



**A Youth Guide**  
**to the**

**IEP**





Access the  
Digital Version:



<https://tinyurl.com/4y4rc27d>

KY-SPIN, Inc. (Kentucky Special Parent Involvement Network) is a statewide 501(c) 3 non-profit organization.

The mission of KY-SPIN, Inc. is to link families and individuals with disabilities to valuable resources that will enable them to live productive, fulfilling lives.

We embrace these core values as part of our vision:

**Respect**  
**Education**  
**Dignity**  
**Empowerment**

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# IEPs are not BASIC

## What is an IEP?

IEP stands for **Individualized Education Program**. This is a plan that is made only for **YOU!** You can work with your teachers and caregivers to create the **Specially Designed Instruction (SDI)** that will provide you with the tools and resources you need to achieve.

PRESENT  
LEVELS

SPECIAL  
EDUCATION  
SERVICES

RELATED  
SERVICES

SUPPLEMENTARY  
AIDS AND  
SERVICES

LRE

CONSIDERATIONS  
OF SPECIAL  
FACTORS

ACCOMODATIONS  
FOR ASSESSMENTS

TRANSITION

GOALS

An IEP is made up of several different parts. Each part has a specific purpose and when combined they make an entire educational map just for you!

There are 109,672 students in Kentucky that have an IEP.

Lots of students have IEPs, but a majority of them don't even know it. To learn more about your IEP talk to your teachers!

• [KYstats.gov](https://www.kystats.gov) 2022-2023 School year

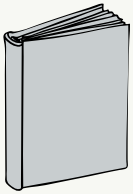
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# A Student Guide to the IEP



## Knowledge is Power

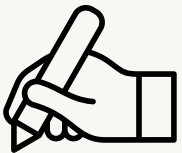
### How to use this guide



Read about Individualized Education Programs and how they work in this guide.



Think about how you currently participate in your IEP meetings and what the IEP means to you.



Use the worksheets in this guide to prepare for your future IEP meetings.

Individualized means specifically made for you. There is only one person just like you - and that is YOU!

It is your responsibility to identify and understand the support you require to succeed in school.

Learning about yourself, and being able to talk about your needs is the first step in **self-advocacy**. This is a skill you will use throughout your life.



### These are the resources used throughout this document

Guidance Document for Individual Education Program (IEP) Development  
Source regulations: 707 KAR 1:320, 34 CFR 300.320

# WHAT IS AN ARC MEETING?

The **Admissions and Release Committee (ARC)** is responsible for making decisions about your education. This team will decide if you are **Admitted** (start receiving services) into Special Education and determine when you are **Released** (stop receiving services) from Special Education.



**The meeting that creates, carries out, and updates your IEP is called an ARC meeting or an IEP meeting.**

But the team does so much more! At least once a year, they will meet to discuss your progress, and create goals for you to work on. The final document is your IEP.

“I didn’t know what to expect when I went to my first IEP meeting. But, I’m glad I did it. It wasn’t easy, but I learned about things that made school easier.” - Edward

# WHO ARE THE MEMBERS OF THE ARC?

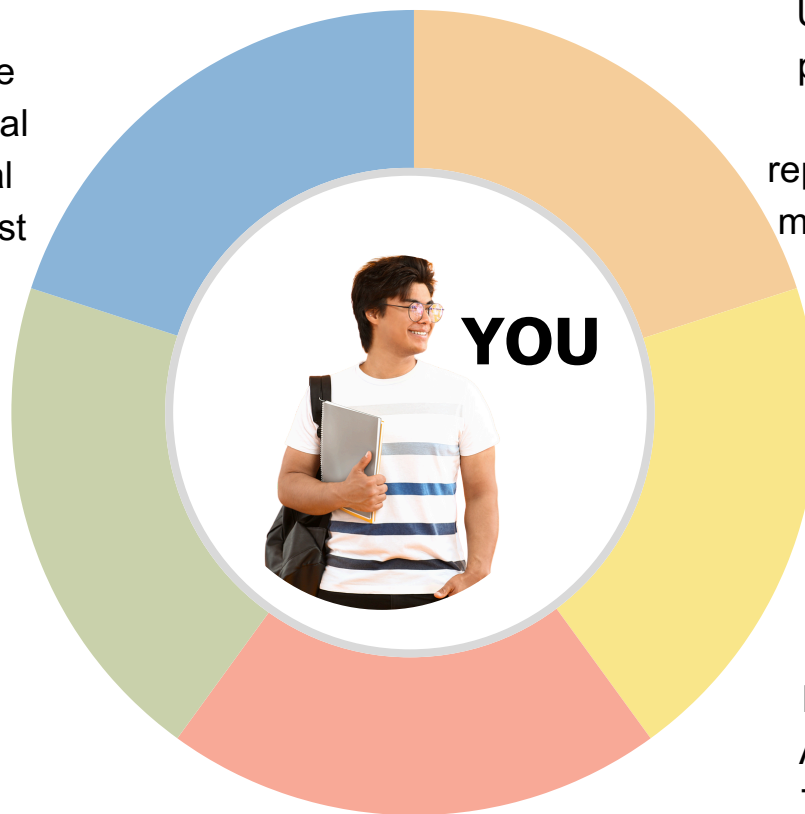
All the members of the ARC team are equal participants in the meeting. The ARC team must have the following people present.

## Related Specialists

If you require any related services, like Speech, Occupational Therapy, Behavioral therapy, the specialist providers must attend.

## Parents and Caregivers

Until you are 18 your parent or guardian is your educational representative. They will make decisions for you with your input.



## Classroom Teacher

This is a General Education classroom teacher. In high school, it can be any classroom teacher that sees you regularly.

## Special Education Teacher

This is the teacher that is responsible for your Special Education services.

## LEA Representative

A school administrator usually serves as the LEA (Local Educational Agency) representative. This person is usually a principal, assistant principal or counselor.



You may invite other people to your ARC meeting if they have special knowledge about you. An example might be a doctor or therapist.



# WHAT ARE THE ARC TEAM ROLES?

**Even though the ARC members are equal, everyone has a specific role in the team. The team must work together to make the best IEP.**



## Classroom Teacher

A General Education classroom teacher. They share their knowledge on what the class is learning and what you might need to help you in the classroom.

## Related Specialists

A related specialist works with the student and knows what are important accommodations or modifications for that student in their field of work.

## Parents and Caregivers

Parents or Guardians can share information about a student that the school doesn't know. They also help the ARC team to stay focused on life after school.

## Special Education Teacher

This teacher is an expert on teaching student with disabilities. They will provide data on past performances, suggest modifications and accommodations, and manage the IEP.

## YOU



Write or draw your role

## School Administrators

A school administrator might establish school specific procedures, commit resources for services, support the educators, represent the LEA (Local Educational Agency) and address transportation issues.

