



## **Due Process Record Review Audit**

To support continuous improvement efforts, The Exceptional Children's Department conducts due process record review audits. Results from reviews are used to evaluate and analyze the impact of services on student academic and social growth and programming effectiveness. The goal of this on-going monitoring process is to improve teacher's professional knowledge, increase successful student outcomes and ensure regulation compliance. Professional learning and/or consultation with specific teachers is utilized to develop and improve professional skill set and knowledge needed by staff to meet district continuous improvement goals and compliance governing all aspects of Individuals with Disabilities Education Act. District Department of Exceptional Children personnel conducted 54 professional learning opportunities during the 2017-18 SY and 2018-19 SY. Professional learning areas of focus: Beginning/New Exceptional Children Teacher (8), ARC & 504 Chairperson Training (10), Post-Secondary Goals -College & Career Readiness (4), and IEP Development, Implementation and Progress Monitoring of Specially Designed Instruction and Services (32).

### **Due Process Record Review Areas of Focus & Analysis Include:**

- Due Process Timelines. Initial Evaluations, Re-Evaluations, and IEP. 34 CFR 300.124 and 300.323, 707 KAR 1:300 Section 4, 707 KAR 1:320 Section 1 & 2, and 707 KAR 1:340 **Items: 53-56.**
- Parent Involvement in the development of the Individual Education Program. 34 CFR § 300.320, 707 KAR 1:320 and 707 KAR 1L350 Section 1 **Item: 47**
- Parent attendance during Admission & Release Committee Meetings (ARC's). Attended ARC meeting, participated by phone, other/skype, or did not attend meeting. 707 KAR 1:320 Sections 3 and 4 and 707 KAR 1:340 Section 1 **Items: 15-23**

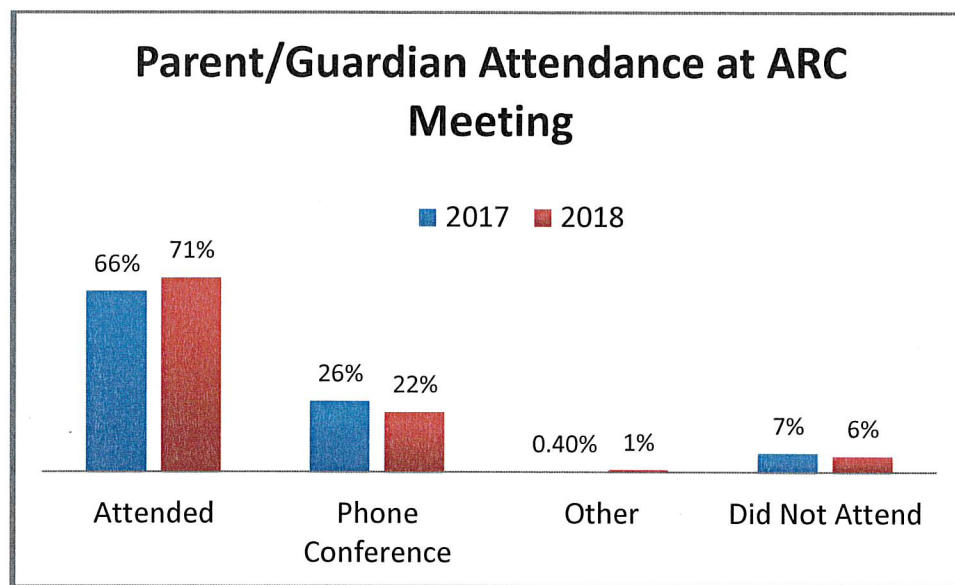
- Annual Goals selected by ARC members support specific needs of students, and student specific data is outlined in the Present Level of Achievement and Functional Performance (Present Level Statements) Section of the IEP. Individual Education Program (IEP) 34 CFR § 300.320, 707 KAR 1:320 and 707 KAR 1:350 Section 1

**Item: 35**

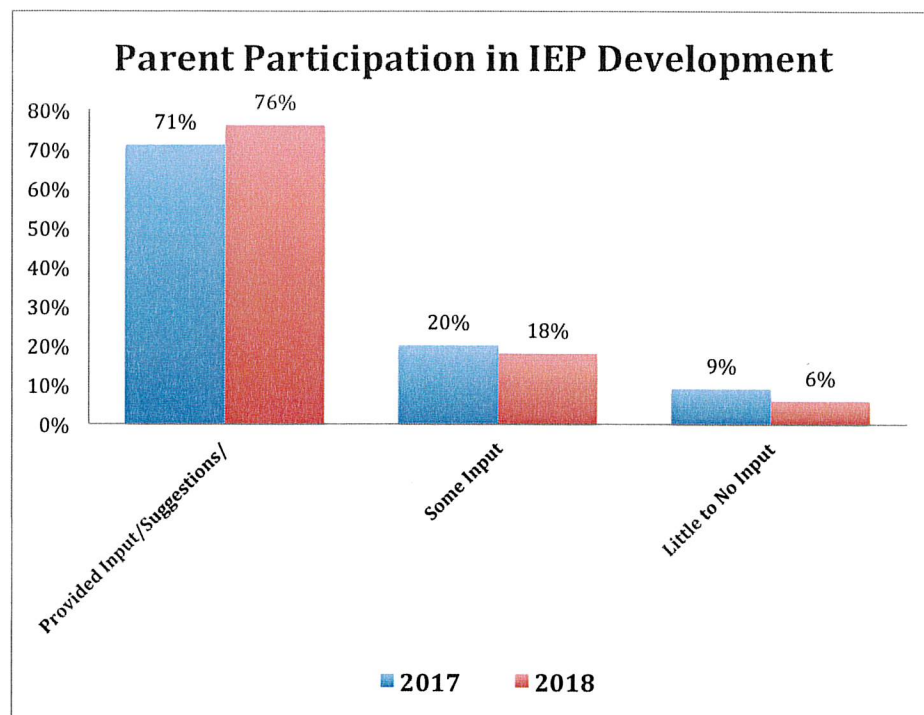
- Present Level of Performance (Current academic and/or social skills base-line data, normed data w/non-disabled peers, strengths, weakness, impact of disability on student school performance). Individual Education Program (IEP) 34 CFR § 300.320, 707 DAR 1:320 and 707 KAR 1:350 Section 1 **Item: 33**
- Least Restrictive Environment (Educational Settings Students Receive Specially Designed Instruction: Co-Taught Classes, Resource Room, Home Hospital, Correctional Facility, Separate School, or Private Schools). ). Individual Education Program (IEP) 34 CFR § 300.320, 707 KAR 1:320 and 707 KAR 1:350 Section 1 **Items: 43a-43c**
- Post-Secondary Transition Services Review: Transition Services 707 KAR 1:320 Section: 7 **Items: 48-52.**

**The following represent findings collected through Due Process Record Review Audits.**

Conclusions: ARC Chairperson/Principal and Special Education Teachers are proactive and effective in securing parent/guardian attendance at Admission and Release Committee (ARC) Meetings. At least, 92% of ARC meetings were attended by parents/guardian (in-person or by phone) since August 2017. Professional practice implemented to improve parental participation: ARC Reminders: Email, text, and phone call reminder one day before the meeting, increased general contact w/parent/guardian throughout the school year to discuss their child's performance and/or upcoming school or community events that the parent may have interest in attending. The majority of staff share their personal cell phone numbers with parents and have informed parents that they may text or call them if there is an emergency or if they have been unsuccessful in using typical contact system (email, parent notes, or phone call to the school).

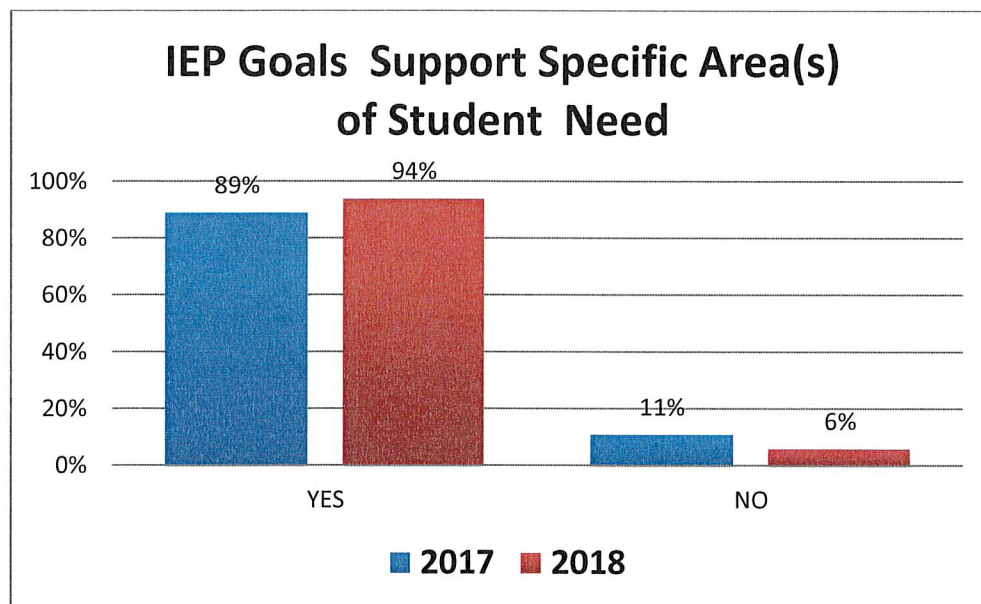


Conclusions: Although parent/guardians involvement in the development of their child's Individual Education Program is at an all-time high of 94%, we still have parents in attendance at ARC meetings not engaged with the IEP development process. We want all parents to participate in decision-making so they will have ownership and be positive about the program and supports implemented to improve their child's academic and/or functional success. Professional practices implemented by staff to improve results: actively seek parental engagement through questioning the parent about what they feel would support their child's education. Also, ask what resources or supports could the school provide them with to assist in ensuring student success at home and in the community.



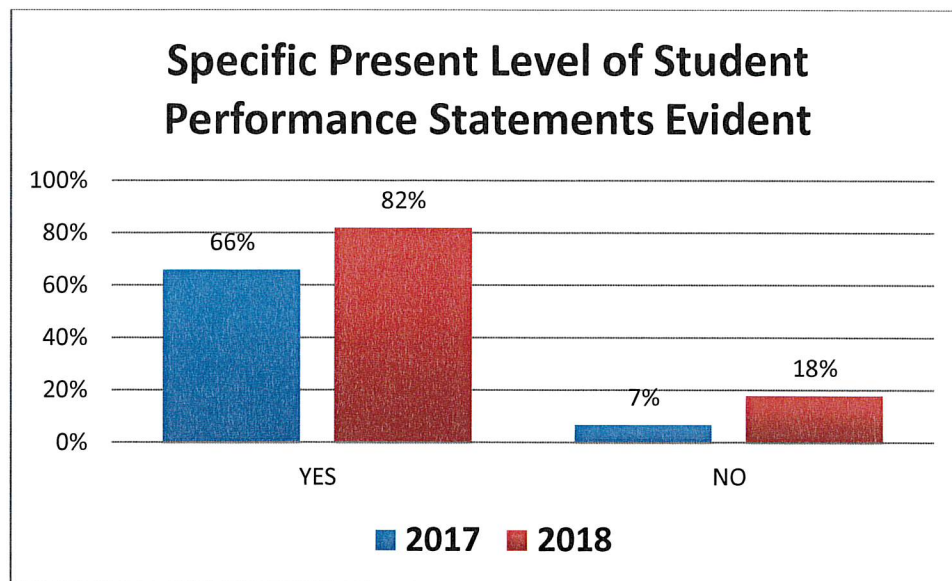


Conclusions: Annual Goals and Short Term Objectives developed and documented on the IEP directly relate to the student's verified disability and areas of need outlined in the Present Level of Performance Section of the IEP. Professional practice implemented to improve results: Verified student's need by examining all current progress monitoring data/reports (performance baseline data, district and state assessment results, etc.), and review student eligibility determination form to cross reference identified disability with current educational performance. Professional Learning and/or consultation provided to specific teachers failing to meet this performance indicator.

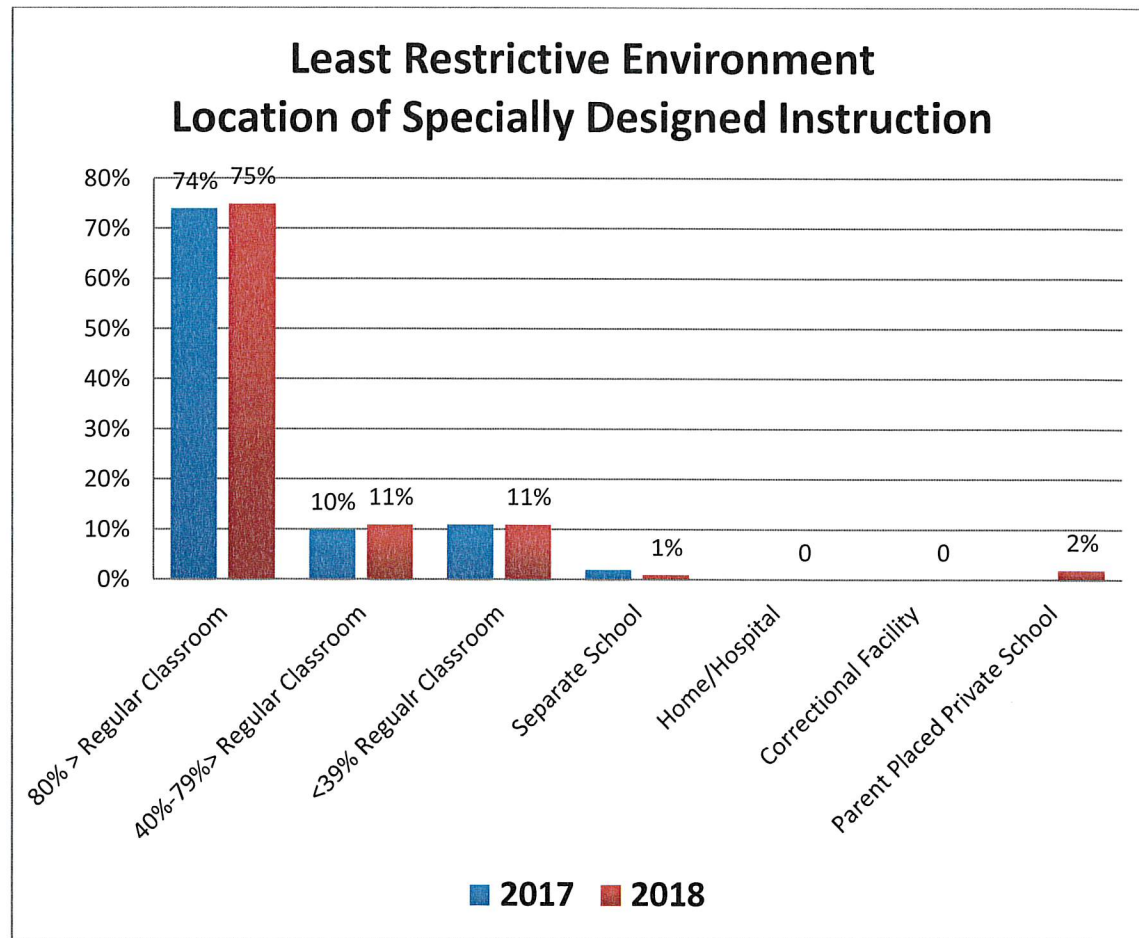


Conclusions: Although the practice of documenting clear and through student performance statements greatly increased over the past two years, 18% of IEP Present Level of Performance Statements does not address ALL of the following areas needed for a clear and detailed student performance profile:

