a red border), "Complete Amendment" (white), and "Cancel" (white).

Note: This step **MUST** be completed to finalize changes

7. Review the changes.
8. Enter the *Amendment Start Date*. This should be the first day the amendments go into effect.

## Data Standard Special Education Processes

Rev. 7/1/2024

**Review Amendment**

Original Start Date  
10/26/2023

Plan End Date  
10/25/2024

Amendment Start Date \*

month/day/year

Select first day amendment goes into affect

Amendment Start Date is required

|                                       |                   |   |
|---------------------------------------|-------------------|---|
| Amendment 1 (10/26/2023 - 10/25/2024) | Current Amendment | — |
|---------------------------------------|-------------------|---|

Amended by System KC Administrator on 04/17/2024

9. Click Save.

10. Click *Complete Amendment*

Print Review Amendment Complete Amendment Cancel

Note: *Complete Amendment* must be clicked to finalize and lock the amended IEP. Clicking *Save* will not complete the process.

## Section D – End Date IEP Amendment Process

### Search Terms: Documents

**Note:** When amending to end an IEP, do not change the status in the original IEP. Only change the status in the amended document.

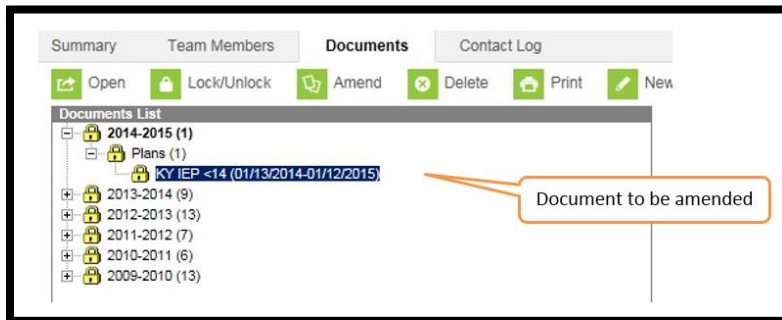
**Note:** To end date an IEP for the purposes of starting a new IEP, a better option may be to use the auto-end feature in IC.



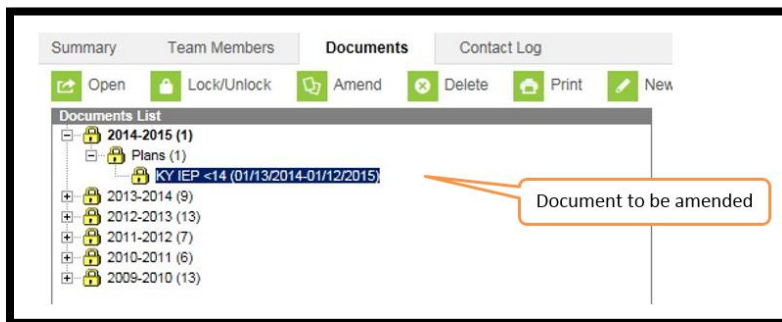
## Data Standard Special Education Processes

Rev. 7/1/2024

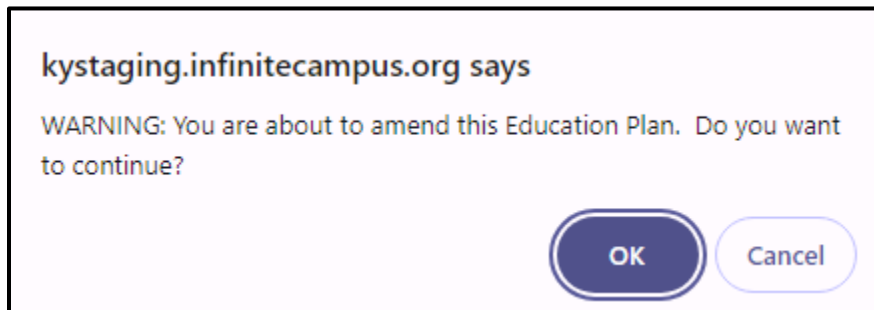
1. Select the IEP to be amended.



2. Click the *Amend* button in the action bar.



3. Click *OK* in the pop-up window to continue.



4. Select the *Education Plan* editor.

## Data Standard Special Education Processes

Rev. 7/1/2024

| Editor Home - KY IEP <span></span> |          |
|------------------------------------|----------|
| NAME                               | STATUS   |
| Education Plan                     | COMPLETE |
| Student Information                | COMPLETE |
| Enrollment Information             | COMPLETE |

5. Click the *Amend* button.

Save & Stay  Cancel In Progress **Amend**

6. Click the *Amendment Reason* button. Be specific about why the IEP is ending. Then Save

**Amendment**

**Amendment Reason \***

Student no longer qualifies for services.