# PARTICIPATING IN YOUR ARC MEETING

ARC meetings can feel uncomfortable, and that is ok. It can be hard listening to everything being said. But remember, everyone in the ARC meeting is there because they want you to succeed.



**Knowing what to expect in the meeting is important for you to feel comfortable. It is possible the following things will happen in your meeting.**

You will be called out of class and brought to a room. The room will have all the members of your ARC Team seated around a table.

Each member of the ARC team may speak (including you). You will hear about the things you are doing well, and you will hear the things you are not able to do yet.

The ARC Team members might not agree on everything but everyone will listen and participate.

At the end of the meeting, the chairperson will read a summary of the meeting and you will be given a copy.

# PARTICIPATING IN YOUR ARC MEETING

## Meeting Checklist

- Complete IEP guide and worksheets
- Ask the Special Education Teacher for a DRAFT copy of the IEP before the meeting and compare it to your guide
- Write a list of questions you have about the DRAFT copy of the proposed IEP
- Talk to your parents, therapists, and trusted adults about any concerns you want to address with the ARC team
- Practice your manners and advocacy skills

# Table Of Contents

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# MY PRESENT LEVELS

1

Present Levels = How I am currently doing in school

Present Level of Academic Achievement and Functional Performance	
<b>Present Levels of Academic Achievement and Functional Performance, including how the disability affects the student's involvement and progress in the general curriculum:</b> (For preschool children include the effect on participation in appropriate activities. Beginning in the child's 8th grade year or when the child has reached the age of 14, a statement of transition needs is included.)	
<b>Communication Status</b>	<input type="checkbox"/> Performance commensurate with similar age peers
<b>Academic Performance</b>	<input type="checkbox"/> Performance commensurate with similar age peers
<b>Health, Vision, Hearing, Motor Abilities</b>	<input type="checkbox"/> Not an area of concern at this time
<b>Social and Emotional Status</b>	<input type="checkbox"/> Performance commensurate with similar age peers
<b>General Intelligence</b>	<input type="checkbox"/> Performance commensurate with similar age peers
<b>Functional Vision/Learning Media Assessment</b>	<input type="checkbox"/> Not an area of concern at this time
<b>Functional Hearing, Listening, &amp; Communication Assessment</b>	<input type="checkbox"/> Not an area of concern at this time



## What Are Present Levels?

The Present Levels form the foundation of an Individualized Education Program (IEP) and show your **strengths and weaknesses** to the ARC\* Team. The information in the Present Levels helps create the goals for your success. This section is divided into 7 groups. **Make sure you provide information in all the areas important to you.**

\*Admissions and Release Committee (ARC)



# MY PRESENT LEVELS

# 1

Think about the following parts of the Present Levels and answer them. **The more information you can provide the ARC team, the better your IEP will be.**

## Communication

**This is about all areas of speech and language. You will share how you communicate, listen, and learn.**

### Things to Consider

Do I enjoy talking to other people?	Is it hard for me to follow instructions?
Am I able to make and keep friends?	Do people have a hard time understanding me?
Am I able to advocate for myself?	Do I need to use assistive technology?

## Academic

**Describe how you are doing with your schoolwork - examples: reading skills, math skills, writing skills, and understanding lessons taught.**

### Things to Consider

What is my favorite subject? Why?	What makes my schoolwork harder?
What is my least favorite subject? Why?	I like it when my teachers do _____ to help me.
What do I need to make schoolwork easier to understand?	I find it hard when my teachers do _____



# MY PRESENT LEVELS

1

## Health, Vision, Hearing, Motor Abilities

**Describe any health or physical challenges you have and what you will need to be successful in school.**

### Things to Consider

Do I take medications?	Do I have a hearing loss or hearing difficulties?
Do I find it hard to walk in crowded hallways?	Do I use too much or too little force when opening and closing doors?
Do I have a physical disability?	Do I need special lighting, either brighter or dimmer?

## Social Emotional Status

**Here is where you include things like emotions, friendships, organization, and behaviors.**

### Things to Consider

Can I work on assignments that I do not like without getting frustrated?	Am I overwhelmed or anxious when asked to participate in class?
Do I ask for help if I need assistance?	Do I accept consequences when I misbehave, or get angry and act out?



# MY PRESENT LEVELS

1

## General Intelligence

**You will need to discuss your ability to problem-solve, your memory, and how to use the things you are taught to do other things.**

### Things to Consider

Can I follow the directions a teacher gives me?	Do I need to take more time to understand what is being said?
Can I take notes when a teacher is talking?	Do people talk too fast for me to understand?
Can I complete patterns or make predictions from patterns?	Do graphic organizers help me stay organized and complete assignments?

## Functional Vision and Learning Media Assessment

**If you have a visual impairment discuss how your disability will impact your education and what things will give you access to learning.**

### Things to Consider

What are the things my vision makes it hard for me to do at school?	Does my vision affect my ability to participate in school?
What is my favorite way to read? (Digital books, Braille, regular print, Audiobooks)	Is my handwriting easy to read, or is it hard to write clearly?



# MY PRESENT LEVELS

1

## Functional Hearing, Listening and Communication

If you have a hearing impairment, this section provides information on how your hearing impairment impacts your education.

### Things to Consider

Does where I sit in the classroom matter to me?	Do I use a personal amplification system?
Do I find the cafeteria or crowded halls difficult?	What can my teachers do to make it easier for me to learn?



Think about all the questions you answered, then draw or write your Present Levels to take to your next ARC meeting.

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:320 § 5\(7\)\(a\)](#), [34 CFR 300.320 \(a\)\(1\)](#)





# MY PRESENT LEVELS

Present Level Area	My Strengths	I need help
Communication		
Academic		
Health, Vision, Hearing, and Motor Abilities		
Social and Emotional		
General Intelligence		
Functional Vision and Learning Media Assessment		
Functional Hearing, Listening, and Communication Assessment		

# TRANSITION SERVICES

2

**BEGINNING IN 8TH GRADE OR AGE 14  
(WHICHEVER COMES FIRST)**

Postsecondary Goal(s) (By age 16, or younger if appropriate, and thereafter)	
Postsecondary Goal(s) Related to Education/Training & Employment	
After high school, <b>ABBY</b> 's goal is to <b>WORK</b> to be able to <b>BE A DISABILITY ADVOCATE</b>	
a.	
Transition Service	Agency Responsible
<b>LEARN HOW TO SPEAK UP FOR HERSELF</b>	<b>KY-SPIN</b>
<b>LEARN HOW TO INTERVIEW</b>	<b>OVR</b>
<b>UNDERSTAND WHAT A BUDGET IS</b>	<b>KY-SPIN</b>
<b>LEARN TIME MANAGEMENT</b>	<b>KY-SPIN</b>
After graduation, Student's goal is to _____	

## What are Transition Goals?

Transition Goals are a part of your Individualized Education Program (IEP). These goals should be based on what you want to do after high school. **These will be goals that focus on specific skills or knowledge that will help you be successful.** These can be goals for job skills, independent living or even attending college.