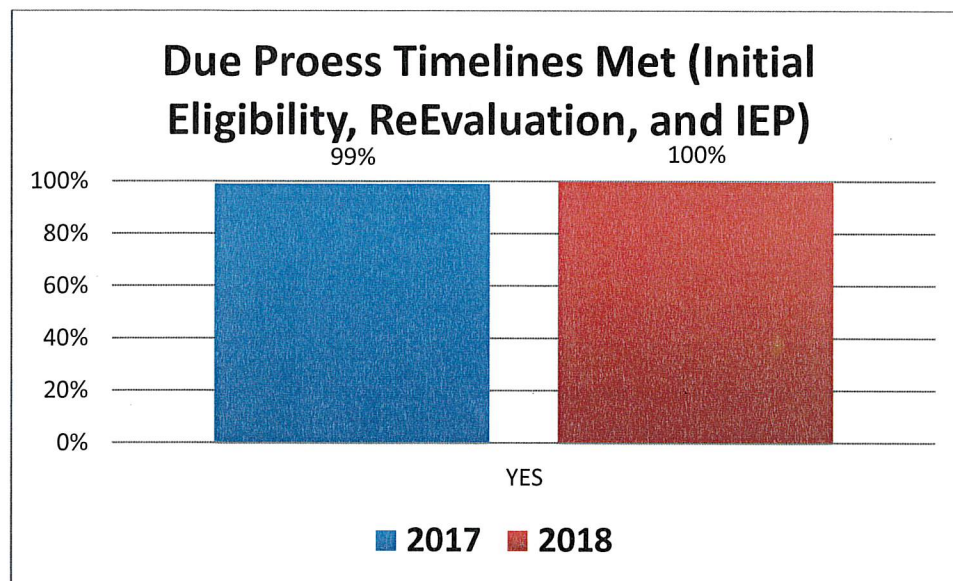
- student's strength's and deficit's in all academic and functional domains
- current educational performance data w/base-line data in all area of identified need and identified disability criteria area(s)
- comparative data to similar age peers with respect to academic and functional success
- student specific adverse statement on learning.



Conclusion: Educational settings are determined based on specific educational needs of each student. Newport Independent Schools offers a full continuum of educational settings. Although, the district does not educate 100% of students identified with special needs in the general education classroom the review of ARC Conference Summaries of students indicate recommendations and rationale ARC membership gave for removal from general classroom were reasonable and support least restrictive environments selected for the student.

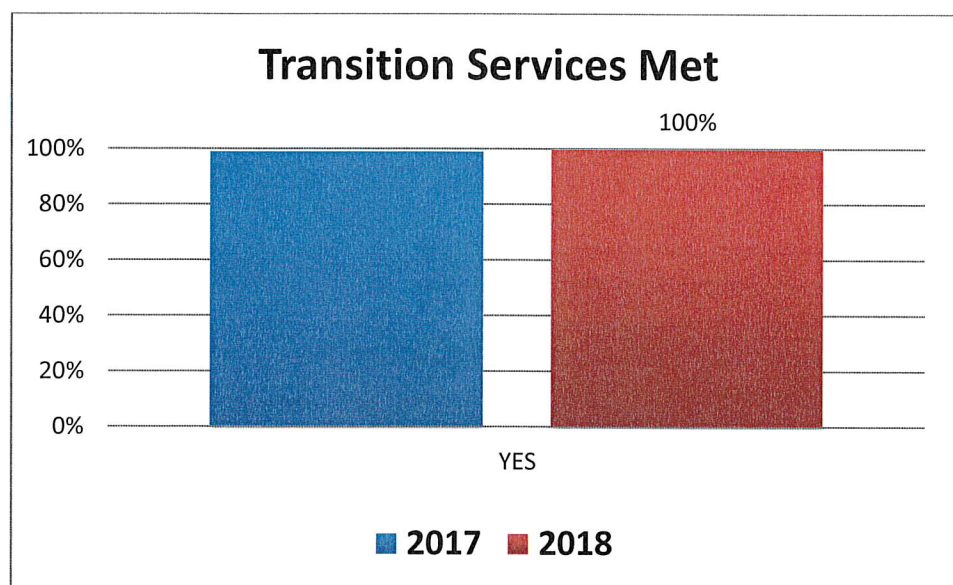


Conclusions: Current process in place to ensure compliance with Individuals with Disabilities Education Act timeline(s) regulations is effective. Professional processes: District Communication & Information Management System and Caseload Summary & Database are utilized by staff and district personnel to manage and attend to timeline requirements for all aspects of services affected by timeline requirements (initial eligibility, re-evaluation, and annual reviews/IEP).





Conclusion: Teacher's ability to plan for, develop and implement transitioning services to support student's successful transitioning to post-secondary settings is effective. Transition services begin in 8<sup>th</sup> grade or 14 years of age and conclude when the student ages out or graduates with a diploma. Analysis of due process record reviews indicates 100% compliant in meeting transition services compliance indicators. Results from Post-Secondary Outcomes indicate that our students typically exceed regional and state targets. Professional practices needed to improve level of success: continue to work with outside agencies to support student needs and programming. Utilize Kentucky Department of Education (KDE) technical documents and tools to support and plan for educational programming.



### **Post-Secondary Outcome Study Results**

To determine how well schools are preparing youth with disabilities for success after high school, the U.S. Department of Education's Office of Special Education Programs (OSEP) requires states to determine whether their former special education students have pursued further education or found competitive employment within one year of leaving high school. To meet this federal requirement Kentucky Department of Education has a contractual agreement with The Kentucky Post School Outcome Center (KYP SO) to develop and oversee the administration of the Kentucky Post School Outcome Study, a longitudinal investigation of the post school outcomes of Kentucky youth with educational disabilities. Gathering information on the employment and education activities of special education students after they leave school provide families, local school districts, and state departments of education with a clear picture of how well young people with disabilities are doing within the first year of leaving school.

#### **Newport Independent Schools**

#### **Kentucky Post-School Outcome (KPOS) Results for 2017 & 2108**

## Kentucky Post School Outcome Results

*Longitudinal Investigation of the Post School Outcomes of Kentucky Youth with Educational Disabilities*

### 2017 Youth-One-Year-Out Response Results

Graduating Class of 2016

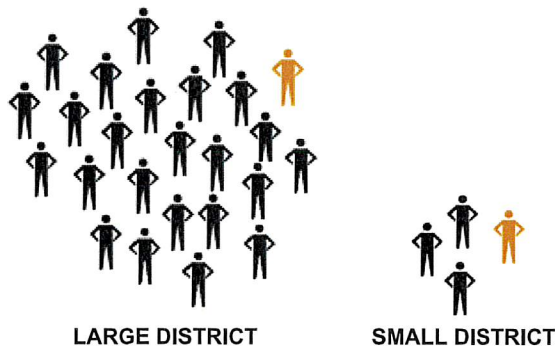
## Data Quality

### Response Rate

When a response rate is low, we are less certain that the answers we get are true for most of our former students. For this type of survey, a response rate of 60% is reasonable. However, if the response rate for a coop or district is very low, the results for the few people who respond might not show us what is really happening.

#### 2017 YOYO Response Rate

KENTUCKY	57.3% (2438/4257)
COOP: NKEC	52.4% (176/336)
DISTRICT: NEWPORT INDEPENDENT	92.9% (13/14)



### Reliability

Percentages for a large district tend to be more stable and consistent than for a small district.

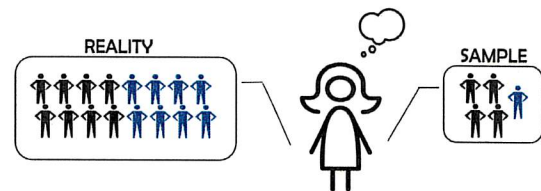
A one-person change affects the small district percentage more.

*Be careful about making action plans based on small samples or subgroups.*

### Representative Sample

If we want to know how many people are employed, and we know that the blue people have a hard time getting a job, would our sample below give us an accurate picture?

No - our sample looks better than reality because of the small proportion of blue people.



We check Kentucky's data by gender, disability category, ethnicity, and manner of exiting high school, to see if our respondents match our target group. If the statewide proportions differ by more than 3%, we know that our data may look a little better or worse than it really is.



Kentucky YOYO 2017	Target Group	Respondents	difference from target
Female	30.8%	31.1%	0.3%
African-American	15.1%	12.2%	-2.9%
Dropped Out	12.3%	5.2%	-7.2%
Mild / Functional Mental Disability	26.7%	26.6%	-0.1%
Emotional-Behavioral Disability	8.2%	5.8%	-2.4%
Specific Learning Disability	26.8%	28.0%	1.2%

### Representativeness

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# Education

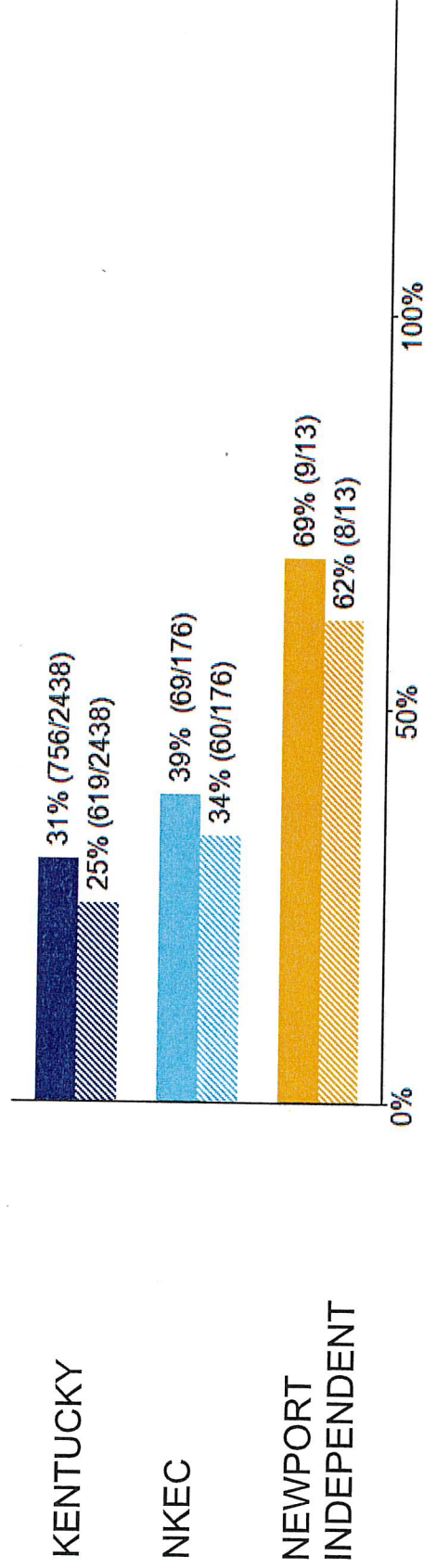
## YOYO 2017

### Post-Secondary Education & Completed One Term

*Asked of all respondents.*

From the time you left high school until now, have you been  
in any type of school or training program? [solid bars]

Did you complete an entire term/semester? [striped bars]



For **KENTUCKY**, **65%** (493/756) of those who went on to any kind of post-secondary education *lived with their family* while at school, and **44%** (335/756) contacted the *Disability Service Coordinator (DSC)* at their school or training program.

For **NKEC**, **80%** (55/69) *lived at home* and **39%** (27/69) contacted the *DSC*.

For **NEWPORT INDEPENDENT**, **56%** (5/9) *lived at home* and **67%** (6/9) contacted the *DSC*.



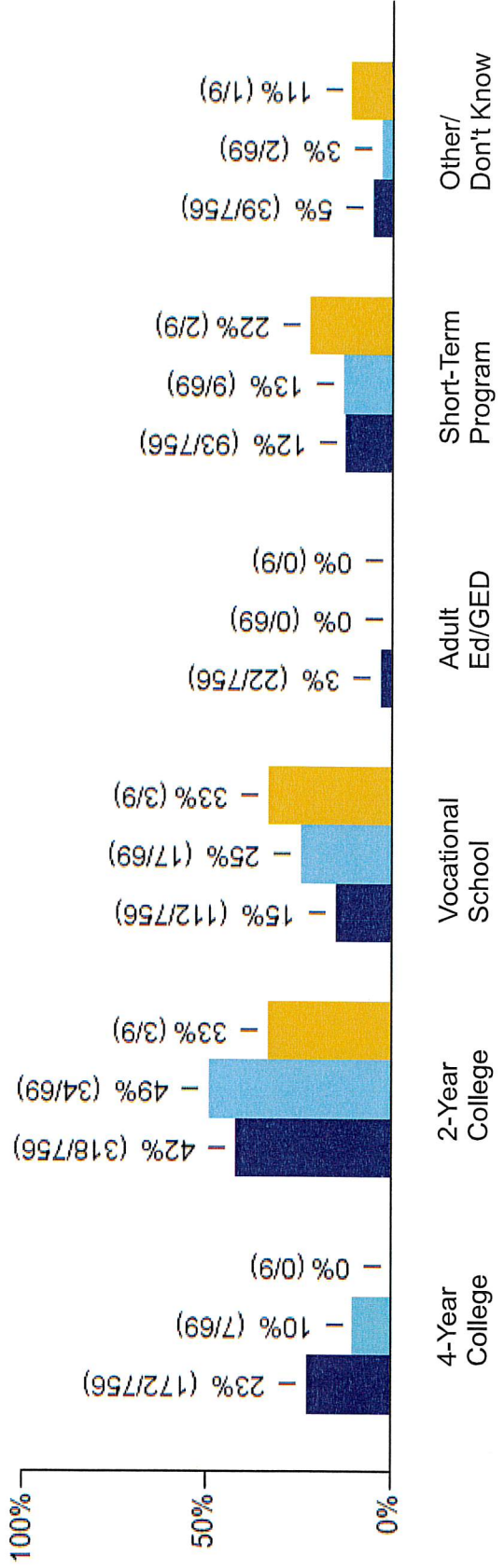
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### What Type of School/Training

Asked of all respondents who said they had any post-secondary education in the past year

Please describe the kind of school or training program.

