

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

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Data Standard Special Education Processes

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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.

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Special Ed Fields:

Special Ed Fields

Special Ed Status

Primary Disability

Setting

Full Funding

Date Eligible but Refused

PartC ID

Special Ed Exit Status

Special Ed Exit Date

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 * i

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).

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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.

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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*

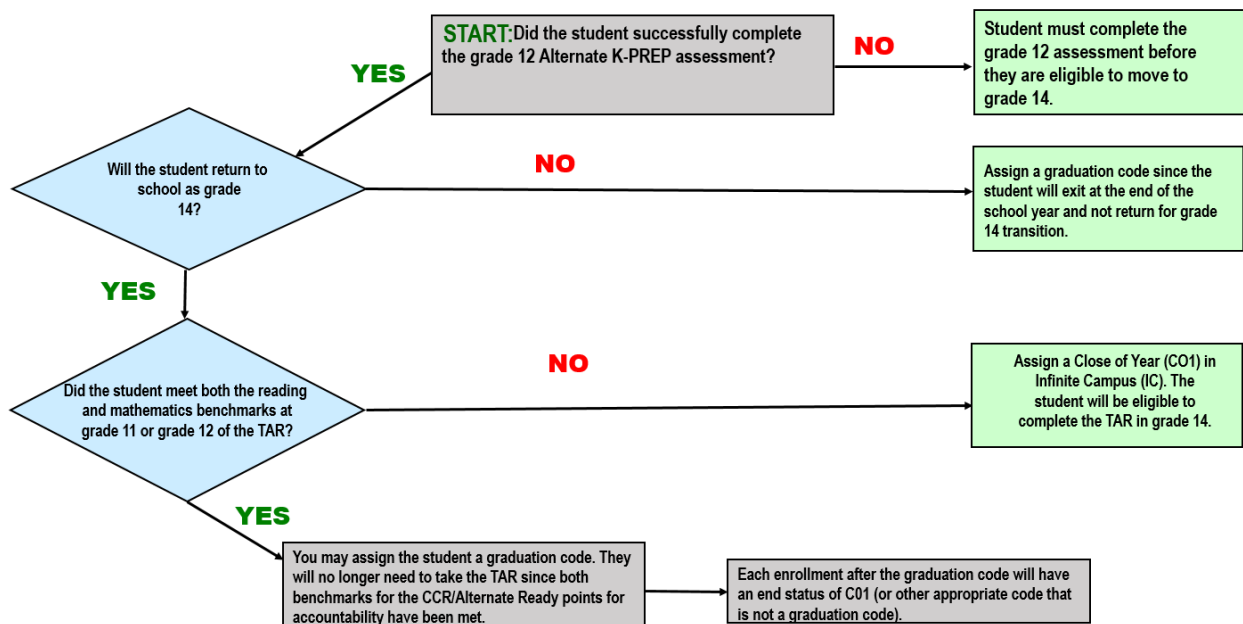
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Code	Description
01	Transferred to Regular Education
02	Graduated with Diploma
03	Alternative High School Diploma
04	Maximum Age
05	Deceased
06	Moved, Known to Continue
07	Dropped Out

- *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.

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- 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.

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- 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

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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](#).

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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

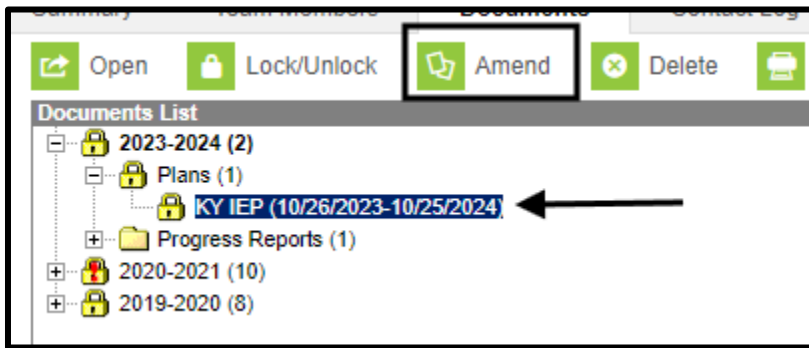
1. Select the IEP to be amended.