# MY TRANSITION GOALS

# 2

**Your transition is about you!** What do you want to do after high school? Where do you want to live? What things do you need to get there? Answer the following questions so you can share the answers with the ARC team and come up with your own plan!

## What do I want to do after high school?



## What knowledge do I need to get there?

1. What job skills do I need?
2. Do I need cooking skills?
3. Do I need money or financial skills?
4. Can I use my calendar, reminders, or email?
5. Do I need to learn to ride public transportation?
6. Do I need a resume?
7. Do I know what I want to do?
8. Do I need help learning how to make good decisions?
9. Would I like to have a work-based learning opportunity?
10. Do I know my employment rights?

What other things do I need?

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:002 § 1\(61\)](#), [707 KAR 1:320 § 5\(8\)](#), [34 CFR 300.320 \(4\)](#)



# AGE OF MAJORITY

3

## Transfer of Rights at Age of Majority

able, one year before the student reaches age 18 the student and parent have been informed of the student's rights under Part B of the Individuals with Disabilities Education Act, if any, that will transfer on reaching the age of majority.

Ident was first informed of the transfer of rights:

## What is the Age of Majority?

In the state of Kentucky, **the age of majority is 18**. This means on your 18th birthday, if you are not under guardianship, you are legally responsible for making your own decisions. If you are still in school, this includes all your educational decisions.

Your school is required to tell you, and your parents or guardians, about this change at least one year before you turn 18, so everyone can be prepared for it. **The IEP includes a place where they will write the day you were told of the transfer.**

You can still have your parents or guardians help you and be an ARC member. You can also appoint them to make educational decisions for you. To do this, you need to write a letter to the school informing them that you are appointing an **educational representative**.

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:320 § 5\(14\)](#), [34 CFR 300.320 \(c\)](#)



# AGE OF MAJORITY

3

After your 18th birthday, you can write a letter to the school telling them that you would like to name another adult, like a parent or guardian, as your **educational representative**. Fill in the sample letter below.

Dear

\_\_\_\_\_

(Teacher name)

\_\_\_\_\_

(Date)

I, \_\_\_\_\_, pursuant to 34 CFR

(Your name)

300.320c and 707 KAR 1:320 5(14),

hereby appoint my parent,

\_\_\_\_\_

(Your parent's name)

to represent my educational interests.

Sincerely,

\_\_\_\_\_

(Your signature)

# CONSIDERATION OF SPECIAL FACTORS

4

**Consideration of Special Factors for IEP Development**  
(The ARC MUST address each question below and consider these issues in the review and revision of the IEP.)

---

Is the child blind or visually impaired?     Yes     No    If Yes, the IEP Team must consider:

- Is instruction in Braille needed?     Yes     No
- Is use of Braille needed?     Yes     No
- Will Braille be the student's primary mode of communication?     Yes     No

(See evaluation data for supporting evidence.)

For Math & Science, student will need: (Please check one)

- Unified English Braille (UEB) only
- Unified English Braille (UEB) w/Nemeth Code

Does the child have communication needs?     Yes     No    If Yes, specify below:

- See Present Levels for Communication Status
- Other (Specify): \_\_\_\_\_

Is the child deaf or hard of hearing?     Yes     No    If Yes, the IEP Team must consider:

- The child's language and communication needs; Describe:
  - See Present Levels for Communication Status and Functional Hearing, Listening and Communication Assessment.
  - Other (Specify): \_\_\_\_\_
- Opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs; Describe:  
\_\_\_\_\_
- Any necessary opportunities for direct instruction in the child's language and communication mode. Describe:  
\_\_\_\_\_

Are assistive technology devices and services necessary in order to implement the child's IEP?  
 Yes     No

If Yes, include appropriate devices in the 'Statement of Devices/Services' below.

## What are Special Factors?

In your **Present Levels**, you learned about your strengths and weaknesses. In Special Factors, you and the school can determine if any specific areas make learning different for you. If any of the 6 factors are checked, the IEP team must create strategies and offer support to manage them.

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:320 § 5\(2\)](#), [34 CFR 300.324 \(a\)\(2\)](#)



# CONSIDERATION OF SPECIAL FACTORS

4

The IEP has 6 special factors. Read the descriptions below to see if you fall into these categories.

## Behavior

This should be checked if you feel misunderstood or frustrated and lash out at teachers and other students.

## Assistive Technology

This should be checked if you need special tools and equipment to participate, like an AAC\* device.

## Limited English Proficiency (LEP)

This should be checked if English is not the language your family speaks at home.

## Blindness or Visually Impaired

This should be checked if you are blind or visually impaired.

## Deaf or Hard of Hearing

This should be checked if you are deaf or hard of hearing.

## Communication

This should be checked if you have trouble understanding what people say or if people have difficulty understanding you.

YOUR TURN

Do you have any special factors you would like to see your IEP team consider while making your IEP? (You can have more than one.)

\*AAC - Augmentative and Alternative Communication

# CONSIDERATION OF SPECIAL FACTORS

# 4

When you check a Special Factor, the IEP must list the supports or services you need to address them. Use the space below to list services and supports you need for success.

**Behavior** Example: Positive Behavioral Interventions Supports (PBIS)

**Assistive Technology** Examples: Text to Speech systems, large print materials, magnifier

**Limited English Proficiency (LEP)** Examples: bi-lingual dictionary or extended time

**Blindness or Visually Impaired** Examples: Braille, screen enlargers or screen readers

**Deaf or Hard of Hearing** Examples: sitting near the teacher, live remote captioning

**Communication** Examples: extended time, substituting oral assignments with written ones

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:320 § 5\(2\)](#), [34 CFR 300.324 \(a\)\(2\)](#)

# MEASURABLE ANNUAL GOALS

5

Annual Measurable Goal (# 2):
Method(s) of Measurement:
Specially Designed Instruction:
For the IEP to be in effect by the child's 16th birthday and thereafter: This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of: <input type="checkbox"/> Education/training <input type="checkbox"/> Employment <input type="checkbox"/> Independent living
Benchmarks/Short-Term Instructional Objectives
1.
2.
3.

## What Are Measurable Annual Goals?

Now that you have completed the **Present Levels** and the **Consideration of Special Factors**, you have a good idea of where you are in your academic journey. So now it is time to think about where you want to go in the future.

You will have big goals you want to achieve, like learning algebra, but your IEP team will create smaller **Measurable Annual Goals** that will change each year to help you reach that big goal. These smaller Measurable Annual Goals are an important part of your IEP and can be academic or functional goals.