Amended By

Amended Timestamp

7. Enter the *Meeting Date*.
8. Enter the *Start Date*. It must be on or after the *Meeting Date*.
9. Enter the *End Date*. This must be after the *Start Date*.

Education Plan **IN PROGRESS**

Type \*

Initial

**Meeting Date \***

05/22/2024

**Start Date \***

05/22/2024

**End Date \***

05/23/2024

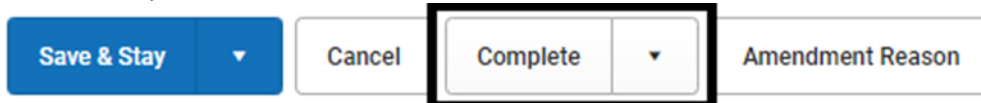
Date of Eligibility Determination

10. Click the *Save & Stay* button at the bottom of the screen.

## Data Standard Special Education Processes

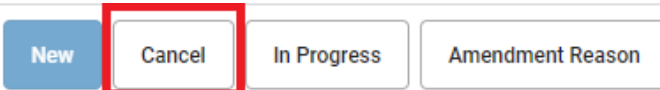
Rev. 7/1/2024

11. Click the *Complete* button.



A row of four buttons: "Save & Stay" (blue), "Cancel" (white), "Complete" (white, highlighted with a black box), and "Amendment Reason" (white).

11. Click the *Cancel* button at the bottom of the screen to view all editors.



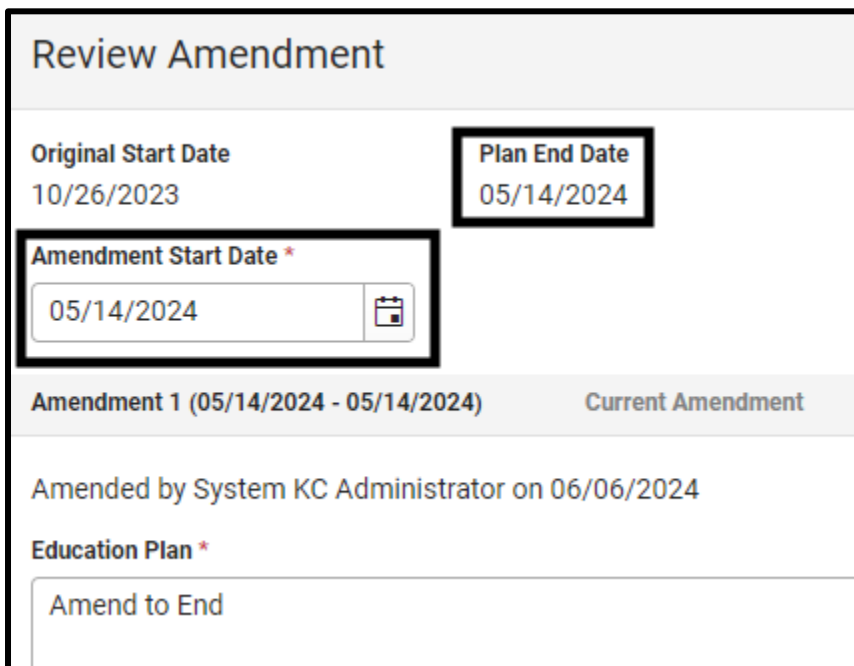
A row of four buttons: "New" (blue), "Cancel" (white, highlighted with a red box), "In Progress" (white), and "Amendment Reason" (white).

12. Click "Review Amendment"



A row of four buttons: "Print" (blue), "Review Amendment" (white, highlighted with a red box), "Complete Amendment" (white), and "Cancel" (white).

13. For the Amendment Start Date, enter the End Date you entered in the Education Plan editor.



The "Review Amendment" form displays the following information:

- Original Start Date: 10/26/2023
- Plan End Date: 05/14/2024
- Amendment Start Date \*: 05/14/2024 (highlighted with a black box)
- Amendment 1 (05/14/2024 - 05/14/2024) Current Amendment
- Amended by System KC Administrator on 06/06/2024
- Education Plan \*: Amend to End

Note: This step **MUST** be completed to finalize changes.