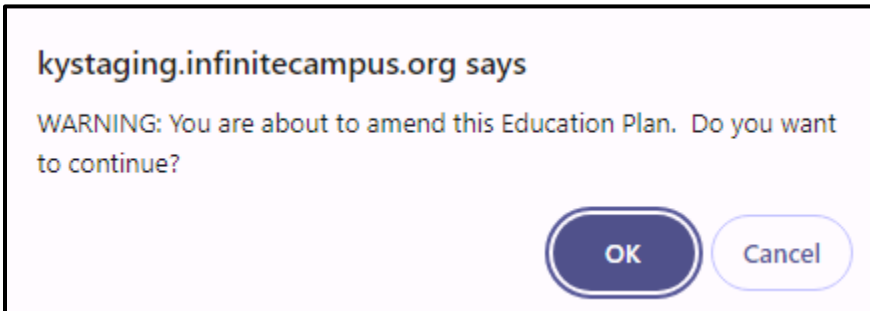
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2. Click the *Amend* button in the action bar



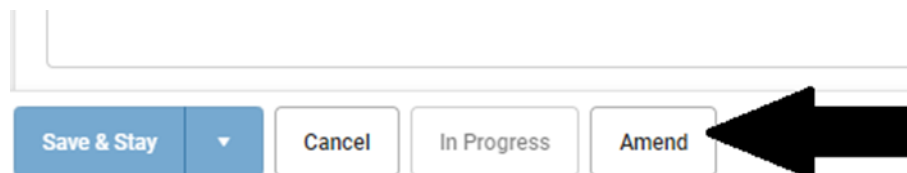
3. Click *OK* to continue in the pop-up window.



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

Editor Home - KY IEP ⓘ			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Education Plan	COMPLETE	██████████	██████████
Student Information	COMPLETE	██████████	██████████
Enrollment Information	COMPLETE	██████████	██████████
Parent/Guardian Information	COMPLETE	██████████	██████████

- b. Click *Amend Editor*



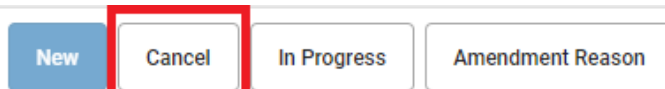
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- c. Enter the *Amendment Reason* and save.

The screenshot shows a form titled "Amendment". Below the title is a field labeled "Amendment Reason *" which is currently empty and has a red border. Below the field is a red error message: "Amendment Reason is required". At the bottom of the form, there is a label "Amended By".

- 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.



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



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.

Review Amendment

Original Start Date: 10/26/2023 Plan End Date: 10/25/2024

Amendment Start Date *
month/day/year [calendar icon]

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*



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

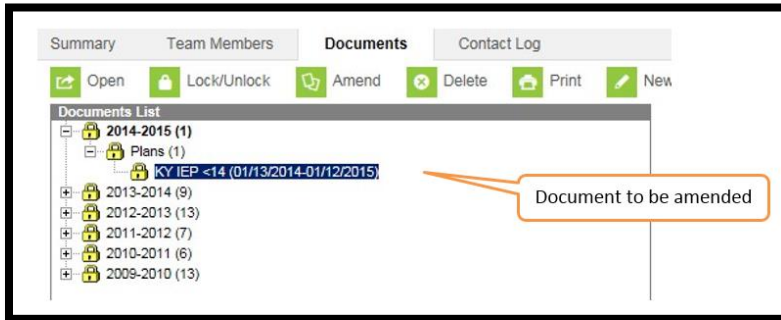
Note: When amending to end an IEP, do not change the status in the original IEP. Only change the status in the amended document.

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.