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:320 § 5\(7\)\(a\)](#), [34 CFR 300.320 \(a\)\(1\)](#)

# S.M.A.R.T. GOALS

5

When your IEP team begins to set up your Measurable Annual Goals, you will probably hear them say, "S.M.A.R.T. Goals." This is a goal that is broken into several parts.

## SMART GOALS

### Specific

Goals should be clear and say exactly what skill you will learn.

### Measurable

Goals should have an easy way to see your progress and determine if you meet your goal.

### Achievable

Goals must be realistic and must be something you can do.

### Relevant

The goal must be something that is important for you to learn and understand.

### Timely

Goals must have a start date and an ending date and will allow your teachers to track progress.

# S.M.A.R.T. GOALS

# 5

Let's take a Big Picture Goal and break it down into an Annual Measurable Goal using **S.M.A.R.T.**

## Big Picture Goal:

I would like to have better time management skills

### Specific

Abby will follow a timeline and checklist correctly to complete classwork according to deadlines set by teachers.

### Measurable

Abby will successfully complete tasks on time 90% of the time

### Achievable

Yes, with proper supports and modeling in place, this can be achieved in school.

### Relevant

Yes, time management is needed for successful learning and work accomplishments. The present levels show this is an area of concern

### Timely

Abby will be able to understand and use timelines and checklists by the end of the IEP term.

# S.M.A.R.T. GOALS

# 5

Now that we know how **S.M.A.R.T.** goals work, let's look at some common examples of goals you might see in your IEP. (Use the vocabulary page at the end of this unit to look up words you do not know.)

## Big Picture Goal: Be able to read at grade level

Specific	Measurable	Achievable	Relevant	Timely
When presented with a specific passage, Amber will search the text correctly to answer the question given.	She will have an 85% accuracy rate on 4/5 trials	Yes, this is achievable based on her current Present Levels	Yes, this is an important step in reading comprehension	This will be measured bi-weekly on assignments and assessments

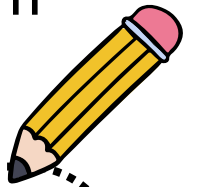
## Big Picture Goal: Be able to do grade level Math

Specific	Measurable	Achievable	Relevant	Timely
Eileen will complete grade level tasks in Algebra	She will have an 80% accuracy rate on 4/5 trials	Yes, this is achievable based on her current Present Levels	Yes, the smaller tasks will build math skills that can be applied to Algebra tasks	This will be measured on bi-weekly work samples

# BIG PICTURE GOALS

5

Use this worksheet to start working on your own goals. Start by identifying at least 3 things you want to be able to do by the end of high school. On the next page, we will break them down into **S.M.A.R.T.** goals.



A large, empty rectangular area defined by a black dotted line, intended for students to write their goals. The corners of the rectangle are rounded.



Remember, not all goals are academic. Add at least one functional goal in your Big Picture Goals.

# S.M.A.R.T. GOALS

5

Let's take one of your Big Picture Goals and break it down into an **Annual Measurable Goal** using **S.M.A.R.T.**

**Your Big Picture Goal:**

**Specific**

**Measurable**

**Achievable**

**Relevant**

**Timely**

# MEASURABLE ANNUAL GOALS VOCABULARY

5

**Accuracy**

Being correct or having the correct answer to be considered proficient or able to perform.

**Comprehension**

Being able to understand something

**Inferential**

Being able to use clues to guess the meaning of something

**Decode**

Breaking apart the sounds in words (segmenting) or blending sounds together to assist in reading skills

**Preferred/Non-preferred**

Preferred activities are things you like to do/Non-preferred activities are things you do not like to do

**Prompt**

A signal or word that reminds you to do something

**Consecutive**

Something that happens the same way multiple times without a break

**Rubric**

A set of instructions and a scoring guide to know how well you are completing tasks

**Interact Appropriately**

Behaving in a socially acceptable way, but you should ask the ARC team to be more specific.

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:320 § 5\(7\)\(a\)](#), [34 CFR 300.320 \(a\)\(1\)](#)

# METHODS OF MEASUREMENT

6

Annual Measurable Goal (# 2):

Method(s) of Measurement:

Specially Designed Instruction:

For the IEP to be in effect by the child's 16th birthday and thereafter:

This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of:

- Education/training       Employment       Independent living

Benchmarks/Short-Term Instructional Objectives

- 1.
- 2.
- 3.

## What are Methods of Measurement?

When writing your **S.M.A.R.T. goals**, you had to identify how you were going to measure your progress. You will list these **Methods of Measurement** underneath the **Annual Measurable Goal** in your IEP. The measurements used must be practical and easy to use by staff. There are four different types of methods that the school will use to monitor your progress:

• **Curriculum Based**

• **Direct**

• **Indirect**

• **Authentic**

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:320 § 5\(13\)\(a\)](#), [34 CFR 300.320 \(a\)\(3\)\(i\)](#).

# METHODS OF MEASUREMENT

# 6

Four general methods can be used to measure progress, each with a very specific way to obtain information.

## Curriculum Based Measurement (CBM)

**CBM** are tests or probes that will measure your growth in academic skills.

Example:

- **Oral Reading Fluency** - Tests, quizzes or worksheets that track how fast you read or how accurate you read.

## Direct

**Direct Measure** is when a teacher or employee will be able to watch and record what you do.

Example:

- **Time Sampling or Interval Recording** - This is a list of how many times a behavior occurs within a set period of time.

## Indirect

**Indirect Measures** is a review of your progress without watching you work on your goals.

Example:

- **Rubric** - This is a scoring guide based on performance standards set up by teacher.

## Authentic

**Authentic Assessment** is when your ability to complete real-life activities and situations is watched and recorded.

Example:

- **Student interview/conference** - The student is able to talk about their performance and the gained skills.

# METHODS OF MEASUREMENT

6

Now that you know the four different measurement methods. Let's look at your IEP to see which Method of Measurement you and your school use to track your progress.



Pull out your IEP and put an X in any of the Methods of Measurement that are used for your goals!

GOAL #1	GOAL #2	GOAL #3
DIRECT Measure	DIRECT Measure	DIRECT Measure
INDIRECT Measure	INDIRECT Measure	INDIRECT Measure
Curriculum Based Measurement (CBM)	Curriculum Based Measurement (CBM)	Curriculum Based Measurement (CBM)
Authentic Assessment	Authentic Assessment	Authentic Assessment



Now that you know the methods of measurement your teachers are using, you can ask them to show you the tools they use and the data they have collected!

[Guidance Document for Individual Education Program \(IEP\) Development](#)


Source regulations: [707 KAR 1:320 § 5\(13\)\(a\)](#), [34 CFR 300.320 \(a\)\(3\)\(i\)](#).