KENTUCKY  
NKEC  
NEWPORT  
INDEPENDENT



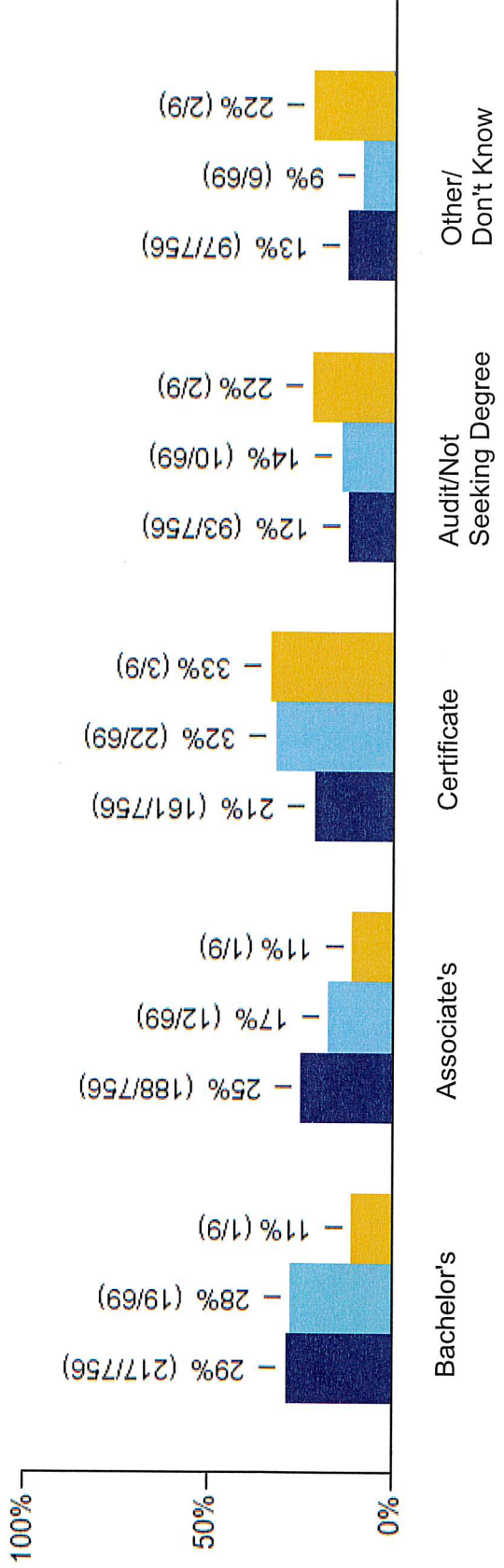
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### What Degree

*Asked of all respondents who said they had any post-secondary education in the past year*

What degree do you expect to get when you are finished with school?

KENTUCKY  
NKEC  
NEWPORT  
INDEPENDENT



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next chart

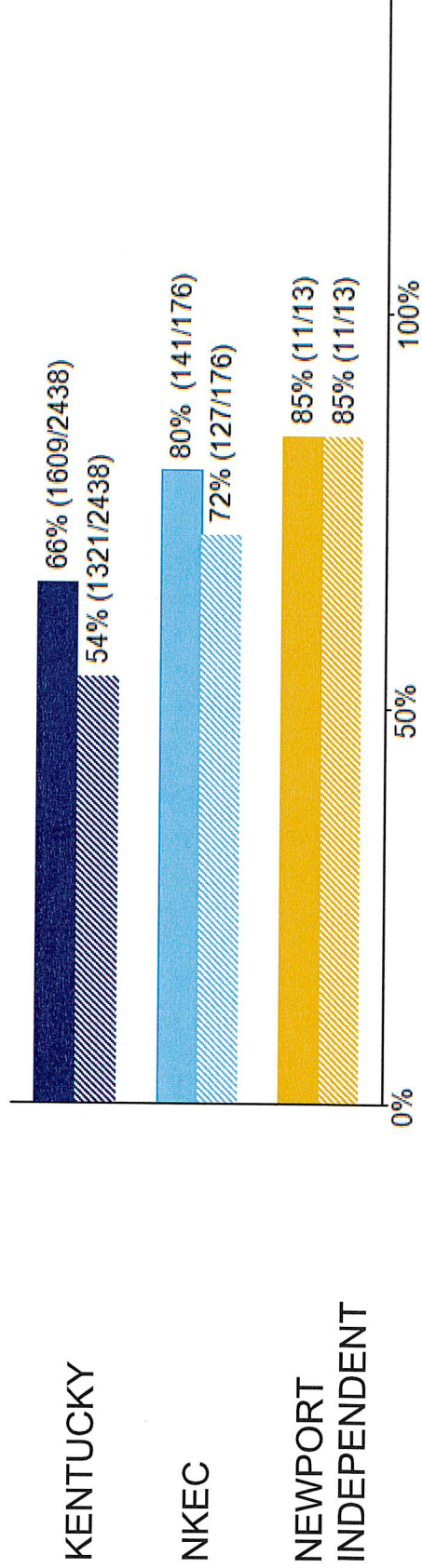
# Employment YOYO 2017

## Employed, & Still Employed

Asked of all respondents:

From the time you left high school until now, have  
you ever had a paying job?  
[solid bars]

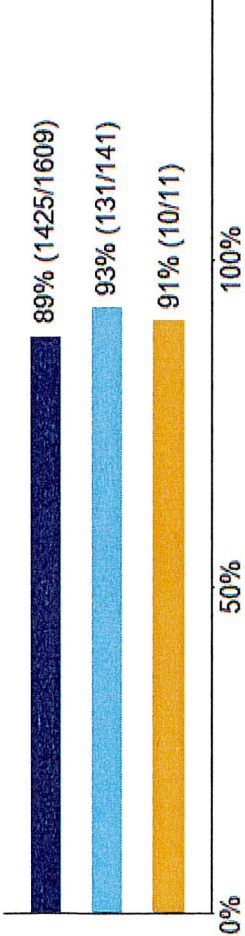
Are you still working?  
[striped bars]



year, the following questions were asked:

Employment Duration

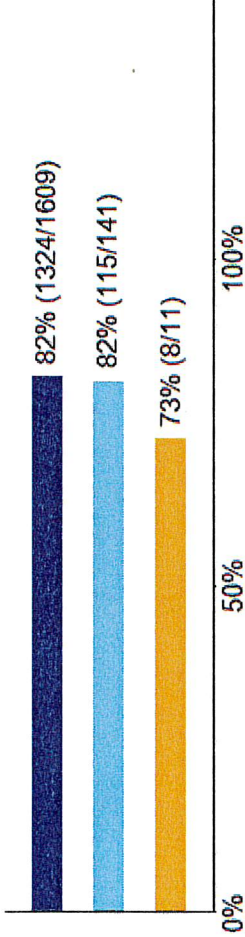
Since leaving high school, have you worked for a total of at least 90 days?



KENTUCKY  
NKEC  
NEWPORT  
INDEPENDENT

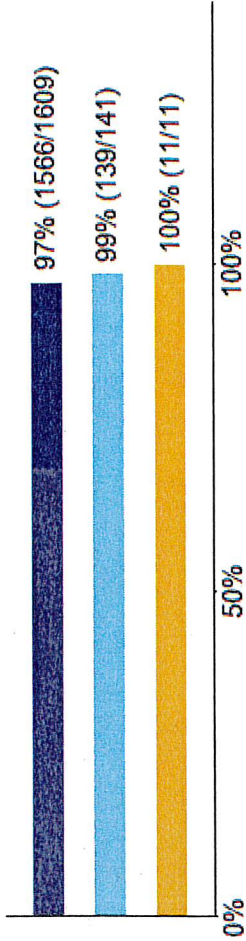
Employment Hours

Did you work an average of 20 or more hours per week?



Employment Wage

Were you paid at least legal minimum wage for your community?





# Employment Supports & Satisfaction

## YOYO 2017

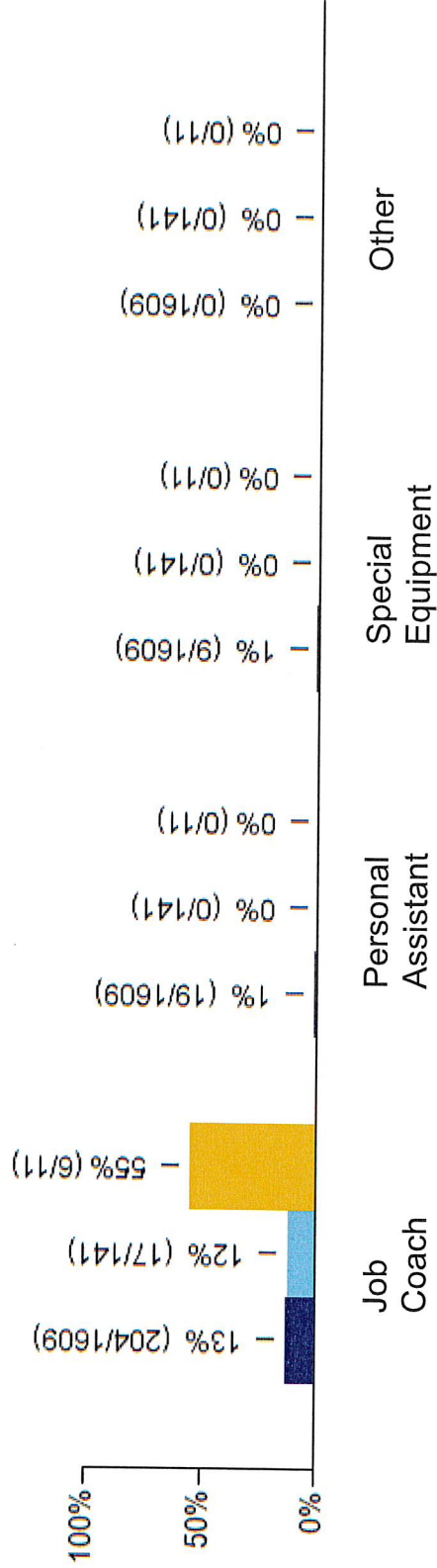
### Employment Supports

*Asked of all respondents who said they had worked for pay at some point in the past year.*

Do you/Did you receive any of the following supports/accommodations at this job?

[Check All That Apply question; respondents can choose more than one answer, or none.]

- KENTUCKY  
NKEC  
NEWPORT  
INDEPENDENT



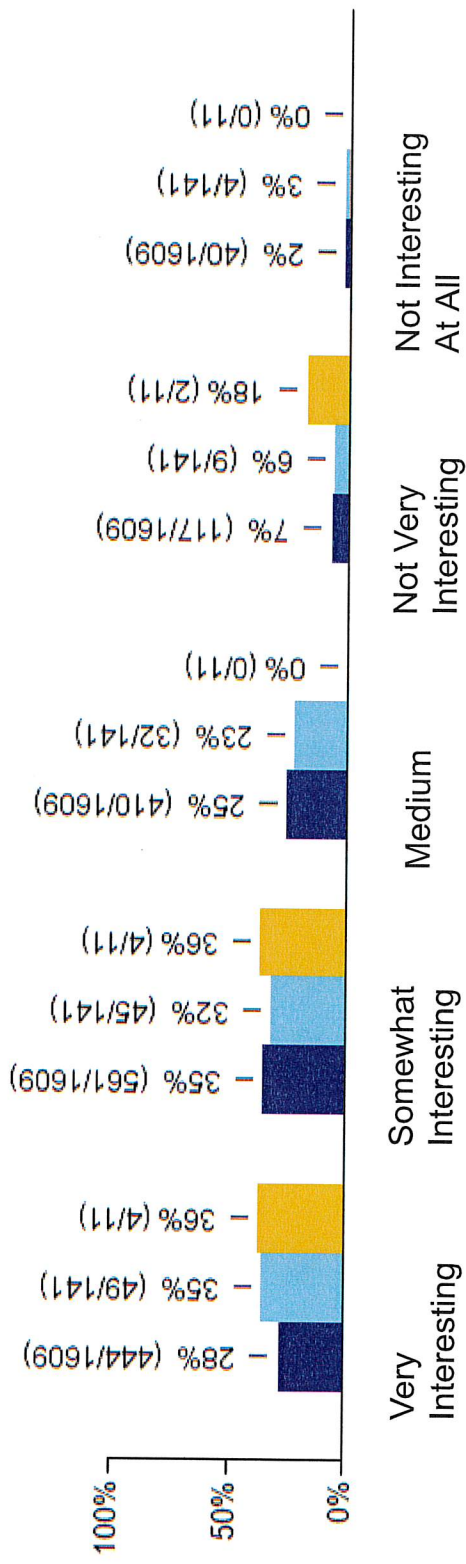
## Interesting Job

*Asked of all respondents who said they had worked for pay at some point in the past year.*

On a 5-point scale from "Very interesting" to "Not interesting at all", how interesting do you/did you think your job is/was?

\* Totals may not equal exactly 100% due to a small number of people who did not answer.

KENTUCKY  
NKEC  
NEWPORT  
INDEPENDENT



# Community Participation

## YOYO 2017

### Residence

Asked of all respondents.

Where did you live for most of last year?