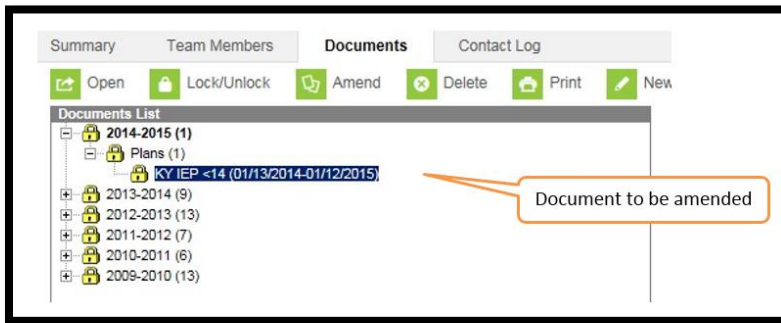
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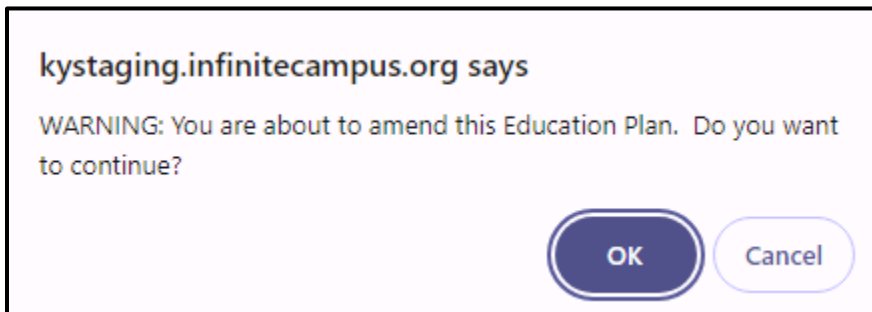
1. Select the IEP to be amended.



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.

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Editor Home - KY IEP ?	
NAME	STATUS
Education Plan	COMPLETE
Student Information	COMPLETE
Enrollment Information	COMPLETE

- Click the *Amend* button.

Save & Stay ▼ Cancel In Progress **Amend**

- 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

- Enter the *Meeting Date*.
- Enter the *Start Date*. It must be on or after the *Meeting Date*.
- 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 📅

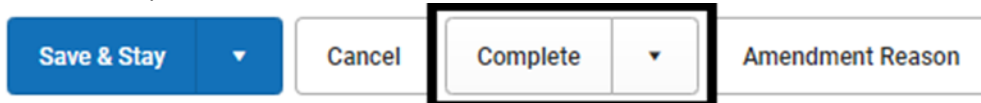
Date of Eligibility Determination

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

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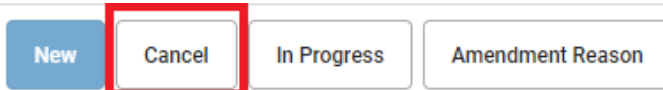
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11. Click the *Complete* button.



A horizontal navigation bar with 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.



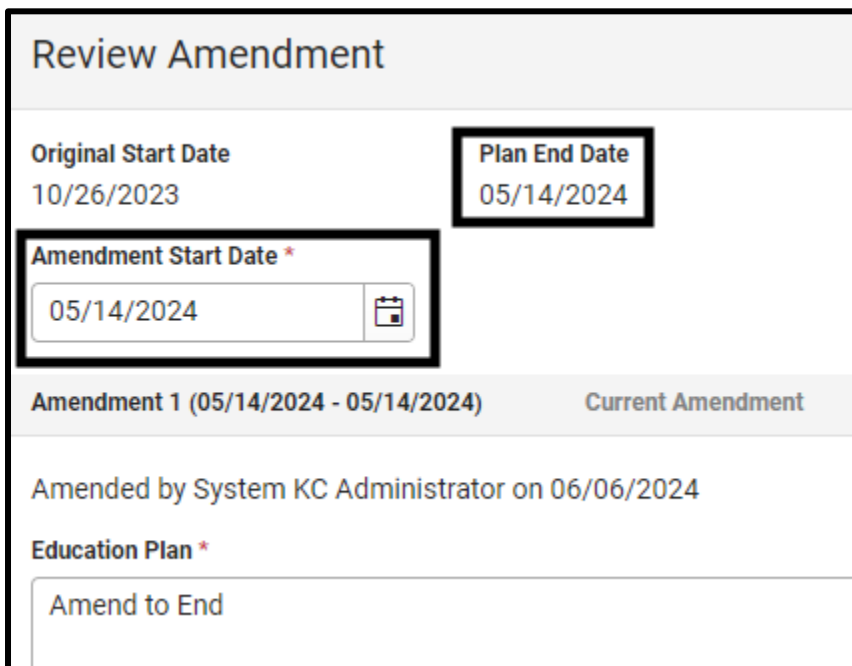
A horizontal navigation bar with four buttons: "New" (blue), "Cancel" (white, highlighted with a red box), "In Progress" (white), and "Amendment Reason" (white).