# SPECIALLY DESIGNED INSTRUCTION

7

Annual Measurable Goal (# 2):

Method(s) of Measurement:

Specially Designed Instruction: 

For the IEP to be in effect by the child's 16th birthday and thereafter:

This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of:

- Education/training       Employment       Independent living

Benchmarks/Short-Term Instructional Objectives

1.

2.

3.

## What is Specially Designed Instruction?

You have learned all about yourself in the **Present Levels** and you have created goals for yourself in the **Measurable Annual Goals**, but how are you going to meet the goals you created based on your current performance levels?

**Specially Designed Instruction (SDI)** is teaching made just for you. It means your teachers adjust how they teach and how you show what you know so you can be successful in school.

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:320 § 5\(8\)](#), [34 CFR 300.320 \(a\)\(4\)](#)

# SPECIALLY DESIGNED INSTRUCTION

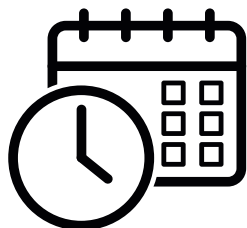
7

**Specially Designed Instruction (SDI)** must be planned and provided by your Special Education teacher (or a qualified related provider) but your Classroom Teachers or Instructional Assistants are also responsible to make sure you are receiving the same education as your classmates.

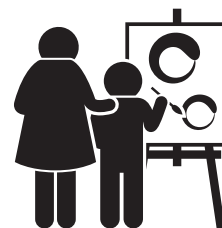
**Lets go back to our S.M.A.R.T Goal and see what Specially Designed Instruction we need for success!**

Abby will follow a timeline and checklist correctly to complete classwork according to deadlines set by teachers 90% of the time by the end of the IEP term.

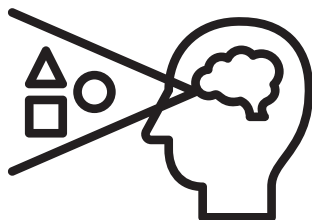
To support this goal, Abby will receive instruction:



**Visual Schedules**



**Modeling**



**Graphic Organizers**



**Pre-teach checklist**

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:002 § 1\(58\)](#), [707 KAR 1:320 § 5\(8\)](#), [34 CFR 300.320 \(4\)](#)



# SPECIALLY DESIGNED INSTRUCTION

7



## Let's Compare!

Write down what your teacher does to help you learn.

Write down the **Specially Designed Instruction (SDI)** listed in your IEP.

Compare your two lists above. Do you notice any differences? Do you see things listed in the SDI that you don't see in your list?

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:002 § 1\(58\)](#), [707 KAR 1:320 § 5\(8\)](#), [34 CFR 300.320 \(4\)](#)



# SUPPLEMENTARY AIDS AND SERVICES

8

**Supplementary Aids and Services (SAS)  
are what you need in order to learn.**

## Examples SAS

Visual Prompts	Interpreter
Previewing Questions	Braille
Advanced Organizers	Reinforcement
Listening Guides	Behavior Strategies
Large Print Materials	Paraphrasing
Reader	Calculator
Scribe	Use of Technology
Manipulatives	Scaffolding
Extended Time	Chunking
Graphic Organizers	Preferential Seating

## What are Supplementary Aids and Services?

SAS are an important part of your Individualized Education Program (IEP). **This is the part where you get to tell your teachers all of the things that will help you learn.** This includes strategies, aids, services, technology, and any other supports you think are important.

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:320 § 5\(7\)\(a\)](#), [34 CFR 300.320 \(a\)\(1\)](#)

# SUPPLEMENTARY AIDS AND SERVICES

Did you know that you can ask for anything that you think would help you be successful at school? **You know what works best for you so ask for it!**

## Chunking

Information is broken down into smaller pieces. These pieces are then combined



## Scaffolding

A teaching method that gradually removes supports as the student learns



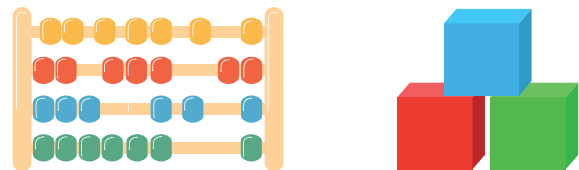
## Graphic Organizer

Graphic Organizers are visual thinking tools that make pictures of your thoughts. They can be used in math and reading.



## Manipulatives

Objects that allow students to explore or learn an idea in an active, hands on approach.



**Write down Services and Supports you would like to see in your IEP.**



# SUPPLEMENTARY AIDS AND SERVICES

# 8

**INTERPRETER**

Individual who assists with spoken or signed speech communication.

**REINFORCEMENT AND  
BEHAVIOR STRATEGIES**

Approaches that focus on certain positive behaviors so that students get rewarded for positive behaviors.

**PARAPHRASING**

Using different words to help explain ideas.

**USE OF TECHNOLOGY**

Examples: Magnifiers, talking devices, screen reading software, large print materials, calculator, text to speech

**PREFERENTIAL SEATING**

A classroom accommodation that places students in a location best for their learning.

**VISUAL PROMPTS**

Includes pictures, drawings, objects or gestures that help students follow directions or stay on task.

**PREVIEW QUESTIONS**

The opportunity to receive questions in advance to allow student extra time to read and understand question,

**LISTENING GUIDES**

Tools or strategies used to support students with listening comprehension difficulties such as understanding auditory information, processing spoken language, and understanding verbal instructions.

**SCRIBE AND/OR READER**

A scribe is someone who will write down important information and assignments. A reader is someone who will read test questions or instructions aloud.

**EXTENDED TIME**

Extended time can be time and a half, double time or any other time period that meets child's needs.

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:002 § 1\(61\)](#), [34 CFR 300.42](#), [707 KAR 1:320 § 5\(8\)](#), [34 CFR 300.320 \(4\)](#)



# BENCHMARKS OR SHORT-TERM OBJECTIVES

9

Annual Measurable Goal (# 2):

Method(s) of Measurement:

Specially Designed Instruction:

For the IEP to be in effect by the child's 16th birthday and thereafter:

This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of:

- Education/training       Employment       Independent living

Benchmarks/Short-Term Instructional Objectives

- 1.
- 2.
- 3.

## What are Benchmarks or Short-term Instructional Objectives?

**Benchmarks/Short Term Instructional Objectives**, are made when you break down your Annual Measurable goals, from a yearly goal, to an even smaller group of steps to help measure your progress.

Not every IEP will have **Benchmarks**. In Kentucky, only students who participate in **Alternate Assessment** (See unit 11) must have Benchmarks. However, your school can add them if they want smaller objectives.

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:320 § 5\(7\)\(a\)](#), [34 CFR 300.320 \(a\)\(1\)](#)



# BENCH MARKS

9

Let's go back to our Annual Measurable Goal example we previously used. By breaking it down into Benchmark/Short Term instructional goals you have smaller goals to reach in a shorter amount of time.