14. Click *Complete Amendment*



A row of four buttons: "Print" (blue), "Review Amendment" (white), "Complete Amendment" (white, highlighted with a black box), and "Cancel" (white).

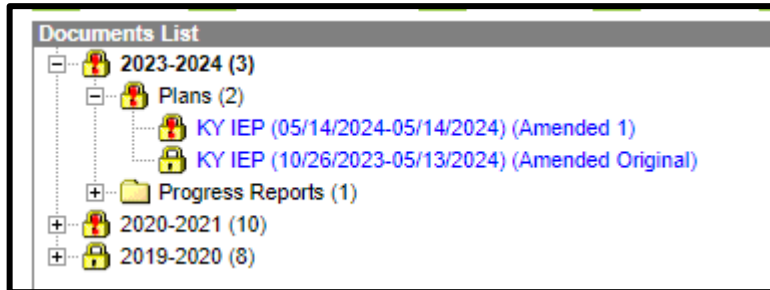
Note: *Complete Amendment* must be clicked to finalize and lock the amended IEP. Clicking *Save* will not complete the process.

Note: This step **MUST** be completed to finalize changes.

## Data Standard Special Education Processes

Rev. 7/1/2024

This is how it will look in the active school year when an IEP is amended:



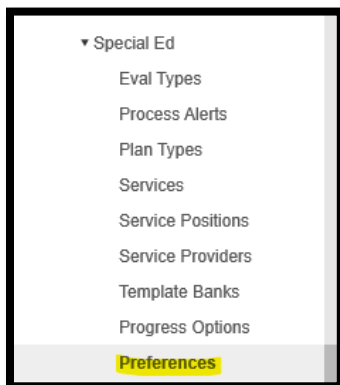
## Section E – Auto-Ending an IEP

**Search Terms: Special Ed Preferences**

**Search Terms: Documents**

The Auto End feature will automatically end date an existing IEP when a new IEP is created.

To turn on the Auto End Date feature, go to *System Administration / Special Ed / Preferences*



Select *Yes* for *Auto End Date the previous locked Plan...*

## Data Standard Special Education Processes

Rev. 7/1/2024

| District Special Education Preferences  |               |
|---|---------------|
| Use School Scope for SPED Staff/Advisors/Service Providers/Evaluators                   | No            |
| Enable Team Member List to Populate from Classroom Teachers                             | Yes           |
| Days Between a Locked Evaluation and a New Locked IEP Starting                          | Calendar Days |
| Days Between a Locked Evaluation Consent Date and Evaluation Date                       | Calendar Days |
| Days Between a Locked Evaluation Consent Date and Evaluation Determination Date         | Calendar Days |
| Auto Create a PDF when Amend Tool is used   | No            |
| Include a DRAFT watermark on all Plans until the Plan is locked                         | No            |
| Include a DRAFT watermark on all Evaluations until the Evaluation is locked             | No            |
| Auto End Date the previous locked Plan when a new Plan is locked with overlapping dates | Yes           |
| Auto End Date any Services with an End Date that overlaps the new Plan                  | Yes           |

Another choice will appear that says *Auto End Date any Services with an End Date that overlaps the new Plan*. This will be defaulted to “Yes” and you will want to leave it “Yes”.

After this feature is turned on, the system will look for overlapping plans when a district attempts to lock an IEP. If it finds one, the following message will appear.

This site says...

A locked Plan exists with overlapping dates. Would you like to auto end the overlapping Plan to be one day prior to the start of this Plan as well as update any Services where the end date overlaps the new Plan?

If “OK” is selected, a read-only version of the Plan prior to this change will be made for your reference.

KY IEP (09/27/2019-09/26/2020)

☐ Don't let this page create more messages

OK Cancel

Once the new IEP is locked, the previous IEP will show *(Auto Ended)* after the dates and the original (not auto ended IEP) will be stapled.

2019-2020 (16)

Plans (3)

- KY IEP (05/06/2020-05/05/2021)
- KY IEP (09/27/2019-05/05/2020) (Auto Ended)
- KY IEP (09/27/2019-09/26/2020)

## Section F – Transfer of Student Special Education Records

Search Terms: Student Records Transfer

Please see the [Student Record Transfer Data Standards](#).

## **Section G – Behavior Management**

### **Search Terms: Event Types**

The Behavior Management Tool should be utilized to document behavior incidents, behavior events, behavior resolutions and behavior responses.

For more information about entering behavior data into IC, please see the [Behavior Data Standards](#).