12. Click "*Review Amendment*"



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

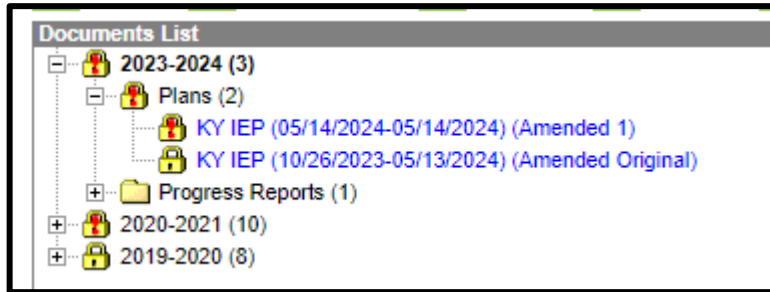
Note: *Complete Amendment* must be clicked to finalize and lock the amended IEP. Clicking *Save* will not complete the process.

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

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



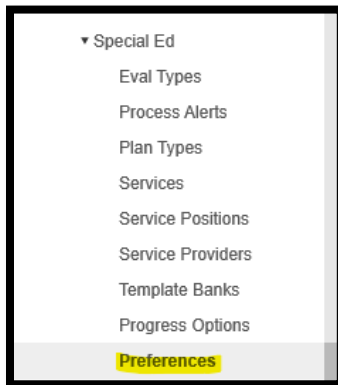
Section E – Auto-Ending an IEP

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.

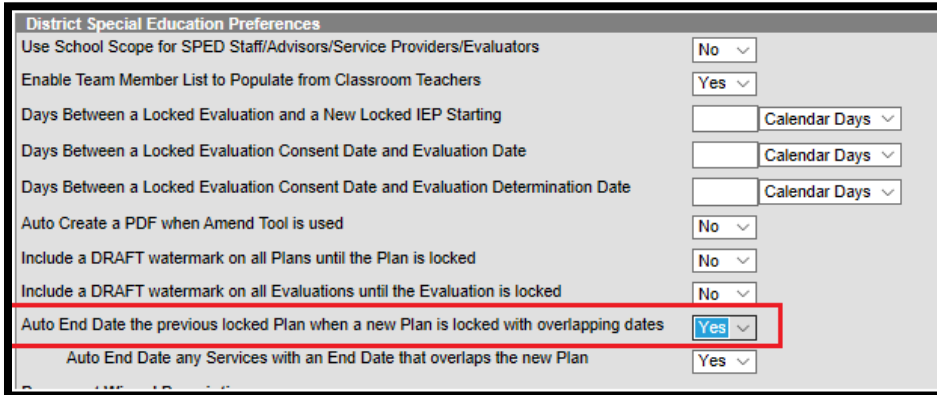
To turn on the Auto End Date feature, go to *System Administration / Special Ed / Preferences*



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

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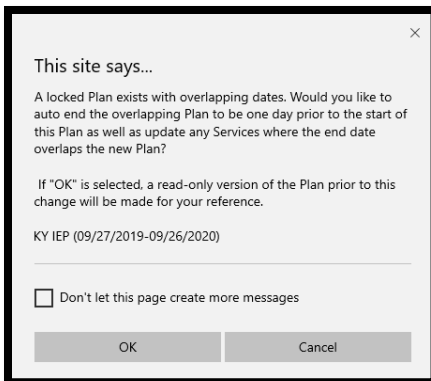


District Special Education Preferences

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

Data Standard Special Education Processes

Rev. 7/1/2024

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](#).