## Big Picture Goal

I would like to have better time management skills.

## Annual Measurable Goal

Abby will follow a timeline and checklist correctly to complete classwork according to deadlines set by teachers 90% of the time by the end of the IEP term.

### Benchmark

By the end of the first quarter, Abby will be able to write a daily to-do list with 90% accuracy.

### Benchmark

By the end of the second quarter, Abby will be able to estimate the time it will take her to complete certain tasks correctly 4/5 times.

### Benchmark

By the end of the third quarter, Abby will complete and submit all assignments with 1 prompt 90% of the time.

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:002 § 1\(61\)](#), [707 KAR 1:320 § 5\(8\)](#), [34 CFR 300.320 \(4\)](#)



# BENCH MARKS



Using your Measurable Annual Goals, create your own Benchmarks. It's ok if they aren't already in your IEP - they are a great way for you to track your own progress.

**Big Picture Goal**

**Annual Measurable Goal**

**Benchmark**

**Benchmark**

**Benchmark**

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:002 § 1\(61\)](#), [707 KAR 1:320 § 5\(8\)](#), [34 CFR 300.320 \(4\)](#)

# ASSESSMENT ACCOMMODATIONS

# 10

## Accommodations for Administration of State Assessments and Assessments in the Classroom

ARC determined no accommodations needed.

In order to justify appropriateness of accommodations for any state mandated tests, the testing accommodations must be used consistently as part of routine instruction and classroom assessment as well as meet all additional requirements established by the *Inclusion of Special Populations in the State-Required Assessment and Accountability Programs, 703 KAR 5:070* document.

**NOTE:** *The Kentucky Administrative Regulations regarding accommodations on state testing dictate whether a student may use a particular accommodation during the administration of state tests. Any IEP test accommodation that the regulations determine will invalidate a particular test or type of test shall not be utilized in administration of such tests to the student.*

- |   |   |
|---|---|
| <input type="checkbox"/> Readers  | <input type="checkbox"/> Scribes  |
| <input type="checkbox"/> Paraphrasing                                       | <input type="checkbox"/> Calculator   |
| <input type="checkbox"/> Reinforcement and behavior modification strategies | <input type="checkbox"/> Use of Technology                                    |
| <input type="checkbox"/> Manipulatives                                      | <input type="checkbox"/> Braille  |
| <input type="checkbox"/> Interpreters                                       | <input type="checkbox"/> Extended time  |
| <input type="checkbox"/> Other, specify: <input type="text"/>               | <input type="checkbox"/> Time and a Half <input type="checkbox"/> Double Time |

## What Are Assessment Accommodations?

Assessment is another word for a test. This could be a test you take for a particular class, like a math test or a state test, like the KSA (Kentucky Summative Assessment) test you take every year.

The **Accommodations for Administration of State Assessments and Assessments in the Classroom** are supports that your ARC team decides you may have access to during your testing.

[Guidance Document for Individual Education Program \(IEP\) Development](#)  
Source regulations: [703 KAR 5:070](#), [707 KAR 1.320 5\(10\)](#), [34 CFR 300.320 \(a\)\(6\)](#)

# ASSESSMENT ACCOMMODATIONS

# 10

Your Assessment Accommodations are based on your **Present Levels, Your Measurable Annual Goals** and your **Specially Designed Instruction.**

## What are common Assessment Accommodations available to you?

### **BRaille**

A form of writing used by visually impaired.



### **INTERPRETER**

A person who can share information with students in a different way, like using sign language.

### **READER**

A person or device that can read text aloud.



### **BEHAVIOR STRATEGIES**

Action plans that teachers can use to help students stay calm and focused.

### **SCRIBE**

A person who will write down answers or thoughts for someone else.



### **ASSISTIVE TECHNOLOGY**

Any item that is used to improve or maintain functional capabilities of individuals with disabilities.

### **CALCULATOR**

The type of calculator should be specified: online, handheld, special calculator



### **MANIPULATIVES**

An object that allows students to use hands on active approaches to learn.

### **EXTENDED TIME**

Additional time to complete assessment; usually time and a half or double time.



### **OTHER**

Any accommodation that is not listed an individual with a disability receives to meet their unique needs.

[Guidance Document for Individual Education Program \(IEP\) Development](#)


Source regulations: [703 KAR 5:070](#), [707 KAR 1.320 5\(10\)](#), [34 CFR 300.320 \(a\)\(6\)](#)



# ASSESSMENT ACCOMMODATIONS

10

Knowing what you need and what is available is a start in advocating for your success. Answer the questions below and then compare your answers. At your next ARC meeting, bring this worksheet to share with the team.



What are the accommodations that would help me when I am taking a test?

What are the accommodations that are marked in my IEP for Assessment?



[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [703 KAR 5:070](#), [707 KAR 1.320 5\(10\)](#), [34 CFR 300.320 \(a\)\(6\)](#)

# ALTERNATE ASSESSMENT

# 11

## Kentucky Alternate Assessment Participation Guidelines Documentation Form

*\*\*For further clarification of terms used in this worksheet, please refer to the Guidance for Admissions & Release Committee(ARC)s on Participation Decisions for the KY Alternate Assessment.*

*\*\*All answers to Participation Criterion must be answered Yes in order to be eligible to participate in the KY Alternate Assessment.*

<input type="checkbox"/> Yes <input type="checkbox"/> No	The parent was provided a copy of the Alternate Assessment Parent Guide with an opportunity to ask questions. <i>If yes</i> , indicate below when the Guide was provided to the parents. <i>If no</i> , provide a copy of the Alternate Assessment Parent Guide and an opportunity to ask questions. <input type="checkbox"/> Prior to Meeting <input type="checkbox"/> During Meeting <input type="checkbox"/> Other Date Guide Provided to Parents: _____
<input type="checkbox"/> Yes <input type="checkbox"/> No	The Admissions and Release Committee has explained the difference between an <u>Alternative High School Diploma (704 KAR 3:305)</u> and a <u>Regular High School Diploma</u> to all members of the ARC. <i>Participation in the KY Alternate Assessment is stated in the IEP and based on the annual review.</i>

## What is Alternate Assessment?

Every year, all students in the state of Kentucky are required to take a state assessment. This is a group of tests on subjects like math, reading, science, and social studies that help schools and districts understand what all students are learning. It is called the KSA or Kentucky Summative Assessment.

Some students with disabilities are not ready to take the KSA and need more support, accommodations, and individual assistance. The AKSA or Alternative Kentucky Summative Assessment is an option for those students. During your annual ARC meeting, you and your team will answer several questions and discuss if this is the right choice for you.