#### KENTUCKY

With my family: 78% (1895/2438)

Independent living: 20% (493/2438)

by myself 4% (90/2438)

with friends 5% (117/2438)

with partner 6% (138/2438)

in a dorm 6% (148/2438)

Other: 2% (50/2438)

foster family 0% (12/2438)

group home 1% (17/2438)

homeless 0% (4/2438)

jail 1% (16/2438)

blank 0% (1/2438)

#### NKEC

With my family: 86% (152/176)

Independent living: 13% (22/176)

by myself 1% (2/176)

with friends 6% (10/176)

with partner 3% (5/176)

in a dorm 3% (5/176)

Other: 1% (2/176)

foster family 0% (0/176)

group home 1% (1/176)

homeless 0% (0/176)

jail 1% (1/176)

blank 0% (0/176)

#### NEWPORT INDEPENDENT

With my family: 62% (8/13)

Independent living: 38% (5/13)

by myself 0% (0/13)

with friends 23% (3/13)

with partner 0% (0/13)

in a dorm 15% (2/13)

Other: 0% (0/13)

foster family 0% (0/13)

group home 0% (0/13)

homeless 0% (0/13)

jail 0% (0/13)

blank 0% (0/13)

Drive

Asked of all respondents.

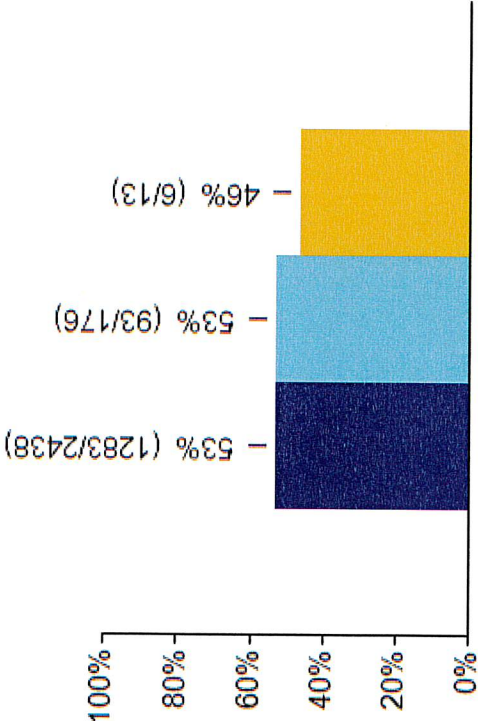
Do you have a driver's license?

Vote

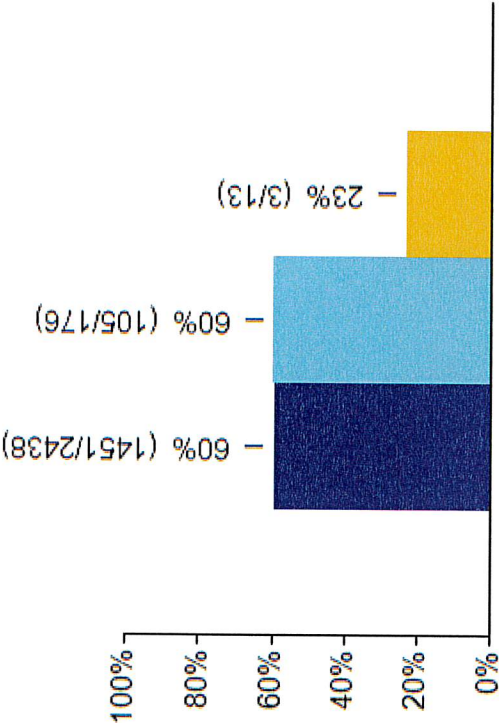
Asked of all respondents.

Are you registered to vote?

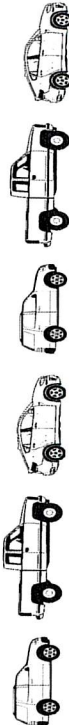
KENTUCKY
NKEC
NEWPORT
INDEPENDENT



Percent Answering Yes



Percent Answering Yes





# Dropout Follow-Up

## YOYO 2017

KENTUCKY  
NKEC  
NEWPORT  
INDEPENDENT

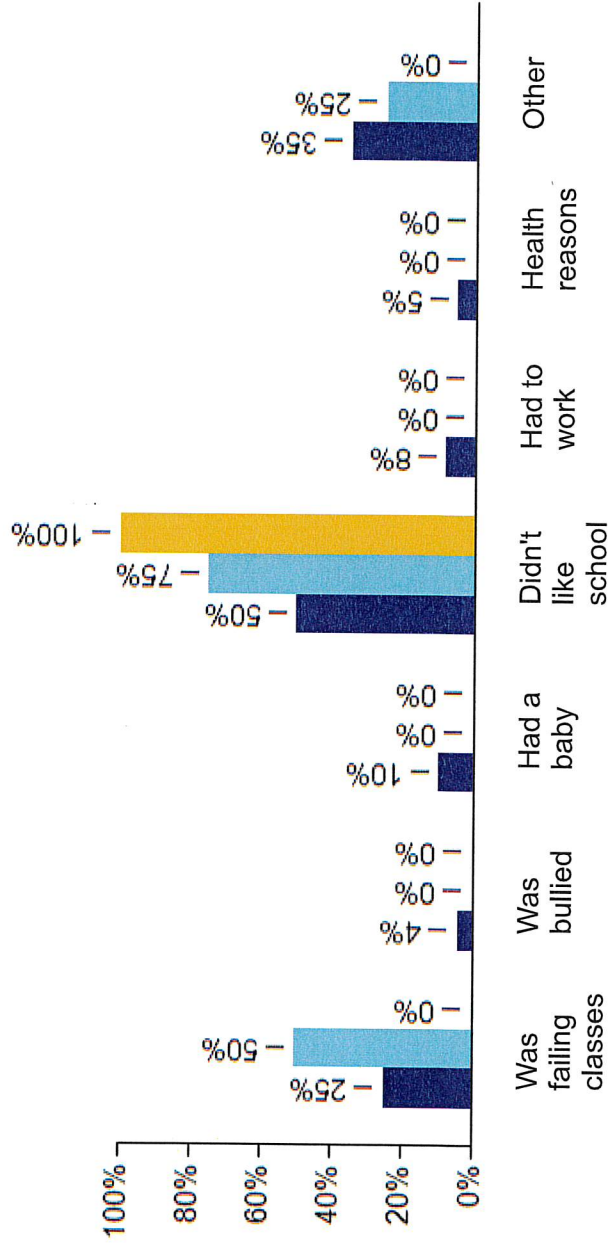
### Reasons For Dropping Out

*Asked of those who exited high school by dropping out.*

What are the reasons you left high school without graduating?

This is a *Check All That Apply* question, so totals may be less than or greater than 100%. Place mouse over data label for actual numbers (number that chose that response over number that dropped out).

Because these charts refer only to individuals who left high school by dropping out, numbers are small, especially at the district level.



# Dropout Prevention

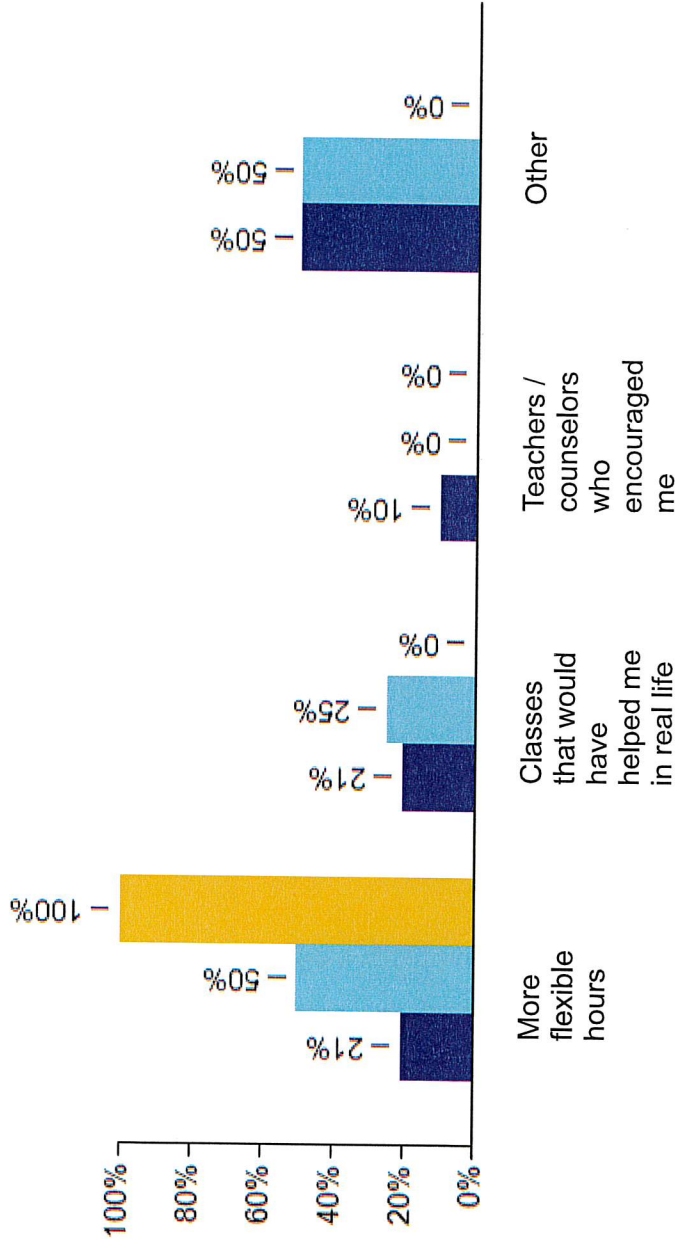
*Asked of those who exited high school by dropping out.*

What might have helped you stay in school?

KENTUCKY
NKEC
NEWPORT
INDEPENDENT

This is a *Check All That Apply* question, so totals may be less than or greater than 100%. Place mouse over data label for actual numbers (number that chose that response over number that dropped out).

Because these charts refer only to individuals who left high school by dropping out, numbers are small, especially at the district level.



# Kentucky Post School Outcome Results

*Longitudinal Investigation of the Post School Outcomes of Kentucky Youth with Educational Disabilities*

## 2018 Youth-One-Year-Out Response Results

Graduating Class of 2017

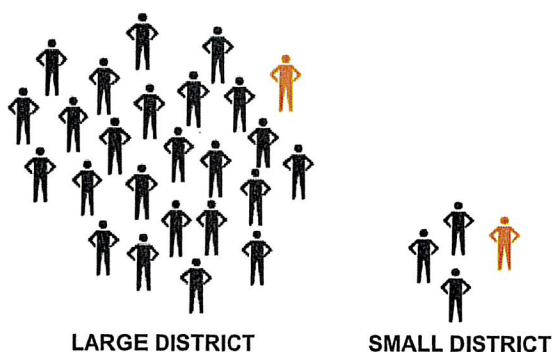
## Data Quality

### Response Rate

When a response rate is low, we are less certain that the answers we get are true for most of our former students. For this type of survey, a response rate of 60% is reasonable. However, if the response rate for a coop or district is very low, the results for the few people who respond might not show us what is really happening.

#### 2018 YOYO Response Rate

KENTUCKY	55.7% (2534/4549)
COOP: NKEC	55.6% (200/360)
DISTRICT: NEWPORT INDEPENDENT	88.9% (16/18)



### Reliability

Percentages for a large district tend to be more stable and consistent than for a small district.

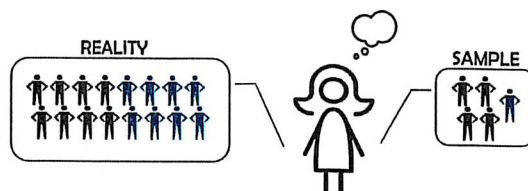
A one-person change affects the small district percentage more.

*Be careful about making action plans based on small samples or subgroups.*

### Representative Sample

If we want to know how many people are employed, and we know that the blue people have a hard time getting a job, would our sample below give us an accurate picture?

No - our sample looks better than reality because of the small proportion of blue people.

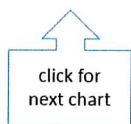


We check Kentucky's data by gender, disability category, ethnicity, and manner of exiting high school, to see if our respondents match our target group. If the statewide proportions differ by more than 3%, we know that our data may look a little better or worse than it really is.

Kentucky YOYO 2018	Target Group	Respondents	difference from target
Female	31.7%	31.9%	0.2%
African-American	15.0%	11.8%	-3.2%
Dropped Out	12.3%	4.9%	-7.4%
Mild / Functional Mental Disability	24.0%	25.3%	1.4%
Emotional- Behavioral Disability	10.5%	8.8%	-1.7%
Specific Learning Disability	26.4%	25.3%	-1.1%

### Representativeness





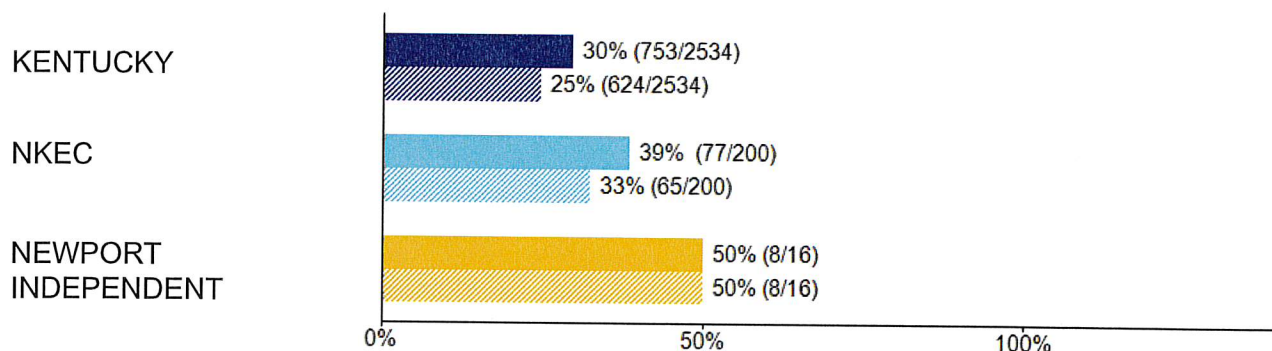
## Education YOYO 2018

### Post-Secondary Education & Completed One Term

*Asked of all respondents.*

From the time you left high school until now, have you been  
in any type of school or training program? [solid bars]

Did you complete an entire term/semester? [striped bars]



For **KENTUCKY**, **68% (509/753)** of those who went on to any kind of post-secondary education *lived with their family* while at school, and **44% (334/753)** contacted the *Disability Service Coordinator (DSC)* at their school or training program.

For **NKEC**, **74% (57/77)** *lived at home* and **44% (34/77)** contacted the *DSC*.

For **NEWPORT INDEPENDENT**, **63% (5/8)** *lived at home* and **25% (2/8)** contacted the *DSC*.