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:320 § 5\(11\)](#), [34 CFR 200.6](#), [703 KAR 5:070](#)



# ALTERNATE ASSESSMENT

11

Participating in the alternate assessment does not prevent you from attempting to complete the requirements for a regular high school diploma.\*

**JOB** **Applying for a Job:** Diploma or Alternative Diploma

KY Graduation **Alternative High School Diploma\*** or **High School Diploma\***  
**Job Requirements** **GED**

When applying for a job that requires a Diploma or GED, the diploma employers typically request is a standard High School Diploma.

**DIPLOMA**  
An Alternative High School Diploma will not meet the job requirements for positions that require a standard High School Diploma or GED.

**GRADUATE**  
If you received an Alternative High School Diploma, include that on your application clearly under the education section.

**APPROVED**  
Employers base job requirements on the needed education and skill level to do the job. Contact your **OVR\*\*** staff to help find the right work path and job for you.

KDE [Guidance for ARCs on Participation Decisions for the Kentucky Alternate Assessment](#) & [Parent Guide to the Alternate Assessment](#)  
\*704 KAR 3:305. Minimum requirements for high school graduation. \*\*OVR: Office of Vocational Rehabilitation

WWW.KYSPIN.COM 800-525-7746 SPINING@KYSPIN.COM

Think about your future goals after high school. Does the type of diploma you receive matter? All students with disabilities ages 14-21 can participate in Workforce Innovation and Opportunity Act (WIOA) Youth Programs.

KDE [Guidance for ARCs on Participation Decisions for the Kentucky Alternate Assessment](#) [Parent Guide to the Alternate Assessment](#)

[\\*IDEA Participation in Assessments \(34 CFR §300.160 \(d\)\(2\)\)](#)

[\\*704 KAR 3:305](#). Minimum requirements for high school graduation.



# MODIFICATIONS/SUPPORTS FOR SCHOOL PERSONNEL

12

## Program Modifications/Supports for school personnel that will be provided

Supports for school personnel:

Not needed at this time

## What are Program Modifications and Supports for School Personnel?

Have you ever thought that things would be easier, if people could just understand you? Well, you are right! When people understand why you do certain things or how you learn new things, it is easier for them to help you.

The **Supports for School Personnel** is the section of the IEP that states what types of training or support school staff will receive to better help you.

The **Program Modifications** is change to what or how you are being taught.

Anyone who spends time with you at school or on the bus can be included in this section. Would you like your teacher to receive training on executive functioning skills (these are skills that will help you stay organized), or perhaps you would like the cafeteria staff to understand your OCD compulsions and how to accommodate them?

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:320 § 5\(8\)](#), [34 CFR 300.324 \(a\)\(4\)](#)



# MODIFICATIONS/SUPPORTS FOR SCHOOL PERSONNEL

# 12

Let's look at commonly requested supports.



- **Training**

- Attending a conference or training related to your needs
- All staff will receive a copy and explanation of your IEP

- **Consultations**

- Professionals can provide training and observations
- Experts can develop plans with staff

- **Staff Support**

- Receiving help from another staff member or administrative person
- Having an aide in the classroom

## Some examples Program Modifications:

- Adult support for you throughout the school day
- Adjustment to your school work

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:320 § 5\(8\)](#), [34 CFR 300.324 \(a\)\(4\)](#)

# MODIFICATIONS/SUPPORTS FOR SCHOOL PERSONNEL

12

Look at the annual measurable goal below and the recommended **Program Modifications and Supports for School Personnel** needed to support it. Using your goals in your IEP, try writing suggestions to discuss with the team at your next ARC meeting.

**Goal: Abby will follow a timeline and checklist to complete all assignments correctly and on time.**

All teachers and school staff will receive classroom training on Executive Functioning skills. An occupational therapist will be consulted on specific strategies for self-regulation. Each assignment will be modified by breaking it down into manageable steps.

**Your Goal:**

---

**Your Goal:**

---

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:320 § 5\(8\)](#), [34 CFR 300.324 \(a\)\(4\)](#)



# LEAST RESTRICTIVE ENVIRONMENT

13

## Least Restrictive Environment (LRE) and General Education

Explain the extent, if any, to which the student will not participate in general education (content area):

## What is Least Restrictive Environment?

**Least Restrictive Environment or LRE** means that students with disabilities need to be taught with students without disabilities as much as possible. You and your ARC team must consider your **Present Levels** and **Annual Measurable Goals** when deciding on the best environment to meet your goals.

When we think of school, we think about one big building. But, there are different types of educational environments. Least Restrictive Environment (LRE) isn't a physical place it can be anywhere.

- Schools and classrooms
- School buses and transportation
- Extracurricular activities and clubs

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:350](#), [34 CFR 300.114](#)



# LEAST RESTRICTIVE ENVIRONMENT

13

## Different Educational Environments

### Hospital or Institution Instruction

If you are in the hospital or institution you will receive access to general curriculum, special ed services and related services while there.

### General Education

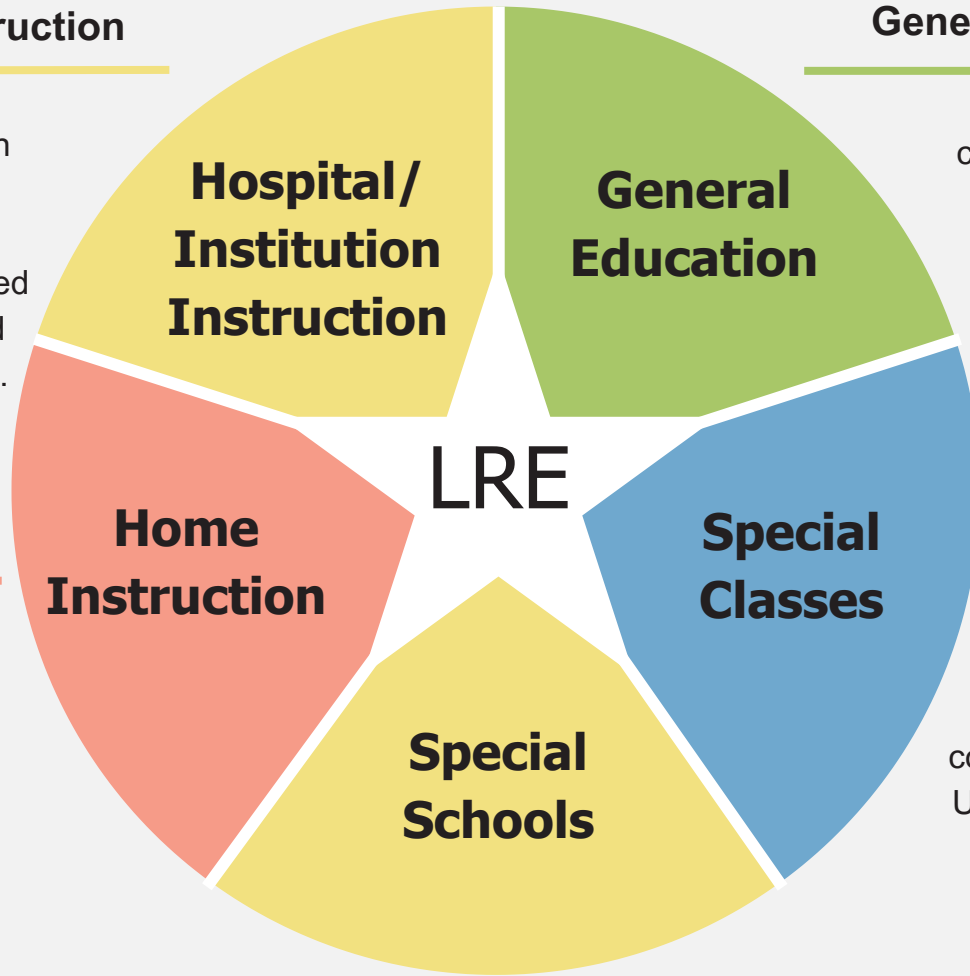
This is a regular classroom with other students where accommodations, modifications and supports are available.