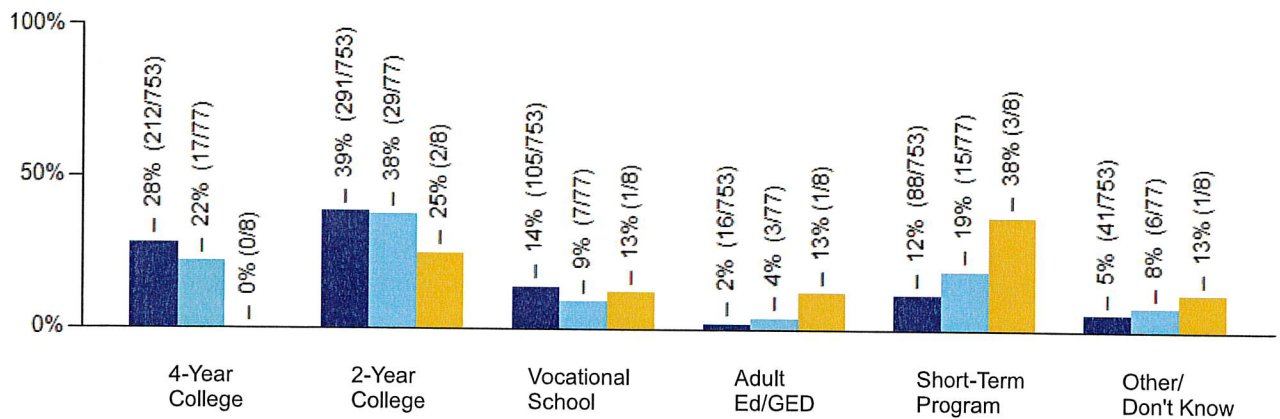


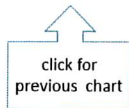
## What Type of School/Training

*Asked of all respondents who said they had any post-secondary education in the past year*

Please describe the kind of school or training program.

KENTUCKY  
NKEC  
NEWPORT  
INDEPENDENT



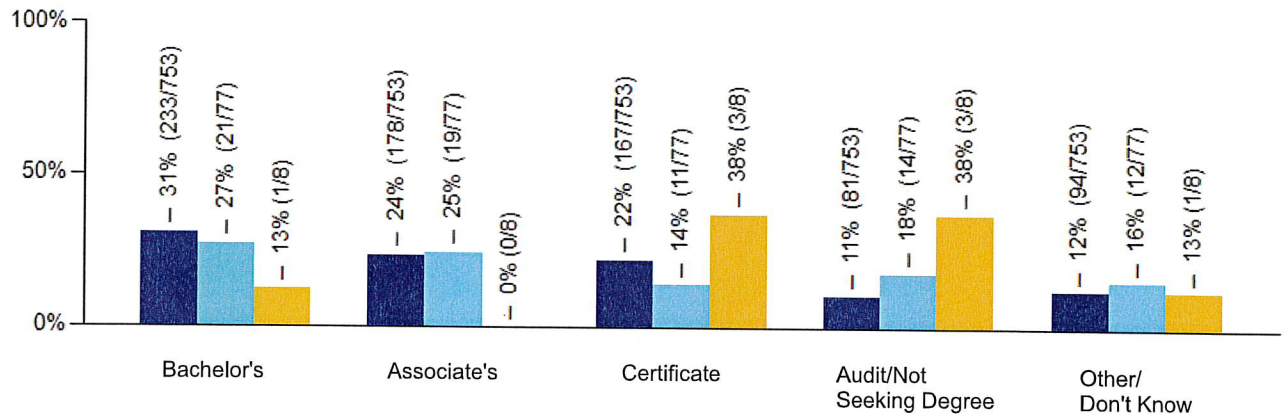


## What Degree

*Asked of all respondents who said they had any post-secondary education in the past year*

What degree do you expect to get when you are finished with school?

KENTUCKY  
NKEC  
NEWPORT  
INDEPENDENT





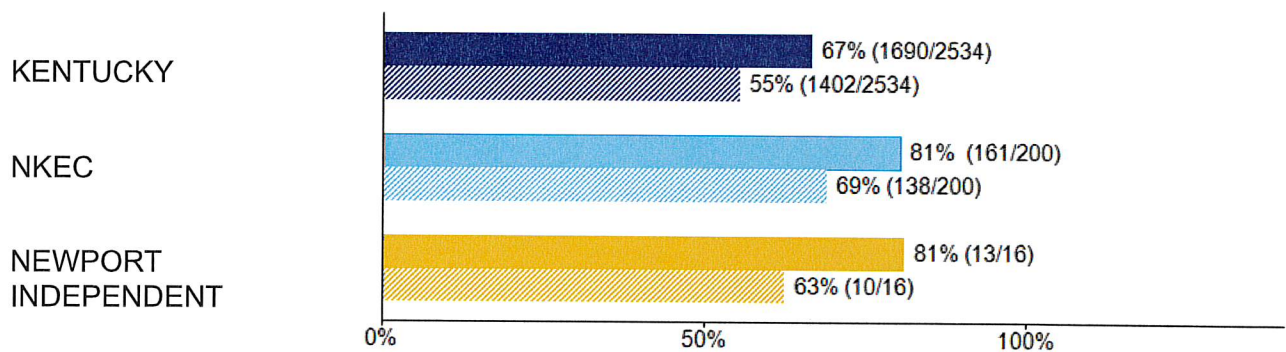
## Employment YOYO 2018

### Employed, & Still Employed

*Asked of all respondents:*

From the time you left high school until now, have  
you ever had a paying job? [solid bars]

Are you still working? [striped bars]

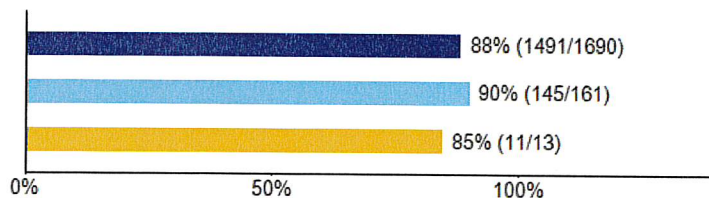




*If former student worked at all in the past year, the following questions were asked:*

#### Employment Duration

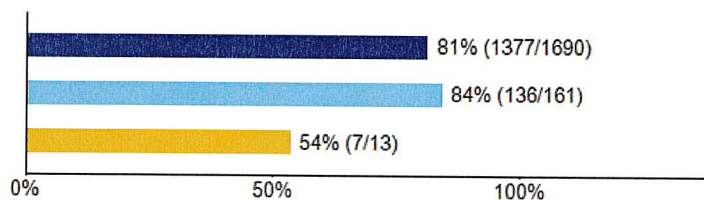
Since leaving high school, have you worked for a total of at least 90 days?



KENTUCKY  
NKEC  
NEWPORT  
INDEPENDENT

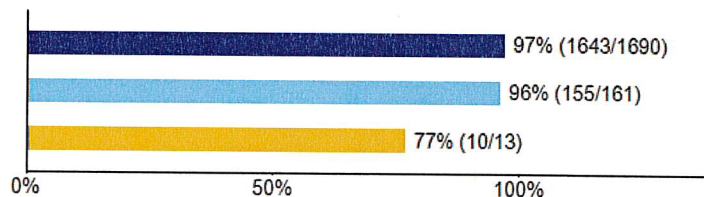
#### Employment Hours

Did you work an average of 20 or more hours per week?



#### Employment Wage

Were you paid at least legal minimum wage for your community?



# Employment Supports & Satisfaction

## YOYO 2018

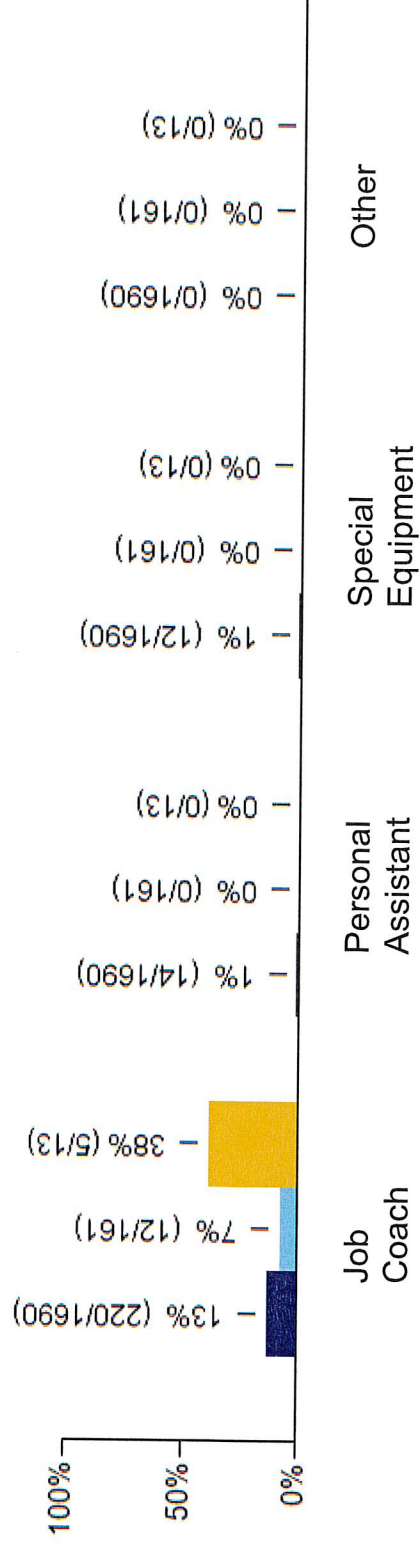
### Employment Supports

*Asked of all respondents who said they had worked for pay at some point in the past year.*

Do you/Did you receive any of the following supports/accommodations at this job?

[Check All That Apply question; respondents can choose more than one answer, or none.]

- KENTUCKY
- NKEC
- NEWPORT
- INDEPENDENT



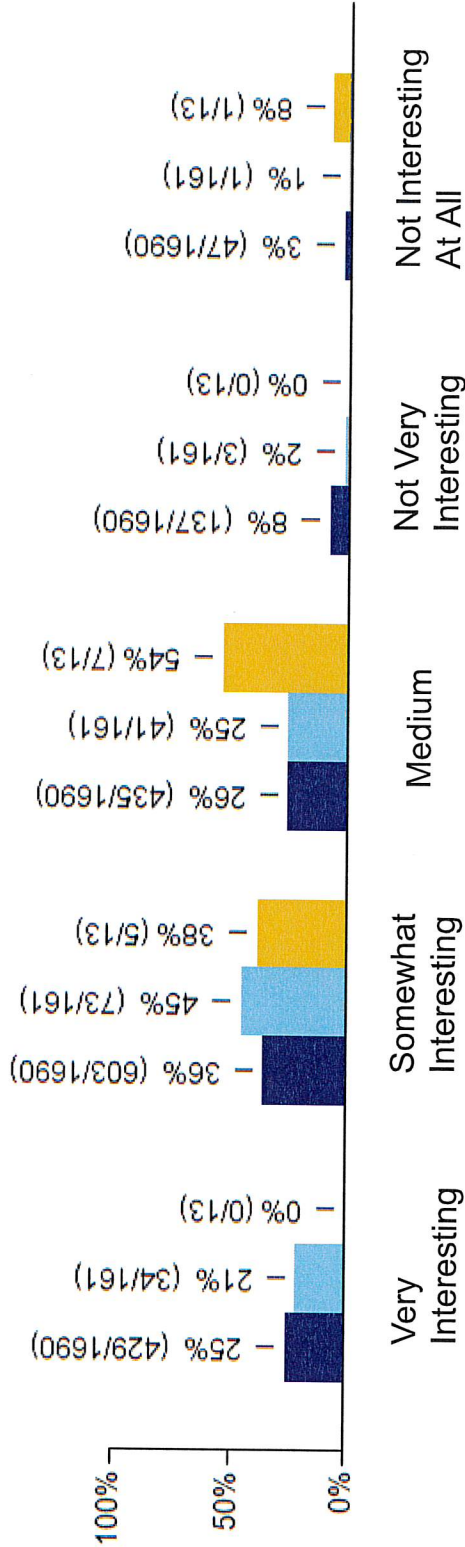
### Interesting Job

*Asked of all respondents who said they had worked for pay at some point in the past year.*

On a 5-point scale from "Very interesting" to "Not interesting at all", how interesting do you/did you think your job is/was?

\* Totals may not equal exactly 100% due to a small number of people who did not answer.

KENTUCKY
NKEC
NEWPORT
INDEPENDENT



# Community Participation

## YOYO 2018

### Residence

*Asked of all respondents.*

Where did you live for most of last year?

#### KENTUCKY

With my family: 79% (2003/2534)

Independent living:

- by myself 4% (104/2534)
- with friends 4% (103/2534)
- with partner 6% (142/2534)
- in a dorm 6% (145/2534)

Other:

- foster family 1% (36/2534)
- group home 0% (8/2534)
- homeless 0% (3/2534)
- jail 0% (5/2534)
- blank 1% (14/2534)
- 0% (6/2534)

#### NKEC

With my family: 85% (170/200)

Independent living:

- by myself 14% (28/200)
- with friends 3% (6/200)
- with partner 5% (9/200)
- in a dorm 3% (6/200)
- 4% (7/200)

Other:

- foster family 1% (2/200)
- group home 0% (0/200)
- homeless 0% (0/200)
- jail 0% (0/200)
- blank 1% (1/200)
- 1% (1/200)

#### NEWPORT INDEPENDENT

With my family: 63% (10/16)

Independent living:

- by myself 38% (6/16)
- with friends 0% (0/16)
- with partner 31% (5/16)
- in a dorm 6% (1/16)
- 0% (0/16)

Other:

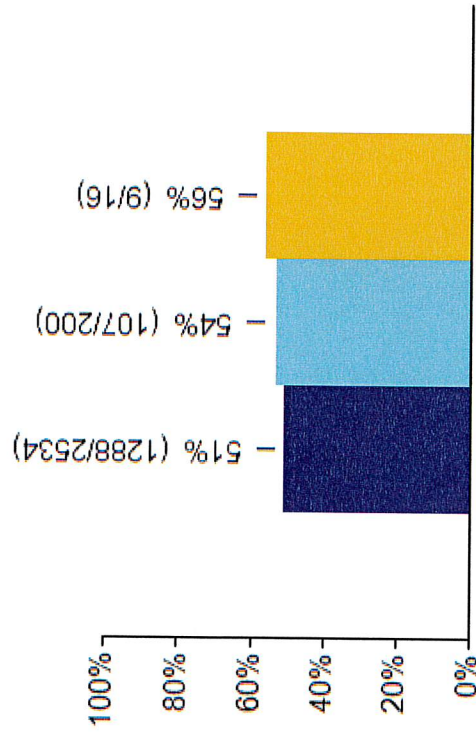
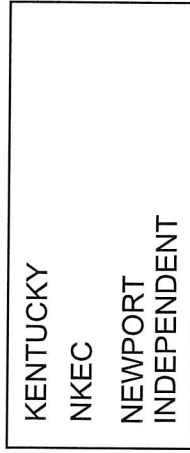
- foster family 0% (0/16)
- group home 0% (0/16)
- homeless 0% (0/16)
- jail 0% (0/16)
- blank 0% (0/16)



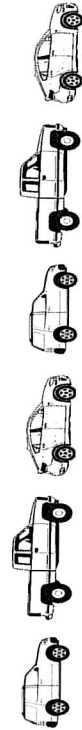
## Drive

Asked of all respondents.

Do you have a driver's license?



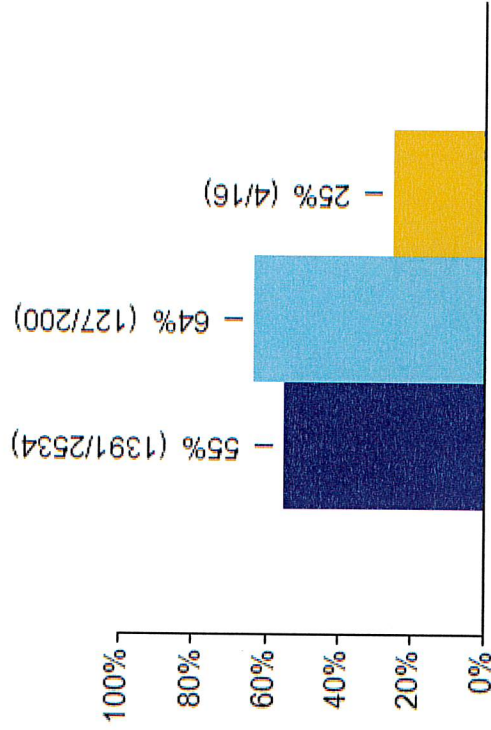
Percent Answering Yes



## Vote

Asked of all respondents.

Are you registered to vote?



Percent Answering Yes



# Dropout Follow-Up

## YOYO 2018

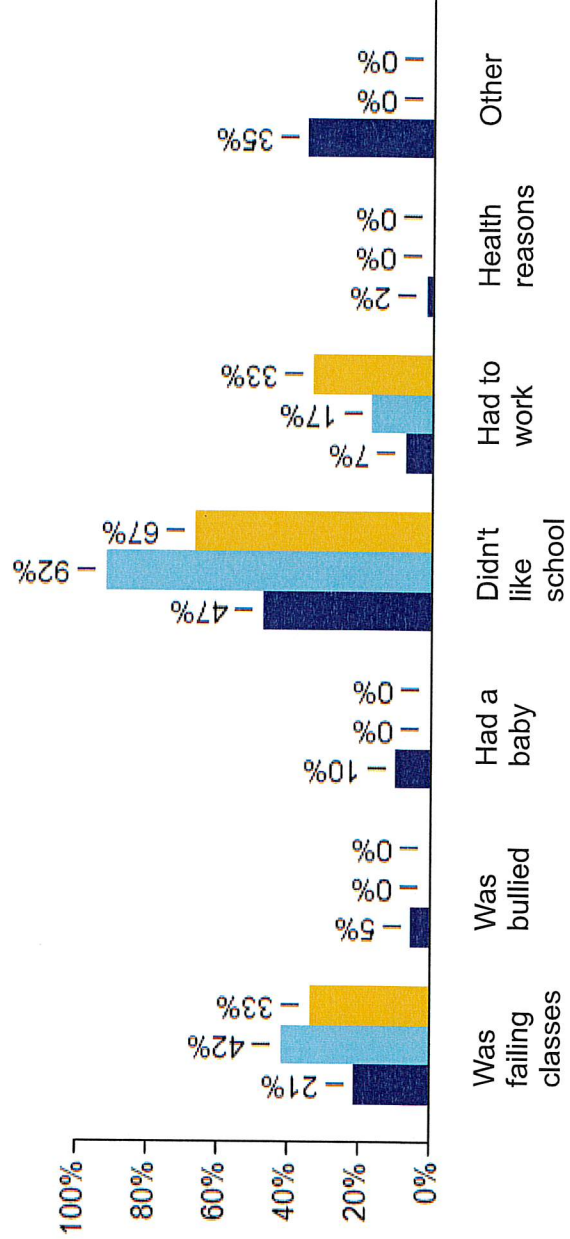
### Reasons For Dropping Out

Asked of those who exited high school by dropping out.

What are the reasons you left high school without graduating?

KENTUCKY  
NKEC  
NEWPORT  
INDEPENDENT

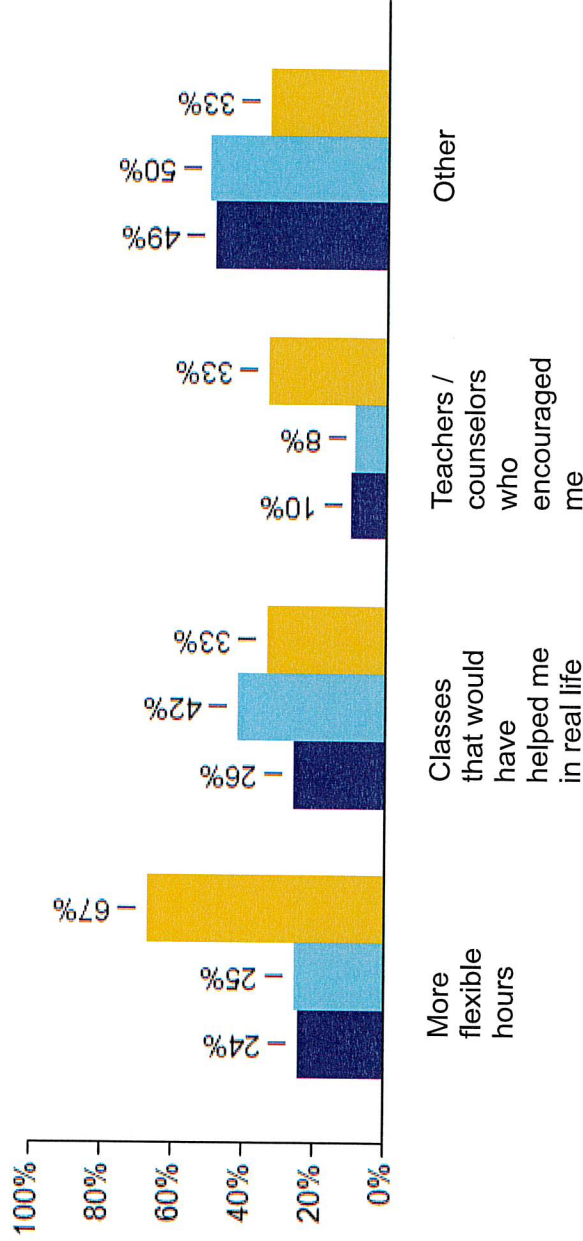
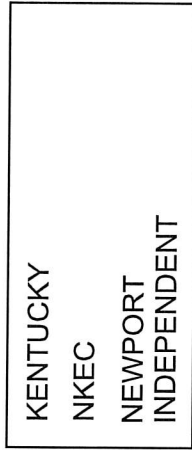
This is a *Check All That Apply* question, so totals may be less than or greater than 100%. Place mouse over data label for actual numbers (number that chose that response over number that dropped out). Because these charts refer only to individuals who left high school by dropping out, numbers are small, especially at the district level.



## Dropout Prevention

*Asked of those who exited high school by dropping out.*

What might have helped you stay in school?



This is a *Check All That Apply* question, so totals may be less than or greater than 100%. Place mouse over data label for actual numbers (number that chose that response over number that dropped out).

Because these charts refer only to individuals who left high school by dropping out, numbers are small, especially at the district level.

Conclusions: Although, Kentucky Post School outcome data indicate our students exceeds state and regional averages for continuing their education and obtaining employment we have failed to provide the programming, supports and education needed for students to earn a bachelor's or associate's degree. Our students do not seek two-four year degrees and are not able to maintain an employment status of 40 hrs.per week. They are unable to earn an income to support an independent living arrangement (not living with parent/relative or friends).

Although, our students participate in on-job training, enroll to vocational schools and obtain part-time employment they struggle with program completion. Difficulties with learning course content and transportation issues were identified as barriers to students being successful in post-secondary settings.

To correct this issue, teachers have implemented the following: sought assistance from OVR counselors; explored career choices w/students that require an associate's degree or above; arranged local campus visits and/or virtual campus visits (NKU, Thomas More College, and Gateway); and mentored students. Teachers reinforce the need for students to participate in after school tutoring services; intervention classes; and pressed students to seek after school and/or summer work/volunteer opportunities to generalize academic and social skills learned in school. We have increased specially designed services in co-taught classroom setting to include the sciences and social studies. Practice "soft skill set" (getting along with peers/co-workers, being on time, attention to detail, attendance, etc.). The middle and high school implemented Exceptional Children School Success Program. The program is a reward's based systems targeting: Grades, Attendance, Behavior and Academic Performance. To receive the reward the student must meet daily and term targets established by caseload manager every grading period.





**Exceptional Children School Success Program**  
**Newport High School**  
**"We're About Kids"**

Process for Monitoring Grades, Attendance, Behavior, and Academic Performance

**Student Qualification Details:** *One special event per grading quarter.*

Student eligibility is determined based on the following criteria: *Non-negotiable terms.*

1. No more than one unexcused absence for the term of the reward.
2. No failing grades in content classes during the reward term (5 weeks).
3. No behavior referrals submitted for qualifying students during the reward term.
4. Meet daily expectations. *Determined by special education teachers and include a minimum requirement of 4 submissions per week.*
  - During Learning Strategies: *Completion in Reading Plus Reading Comprehension Lessons-See Reader*
    - Scores above 70%
    - Plus a determined amount completed with scores above 80%. *Either cumulatively or consecutively but not to be less than one each assigned day of Reading Plus.*

**Exceptional Children Teacher/Caseload Manager's Responsibilities:**

- Daily: *Reward students (tangible reward) for results of 80% or better on Reading Plus assignments (at least two reading assignments).*
- Weekly PLC Meetings:
  - Review student data.
  - Determine Student Interventions: *if necessary*
  - Determine supports needed in the general educational or resource room settings in relation to academic, truancy and/or social success.
- End of Grading Term: *Review student data and determine students eligible for community reward.*
- Contact parents and report school success progress (grades, attendance, behavior, & academic success)

**School Success Program Coordinator Responsibilities:** *Adam Wise*

- Purpose school success reward to school administration and gain permission to organize the reward (example: Kings Island, musicals, Perfect North, Reds Baseball Game).
- Schedule Transportation.
- Parent Permission Slip- *Check grades again the day before sending permission slips home.*
- Organize lists and bus seating chart.
- Schedule lunch with cafeteria staff.
- Communicate specifics to district Exceptional Children Department to ensure funding and admission tickets.



*"We're About Kids"*

## **Exceptional Children Department**

*Due Process Record Review Document Utilized During Audit*

## **Compliance Record Review Document**

**Kentucky Department of Education**

**Division of Learning**

**July 2018**

Compliance Record Review Document  
Monitoring School Year 2019-2020  
School Year 2018-2019



Division of Learning Services

June 2018



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**Note: Items in bold above are State Performance Plan (SPP) Compliance Indicators**

## Introduction

The Compliance Record Review Document is based on the requirements of the Individuals with Disabilities Education Act (IDEA) and *Kentucky Administrative Regulations for Special Education Programs* (KARs). The Division of Learning Services (DLS) has wide-ranging reasons for revising this document. They include:

- promoting a consistent standard for districts to use during compliance reviews of student due process folders
- developing a professional learning tool for compliance monitoring
- having a data collection document to accurately collect information required for KDE's federal State Performance Plan and Annual Performance Report (SPP/APR)
- establishing a consistent tool for use during the DLS consolidated monitoring process

The intent is to ensure not only compliance with the IDEA requirements, but also to facilitate results-driven accountability (RDA) to improve student outcomes. For further explanation of the RDA framework, click [here](#).

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 records are not preselected. Selecting the record of every third, fifth or tenth student from the district's current special education enrollment 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. For assistance in obtaining true random numbers, visit [Random.org](#). The web site contains a true random number generator.

For Indicators 11, 12 and 13, at least 10% of the district's special education population related to the indicator must be selected for the review to be valid. For more information on the State Performance Plan (SPP) indicators, click [here](#).

A minimum of 10 files must be reviewed. If the district has 10 or fewer students that are covered by the indicator, all student records for that item must be reviewed. For example, if the district has eight students referred to its preschool program from First Steps, all eight records must be reviewed. Large districts are not required to review more than 50 records.

For Indicator 11, at least 10% of students evaluated during the current year must be chosen at random and their records reviewed. This includes both students determined to be eligible for specially designed instruction and those found not eligible for special education.

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## Correction of Noncompliance

### 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.

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

Only Indicator 13 records can be corrected prior to submission of the data to the KDE. If the record is corrected prior to submission to KDE, the record is considered to be in compliance.

Examples of violations that may be corrected prior to KDE submission 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. This includes Indicators 11, 12 and parts of Indicator 13, as specified below:

- not obtaining parent consent prior to inviting outside agencies to the ARC meeting (#49d)
- not inviting the student to the ARC meeting (#49h)
- 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 (#53)
- missing the timeline for annual review (#32)
- missing the timeline for an IEP being in place by the third birthday for children transitioning from First Steps to preschool (#31b)

Though these violations cannot be corrected, the district must remedy the noncompliance for the individual student and document it in the student's record. For example, failure to meet the timeline for an IEP in place by the child's third birthday cannot be corrected; however, it can be *remedied* for that student by ensuring an IEP is in place, even though late.

If the student is no longer under the district's jurisdiction, individual noncompliance cannot be corrected.



Violations found in the due process files of two or more students in a district are deemed systemic. Documentation of systemic correction is required in addition to individual correction of noncompliance, according to [OSEP Memorandum 09-02](#). In the case of a systemic violation, the KDE randomly selects student folders from the district. The KDE then verifies whether the record review item in question for *all* folders randomly reviewed is in compliance. If the item is correct for all student folders, the KDE has ensured systemic correction has occurred, pursuant to [OSEP Memorandum 09-02](#).

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**Demographic Information  
(Required)**

**Kentucky Compliance Record Review Document  
(Including Reporting Requirements for SPP/APR)  
School Year 2018-2019**

Reviewer's Name \_\_\_\_\_

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

Student's Name \_\_\_\_\_

Student's DOB \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Grade \_\_\_\_\_

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

Disability \_\_\_\_\_

School \_\_\_\_\_

District \_\_\_\_\_

Mark box below for the age range of the student:

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

Mark box below for the meeting purpose:

- ☐ Initial Referral/Eligibility
- ☐ 3-Year Reevaluation
- ☐ Annual Review
- ☐ Other \_\_\_\_\_

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

**Confidentiality of Information**  
**707 KAR 1:360 Section 2**

**Items 1-3**

**Note:** Individuals included in the district's list of employees with legitimate educational interests under the Family Educational Rights and Privacy Act (FERPA) are not required to sign the Record of Access.

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

Comments:

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**Notice of Admissions and Release Committee (ARC) Meeting**  
**707 KAR 1:320 Sections 3 and 4**

**Items 4 -14**

<b>Notice of Admissions and Release Committee Meeting form; Infinite Campus Contact Log</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>
<p>4. The LEA provides a written invitation to the parent(s) at least seven calendar days before an ARC meeting.</p> <p><b>NOTE:</b> This also applies to initial ARC meetings for preschoolers transitioning from First Steps.</p> <p><i>Mark NA if documentation shows</i></p> <ul style="list-style-type: none"> <li>• <i>the parent(s) requested or agreed to meet earlier; or</i></li> <li>• <i>if the meeting is for a safety issue or a change in placement due to a violation of a code of student conduct.</i></li> </ul>			
<p>5. There is documentation of the district's attempts to arrange a mutually-agreed-upon time and place.</p> <p><b>NOTE:</b> If the parent does not attend; did not return the Notice of Admissions and Release Committee Meeting with their intentions; <u>and</u> there is no documentation of multiple attempts to contact the parent or emancipated student, mark NO. The documentation record may include notes of phone calls, copies of correspondence sent to parents or detailed records of visits to home or parent's place of employment.</p> <p><i>Mark NA if documentation shows that the parent(s) requested or agreed to meet earlier; the meeting is for disciplinary change in placement or a safety issue; or if the parent(s) returned the copy of the notice stating their intention for attendance.</i></p>			
6a. The purpose of the meeting			
<b>6b. For children who are in 8<sup>th</sup> grade or age 14</b> and older, the purpose of the meeting indicates the ARC discussion of postsecondary needs, postsecondary services or both.			
7. The time of the meeting			
8. The date of the meeting			
9. The location of the meeting			
10. The role 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. Notice that the parents may invite people with knowledge or special expertise of the child to the meeting			

Notice of Admissions and Release Committee Meeting form; Infinite Campus Contact Log	Yes	No	NA
13. For children transitioning from First Steps, 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.			
14. For children who are in 8 <sup>th</sup> grade or age 14 and older: the child is invited to the meeting.			
<b>NOTE:</b> This requirement applies to a student who has reached the age of 14 and has not reached 8 <sup>th</sup> grade.			

Comments:

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**ARC Membership**  
707 KAR 1:320 Sections 3 and 4 and 707 KAR 1:340 Section 1

**Items 15-23**

**Note:**

- Attendees must **sign** the Conference Summary form.
- Dually certified personnel in grades 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 [OSEP Guide to the Individualized Education Program](#))
- The word “parent” is used to refer to the parent as defined in [707 KAR 1:002 Section 1 \(43\)](#); or emancipated youth, if the student is 18 or older.

Notice of Admissions and Release Committee Meeting or Conference Summary	Yes	No	NA
15. Parent in attendance, <b>OR</b>  In cases where the parent did not attend, documentation shows that <b><u>all</u></b> 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 (phone or video conferencing).                _____ Yes      _____ No</li> <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>).                _____ Yes      _____ No</li> </ul>			
16. A regular education teacher of the child			
17. A special education teacher of the child, <b>OR</b> a special education teacher knowledgeable of the suspected disability			

Notice of Admissions and Release Committee Meeting or Conference Summary	Yes	No	NA
<p><b>NOTES:</b></p> <ul style="list-style-type: none"> <li>• If the student receives only Speech/Language services, the Speech/Language Pathologist (SLP) serves as the special education teacher.</li> <li>• The preschool teacher may serve as regular and special education teacher if the preschool teacher is Interdisciplinary Early Childhood Education (IECE) certified, <b>AND</b> the ARC documents the person served both roles by noting <b>IECE</b> after signature.</li> </ul>			
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			
19. An individual who can interpret the instructional implications of evaluation results who may be a member of the team described in sixteen through eighteen (16-18)			
<b>NOTE:</b> The individual may be a diagnostician, psychologist, SLP, teacher or administrator who can interpret assessment results.			
20. Related services personnel, as appropriate			
21. For children who are in <b>8th grade or age 14 and older</b> , the child is involved in the ARC process relative to transition planning. Documentation shows that the following occurred: <ul style="list-style-type: none"> <li>• The student attended the meeting <b>OR</b>  _____ Yes      _____ No</li> <li>• If the student did not attend, other steps were taken to ensure that the student's preferences and interests were considered.  _____ Yes      _____ No</li> </ul>			
22. If a member of the ARC is dismissed from attending the ARC meeting in whole or in part, the parent <b>and</b> the district agree to the dismissal in writing <b>prior to the meeting</b> .			
<b>NOTE:</b> The statement must be dated <b>prior to the meeting</b> and signed by the parent(s) and district representative.			
23. If a member of the ARC is dismissed, 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> .			
<b>NOTE:</b> This input must be dated <b>prior to the meeting</b> and signed by the parent(s) and district representative.			

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**Notice to Parent(s)**  
**707 KAR 1:340 Sections 3 and 4**

**Items 24-29**

**Note:**

- If relevant discussion occurs in the ARC meeting that is not reflected in any section of the Conference Summary form, the discussion **must** be documented in the Conference Summary minutes.
- Information used that is not included on the evaluation plan is listed as "Other."
- If an evaluation or reevaluation 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.

<b>Notice of Admissions and Release Committee Meeting and Conference Summary</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>
24. A <b><u>description</u></b> of each evaluation procedure, test, record or report used as a basis for proposed or refused action, including: <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.</li> <li>• A description of assessment instruments and procedures is included.</li> </ul>			
25. A <b><u>description</u></b> of the action proposed or refused			
26. An <b><u>explanation</u></b> of why the LEA proposed or refused to take action			
27. A <b><u>description</u></b> of any other options and reasons those options were rejected			
28. A <b><u>description</u></b> of any other factors related to the LEA's proposal or refusal			
29. A statement that the parents have protection under the procedural safeguards (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. A copy of the notice shall be provided: <ul style="list-style-type: none"> <li><input type="checkbox"/> Upon initial referral or parent request for evaluation</li> <li><input type="checkbox"/> At least annually</li> <li><input type="checkbox"/> In accordance with discipline procedures (change in placement)</li> <li><input type="checkbox"/> Upon request by a parent</li> </ul>			

Comments:

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Preschoolers Transitioning from Part C  
34 CFR 300.124, 300.323 and 300.101  
707 KAR 1:300 Section 1(3) and 707 KAR 1:320 Section 3(6)

Items 30-31b

IFSP signature page or Conference Summary with LEA representative signature	Yes	No	NA
<p>30. For preschoolers transitioning from Part C (First Steps), a district representative participated in transition conferences arranged by First Steps.</p> <p><b>Note:</b> This is First Steps' transition meeting that must occur at least 3 months prior to the child's third birthday. This is not a district meeting. It usually takes place in the child's home.</p>			
<p>31a. For preschoolers transitioning from Part C, the IFSP was considered in developing the IEP.</p>			
<p>31b. For children exiting Part C, documentation shows the IEP was developed and implemented by the child's third birthday.</p> <p><b>NOTE:</b> "Developed and implemented" means that the ARC met to develop the IEP by the child's third birthday. If the birthday occurs during the summer, the IEP start date should be the 3<sup>rd</sup> birthday, but the IEP service start date is the first day of the following school year.</p> <p>Child's birth date: _____</p> <p>IEP development ARC date: _____</p> <p>Date referral was made by First Steps: _____</p> <p>Date accepted by the LEA: _____</p> <p>If beyond timeline, indicate ARC's reason for delay:</p> <p><input type="checkbox"/> parent repeatedly failed or refused to produce the student for evaluation</p> <p><input type="checkbox"/> student transferred from another district and parent and district agreed to extension date</p> <p><input type="checkbox"/> other (reason entered from IC dropdown box)</p>			

Comments:

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**Individual Education Program (IEP)**  
**34 CFR § 300.320, 707 KAR 1:320 and**  
**707 KAR 1:350 Section 1**

**Items 32-47**

**Note:**

- Infinite Campus IEP uses the term, "End Date," instead of Review Date.
- Explanations and definitions for items in the IEP can be found in the [Guidance Document for IEP Development](#).

<b>IEP, Conference Summary, Progress Monitoring Data</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>
<p>32. The ARC conducts a review of the IEP <b>annually</b> (within the calendar year) to determine whether the annual goals for the student are being achieved and revises the IEP as appropriate.</p> <p><b>NOTE:</b> Mark <b>NA</b> if child has been receiving special education less than one year.</p> <p>Start and end dates of last <b>two</b> IEPs:</p> <p>1. _____</p> <p>2. _____</p>			

<p>33. The student's Present Levels of Academic Achievement and Functional Performance (Present Levels), including <b>how</b> the disability affects involvement and progress in the general curriculum (or, for preschool, participation in appropriate activities).</p> <p><b>NOTE:</b> Each area includes strengths, needs or concerns, and results of any current state or district-wide assessments or recent evaluation. <b>Current assessment data and progress monitoring data</b> in the Present Levels section of the IEP <b>will relate to each strength, need or concern and provide baseline for the annual goals.</b></p> <p><b>OR</b></p> <p>The area is marked commensurate with peers, or not an area of concern.</p>			
--	--	--	--

<b>IEP, Conference Summary, Progress Monitoring Data</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>
33a. Communication Status			
33b. Academic Performance			
33c. Health/Vision/Hearing/Motor Abilities			
33d. Social and Emotional Status			



IEP, Conference Summary, Progress Monitoring Data	Yes	No	NA
33e. General Intelligence			
33f. Functional Vision/Learning Media/Assessment ( <a href="#">KRS 158.282</a> )			
33g. Functional Hearing, Listening and Communication Assessment <a href="#">707 KAR 1:320 Section 5 (1)(d)</a>			
33h. Transition Needs (for children in 8th grade or age 14 and older)			
NOTE: There must be a minimum of one area (instruction; related service; community experience; development of employment and other postsecondary adult living objectives; and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation) addressed. It must align with the child's ILP. ( <a href="#">704 KAR 3:305</a> )			
33i. A summary statement, included in the Present Levels, of how the child's disability affects the child's involvement and progress in the general curriculum.			
This can be noted within each area of concern or one summary statement for all areas.			
34. Consideration of Special Factors are completed for the following areas and are <b>consistent with information provided in the Present Levels</b> . The ARC shall include a statement of the IEP indicating the needs for a particular device or service for any areas of concern.			
IEP, Conference Summary, Progress Monitoring Data	Yes	No	NA
34a. Behavior			
34b. Limited English Proficiency			
34c. Blind or visually impaired			
34d. Communication needs			
34e. Deaf or hard of hearing			
34f. Assistive technology needs (reference <a href="#">707 KAR 1:290, Section 7</a> )			
35. Statement of measurable annual goals			
NOTE: Measurable annual goals must relate directly to the Present Levels and meet the child's academic and other educational needs that result from the disability, AND must include all of these components:			
<input type="checkbox"/> (a) audience (student's name) <input type="checkbox"/> (b) behavior <input type="checkbox"/> (c) circumstances <input type="checkbox"/> (d) degree/criteria <input type="checkbox"/> (e) evaluation/method of measurement <input type="checkbox"/> (f) frequency of data collection			

IEP, Conference Summary, Progress Monitoring Data								Yes	No	NA															
	Goal	a	b	c	d	e	f																		
	1																								
	2																								
	3																								
	4																								
	5																								
36. Evidence of progress data collection and analysis for each annual goal to show how the child's progress toward meeting the annual goals is measured.  NOTE: <ul style="list-style-type: none"> <li>• Data collection must match the frequency defined in each annual goal.</li> <li>• Each data point must include a date.</li> <li>• On-going progress data may be kept in a separate location from the due process folder, if 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.</li> <li>• Any supporting evidence not uploaded to IC must be available upon request of the reviewer during the DLS consolidated monitoring process.</li> </ul> Mark NA if this is an initial IEP and prior to the first data collection requirement outlined in the goal(s).																									
37. Statement of Specially Designed Instruction (SDI) <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Goal</th> <th>Y/N</th> <th></th> <th>Goal</th> <th>Y/N</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td>3</td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td>4</td> <td></td> </tr> </tbody> </table>								Goal	Y/N		Goal	Y/N	1			3		2			4				
Goal	Y/N		Goal	Y/N																					
1			3																						
2			4																						
38. Statement of when the parent(s) will be regularly informed of progress toward the goals																									
39. Statement of Supplementary Aids and Services (SAS)																									
NOTE: This section cannot be left blank.																									
40. Consideration of Individual Accommodations for Administration of State Assessments, District Assessments, and Assessments in the Classroom ( <a href="#">703 KAR 5:070</a> ) is documented.																									
41a. Statement of decisions and reasons for meeting the requirements for Alternate Assessment Program																									
41b. If the student meets requirements for the Alternate Assessment Program, student's current level of communication has been determined and verified by the ARC.																									



<b>IEP, Conference Summary, Progress Monitoring Data</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>
41c. If the student meets requirements for the Alternate Assessment Program, documentation in the IEP shows evidence of a communication plan.  NOTE: The communication plan may be documented in the Present Levels, Special Factors, Measurable Annual Goal(s) or Supplementary Aids and Services areas of the IEP.			
42. Statement of program modifications and supports for school personnel to be provided for the student 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 students with or without disabilities</li> </ul> NOTE: If the ARC determined the student does not require program modifications or support for school personnel, then “not needed” may be documented on the conference summary.			

#### **Least Restrictive Environment (LRE)**

<b>IEP, Conference Summary, Progress Monitoring Data</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>
43a. An explanation of the extent, if any, to which the student will not participate with nondisabled students in regular education classes.			
43b. The ARC considered potentially harmful effects of the placement on the student or the quality of services.			
43c. Documentation shows that removal of the student 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.  NOTE: <ul style="list-style-type: none"> <li>• Documentation shows that placement in regular class is the first placement option considered.</li> <li>• This includes a statement for the <b>reason</b> services cannot be provided in the regular educational environment.</li> </ul>			

#### **Special education services**

<b>IEP, Conference Summary, Progress Monitoring Data</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>
44a. Anticipated frequency of service			
44b. Anticipated amount of time (duration)			
44c. Projected beginning and ending dates			
44d. Anticipated location(s)			

#### **Related services**

<b>IEP, Conference Summary, Progress Monitoring Data</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>
45a. Anticipated frequency of service			

<b>IEP, Conference Summary, Progress Monitoring Data</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>
45b. Anticipated amount of time (duration)			
45c. Projected beginning and ending dates			
45d. Anticipated location(s)			
46. The ARC considered extended school year (ESY) services according to individual student need. ( <a href="#">707 KAR 1:290, Section 8</a> )			
47. The ARC considers the concerns of the parent(s) in the development of the IEP. (Conference Summary or Present Levels of IEP)			

Comments:

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**Transition Services**  
**707 KAR 1:320 Section 7**

**Items 48-52**

<b>IEP or Conference Summary</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>												
<p>48. For students in the <b>8<sup>th</sup> grade or age 14 and older</b>, the student has a multi-year course of study needed to assist the student in reaching postsecondary goals.</p> <p><b>NOTE:</b></p> <ul style="list-style-type: none"> <li>• Multi-year means at a minimum from the current year to the student's expected year of exiting high school.</li> <li>• The student's multi-year course of study must be in alignment with the student's ILP as required by <a href="#">707 KAR 1:320, Section 7 (1)</a>.</li> <li>• <b>Discussion</b> of the review of the student's multi-year course of study must be documented in the Conference Summary.</li> </ul>															
<p>49 a-i Complete this section for students who are <b>16 years of age or older</b>.</p> <p style="text-align: center;">State Performance Plan Indicator 13 Kentucky Transition Requirements</p> <p><b>NOTE:</b></p> <ul style="list-style-type: none"> <li>• ARCs may use student profiles from statewide testing (<i>Your Plans</i> and <i>Your Career Possibilities</i>) as well as ILP information (<i>Careers that Interest Me</i>) to inform decisions about postsecondary goals and transition services. The student profiles also include information from the student about their self-assessed needs (<i>Your Reported Needs</i>).</li> <li>• If, on the day of the review of the student's record, the student is 16 years old, the transition requirements must be met.</li> </ul>															
<p><b>IEP or Conference Summary</b></p> <p>49a. The IEP includes appropriate measurable postsecondary goals aligned to other available student information, such as Present Levels, student interests or preferences, related to:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Training or education (<b>Required</b>)</td> <td style="width: 10%;">Yes</td> <td style="width: 10%;">No</td> <td style="width: 30%;"></td> </tr> <tr> <td>2. Employment (<b>Required</b>)</td> <td>Yes</td> <td>No</td> <td></td> </tr> <tr> <td>3. When appropriate, independent living skills</td> <td>Yes</td> <td>No</td> <td>NA</td> </tr> </table>	1. Training or education ( <b>Required</b> )	Yes	No		2. Employment ( <b>Required</b> )	Yes	No		3. When appropriate, independent living skills	Yes	No	NA			
1. Training or education ( <b>Required</b> )	Yes	No													
2. Employment ( <b>Required</b> )	Yes	No													
3. When appropriate, independent living skills	Yes	No	NA												
<p>49b. The IEP includes transition services that are needed to assist the student in reaching postsecondary goals.</p> <p><b>NOTE:</b> The ARC must document specific transition services needed and the agency responsible for each service under the post-secondary goal.</p> <p>For examples of transition services, see Indicator 13 Requirements.</p>															



IEP or Conference Summary	Yes	No	NA
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, prior written Consent for Outside Agency Invitation signed by the parent is included.			
NOTE: Prior written consent must be updated with the student's signature when the student turns 18.			
49e. As a transition service, the student has a multi-year course of study needed to assist the student in reaching postsecondary goals.  NOTE: <ul style="list-style-type: none"> <li>• The student's multi-year course of study must be in alignment with the student's ILP as required by <a href="#">707 KAR 1:320, Section 7 (1)</a>.</li> <li>• All grade levels must be filled in on the multi-year course of study.</li> <li>• In the event the student is an out-of-state transfer or is identified after the ninth-grade year, the multi-year course of study begins at that point.</li> <li>• Discussion of the review of the student's multi-year course of study must be documented in the Conference Summary.</li> </ul>			
49f. Annual goal(s) included in the IEP are related to the transition service needs.  NOTE: <ul style="list-style-type: none"> <li>• <u>Education or Training and Employment</u> <b>MUST</b> be checked. <u>Independent Living</u> is checked when appropriate.</li> <li>• If the IEP includes only one annual goal, the goal must address both Education or Training and Employment.</li> <li>• If the IEP includes more than one annual goal, the ARC may check Education/ Training in one or more goals and Employment in one or more goals.</li> <li>• If the area of Independent Living is appropriate, a goal must be included to address this area.</li> </ul> <div> <input type="checkbox"/> <b>Education/Training (Required)</b> <input type="checkbox"/> <b>Employment (Required)</b> <input type="checkbox"/> <b>Independent Living (When appropriate)</b> </div>			
49g. Measurable postsecondary goals are based on age-appropriate transition assessments. <ul style="list-style-type: none"> <li>• Assessments may include: behavioral assessment information, aptitude tests, interest and work values inventories, intelligence tests and achievement tests, personality or preference tests, career maturity or readiness tests, self-determination assessments, work-related temperament scales and transition planning inventories.</li> <li>• The record includes documentation that age-appropriate transition assessment data were used to provide information on the student's</li> </ul>			



IEP or Conference Summary	Yes	No	NA
needs, strengths, preferences and interests regarding each postsecondary goal.			
NOTE: Age-appropriate means the measure reflects the student's chronological age rather than developmental age			
49h. The student is invited to the ARC meeting where transition services are discussed.			
49i. The measurable postsecondary goals are updated annually.			
50. For students who have reached the age of 16 and older, all requirements for Item 49 (a-i) are met.			
51a. At least one year prior to the student reaching the age of majority, the IEP includes a statement that the student and parent have been informed of the student's rights and that the rights will transfer to the student upon reaching the age of majority.			
NOTE: The age of majority in Kentucky is 18.			
51b. The Conference Summary includes documentation of prior notice for the student if graduating from high school with a regular high school diploma.			
NOTE: Graduation constitutes a change in placement.			
52. For students graduating or aging out, documentation shows the student was provided a summary of the student's academic achievement and functional performance, including recommendations on how to assist the student in meeting postsecondary goals. <a href="#">707 KAR 1:300 Section 4</a>			

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**Timelines**  
34 CFR 300.124 and 300.323,  
707 KAR 1:300 Section 4,  
707 KAR 1:320 Section 1 & 2, and  
707 KAR 1:340

**State Performance Plan Indicator 11**

**Items 53-56**

<b>Consent for Evaluation form; Consent for Services form; Notice of Admissions and Release Committee Meeting; Conference Summary; Eligibility Determination form</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>
<p>53. For students initially referred during the current (reporting) school year, the ARC completed the evaluation within 60 school days from receipt of the parent's Consent for Evaluation.</p> <p><b>NOTE:</b> <i>All referrals</i> must be considered as part of the random review of records, including referrals for students not found eligible for IDEA services.</p> <p>Mark NA if:</p> <ul style="list-style-type: none"> <li>• The parent(s) of a student repeatedly (more than two times) fails to produce the student for the evaluation, or</li> <li>• The student transfers to the school district after consent for initial evaluation is given but before the evaluation is completed.</li> </ul> <p>Date of consent for evaluation: _____</p> <p>Date of ARC for eligibility determination: _____</p> <p>Date of consent for services: _____</p> <p>If beyond timeline, indicate number of school days: _____</p> <p>If beyond timeline, indicate ARC's reason for delay:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> parent repeatedly failed or refused to produce the student for evaluation</li> <li><input type="checkbox"/> student transferred from another district and parent and district agreed to extension date</li> <li><input type="checkbox"/> other (reason entered from IC dropdown box) _____</li> </ul>			
<p>54. Within the 60 school-day period, an LEA shall ensure the ARC meeting to develop an IEP for a student is conducted within 30 days of the determination that the student is eligible.</p> <p>Date of eligibility ARC meeting: _____</p>			

Consent for Evaluation form; Consent for Services form; Notice of Admissions and Release Committee Meeting; Conference Summary; Eligibility Determination form	Yes	No	NA
Date of IEP development: _____			
<p>55. The ARC conducted a reevaluation in the current (reporting) year within <b>three calendar years</b> from the date of the last Eligibility ARC meeting.</p> <p>Date of previous Eligibility ARC Meeting: _____</p> <p>Date of current Eligibility ARC Meeting: _____</p> <p><b>NOTE:</b></p> <ul style="list-style-type: none"> <li>• This may consist of a review of existing data.</li> <li>• Mark <b>NA</b> if there was no reevaluation needed in the current year.</li> </ul>			
<p>56. The IEP is in effect at the beginning of the school year.</p> <p><b>NOTE:</b> Mark <b>NA</b> for a student not eligible at the beginning of the school year.</p>			

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**Initial Evaluation and Reevaluation**  
**707 KAR 1:300**

**Item 57-65b**

**Notes:**

- Documentation of progress data must be attached that includes evidence of delivery of the research-based intervention and instruction by qualified personnel provided in the regular education setting (targeted area of concern, strategies/interventions, impact on targeted area).
- The intervention services must be instructional (example - phonetic instruction in reading). Instruction does not include accommodations such as preferential seating or extended time.

<ul style="list-style-type: none"> <li>• <b>Referral form with documentation of instruction and interventions implemented</b></li> <li>• <b>Data-based documentation of repeated assessments</b></li> <li>• <b>Conference Summary - Consent to Evaluate/Reevaluate</b></li> <li>• <b>Multi-Disciplinary Evaluation Report and Classroom Observations</b></li> <li>• <b>Social-Development History, Adaptive Behavior Assessments, Rating Scales</b></li> </ul>			
	<b>Yes</b>	<b>No</b>	<b>NA</b>
<p>57. The ARC reviewed a Referral for Multi-Disciplinary Evaluation, including documentation of instruction and interventions, prior to conducting a full and individual evaluation.</p> <p><b>NOTE:</b> Item 57 is only completed for an initial evaluation. Mark NA for reevaluation.</p>			
<p>57a. Documentation shows prior to or as part of the referral process, the student was provided:</p> <p>_____ Yes _____ No    Appropriate, relevant research-based instruction and intervention services</p> <p>_____ Yes _____ No    Instruction and interventions delivered in regular education settings</p> <p>_____ Yes _____ No    Instruction and interventions delivered by qualified personnel</p>			
<p>57b. Documentation shows prior to or as part of the referral process:</p> <p>_____ Yes _____ No    Data-based documentation of repeated assessments of achievement and behavior</p> <p>_____ Yes _____ No    Collected and evaluated at reasonable</p>			



intervals ____ Yes ____ No Results of repeated assessments provided to parents			
<ul style="list-style-type: none"> <li>• Referral form with documentation of instruction and interventions implemented</li> <li>• Data-based documentation of repeated assessments</li> <li>• Conference Summary - Consent to Evaluate/Reevaluate</li> <li>• Multi-Disciplinary Evaluation Report and Classroom Observations</li> <li>• Social-Development History, Adaptive Behavior Assessments, Rating Scales</li> </ul>			
	<b>Yes</b>	<b>No</b>	<b>NA</b>
58. The ARC identified a suspected disability and planned an appropriate evaluation as documented on Consent to Evaluate/Reevaluate form.  ____ Yes ____ No A <u>review and analysis</u> of the referral information, <b>AND</b>  ____ Yes ____ No the information was sufficient to support a suspected disability, <b>AND</b>  ____ Yes ____ No the assessment components necessary to assess the student were documented			
59. The ARC conducted a full and individual evaluation in all areas related to the suspected disability.  <b>NOTE:</b> For a review of data for a reevaluation, mark <b>YES</b> if the ARC documented a full review and analysis of the existing data.			
60. The ARC used a <i>variety</i> of assessment tools and procedures to determine if the student has a disability and to determine an appropriate educational program.  <b>NOTE:</b> For a review of data for a reevaluation, mark <b>YES</b> if the ARC documented a full review and analysis of the existing data.			
61. The ARC provided and administered the assessment in the native language or mode of communication appropriate for the student, <b>OR</b> documentation exists that it was clearly not feasible.			
62. The ARC considered evaluations and information provided by the parents.			

63. The ARC included a discussion of: <ul style="list-style-type: none"> <li>• current classroom-based, local or state assessments</li> <li>• classroom observations</li> <li>• observations from teachers and related service providers</li> </ul>			
<ul style="list-style-type: none"> <li>• <b>Referral form with documentation of instruction and interventions implemented</b></li> <li>• <b>Data-based documentation of repeated assessments</b></li> <li>• <b>Conference Summary - Consent to Evaluate/Reevaluate</b></li> <li>• <b>Multi-Disciplinary Evaluation Report and Classroom Observations</b></li> <li>• <b>Social-Development History, Adaptive Behavior Assessments, Rating Scales</b></li> </ul>			
	<b>Yes</b>	<b>No</b>	<b>NA</b>
64. The ARC conducted a full and individual evaluation <b>prior to</b> implementing special education services.			
65a. If the ARC determines additional <u>data is not needed</u> for a reevaluation, the ARC documents the review of existing data including: <ol style="list-style-type: none"> <li>1. Evaluations and information provided by the parents (if available);</li> <li>2. Minimum of two classroom-based informal observations by ARC members;</li> <li>3. One or more of the following: <ul style="list-style-type: none"> <li>○ Current classroom-based assessment data (include progress monitoring data)</li> <li>○ Local assessment data</li> <li>○ State assessment data</li> </ul> </li> </ol>			
65b. Notifies 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.			

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