### Home Instruction

If you have a disability that prevents you from physically attending school, you will receive access to general curriculum, special ed services and related services at home.

### Special Classes

This is sometimes called a resource classroom or a self contained classroom. Usually smaller class sizes and more supports with other students with disabilities.

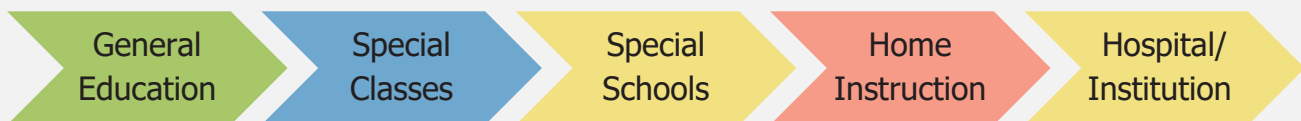


### Special Schools

A school that teaches highly specialized skills, like the School for the Deaf or the School for the Blind.

Least Restrictive

Most Restrictive



[Guidance Document for Individual Education Program \(IEP\) Development](#)


Source regulations: [707 KAR 1:350](#), [34 CFR 300.114](#)





**YOUR TURN**

# LEAST RESTRICTIVE ENVIRONMENT


Think about your weekly school schedule. Write down how many minutes you spend during the school day in each environment?

	Hospital	
--	----------	---

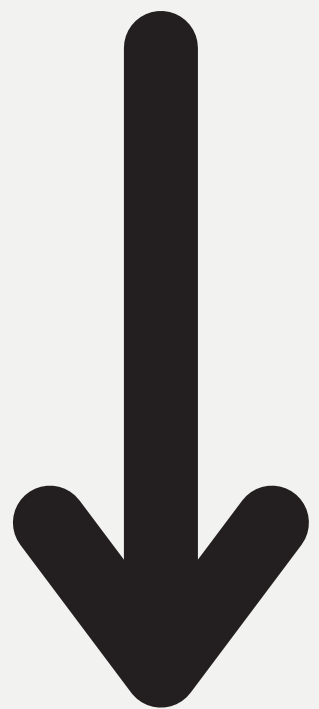
	Home	
--	------	---

	Special School	
--	----------------	---

	Special Classroom	
--	-------------------	---

	General Education	
--	-------------------	--

**Most Restrictive**



**Least Restrictive**

# SPECIAL EDUCATION SERVICES

14

Special Education Services							
Type of Service	Anticipated Frequency and Duration of Service					Service Provider (by Position)	Location (e.g., Regular Classroom, Resource Room, Separate Class)
	Service Minutes (Per Service Frequency)	Service Frequency (Number of times provided per Service Period)	Service Period (Daily, Weekly, Monthly, Annually)	Start Date	End Date		

## What Are Special Education Services?

You have done the hard work, you have completed your Present Levels, you have made your Measurable Annual Goals, and you have identified what Specially Designed Instruction you need to meet those goals. Now, we will put them together to create the plan of how you will receive the **Special Education Services** you need.

This plan will tell you how often you will receive Special Education Services to meet your goals, who will provide those services, and where you will receive those services.

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:320 § 5\(7\)\(a\)](#), [34 CFR 300.320 \(a\)\(7\)](#)



# SPECIAL EDUCATION SERVICES VOCABULARY

14

## Type of Service

The type of service you will be receiving. Commonly, it will state Special Education.

## Service Minutes

The number of minutes you will receive is based on how many minutes your ARC team thinks you need for the services and where you will receive them.

## Service Frequency

This is how often you will receive the services in the service period selected.

## Service Period

This is how the time of the service will be measured: Daily, Weekly, Monthly, or Annually

## Start Date/ End Date

The Start Date is when services are to begin, and the End Date is when the services are to stop.

## Service Provider

This is not a specific person; it is a job title. For Specially Designed Instruction (SDI), it must be a certified special education teacher or qualified provider.

## Location

The location is where you will receive the services; this can be anything. Examples: general education classroom, special education class, bus, or library.

# SPECIAL EDUCATION SERVICES VOCABULARY

14

**Type of Service**

**Special Education**

**Service Minutes**

**20 Minutes**

**Service Frequency**

**1 time**

**Service Period**

**Daily**

**Start Date/  
End Date**

**Start Date 09/20/2024  
End Date 09/19/2025**

**Service Provider**

**Special Education Teacher**

**Location**

**General Education setting,  
co-teaching Math**

# SPECIAL EDUCATION SERVICES

Using your own IEP, fill in one of the services you receive.

**Type of Service**

**Service Minutes**

**Service Period**

**Service Frequency**

**Start Date/  
End Date**

**Service Provider**

**Location**

# RELATED SERVICES

# 15

Related Services							
Type of Service	Anticipated Frequency and Duration of Service					Service Provider (by Position)	Location (e.g., Regular Classroom, Resource Room, Separate Class)
	Service Minutes (Per Service Frequency)	Service Frequency (Number of times provided per Service Period)	Service Period (Daily, Weekly, Monthly, Annually)	Start Date	End Date		

## What are Related Services?

**Related Services** are extra help for students with disabilities. This help can be learning new skills, support with learning challenges, and other kinds of help. You get Related Services only if you need them to get the most out of your **Special Education Program**.

Your ARC team will agree on what services you will need to be successful, how often and in what location you will receive them. Together, you will input these in your IEP.

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:002 § 1\(51\)](#), [34 CFR 300.34](#), [707 KAR 1:320 § 5\(12\)](#), [34 CFR 300.320 \(a\)\(7\)](#)



# RELATED SERVICES

15

## Medical services for diagnostic or evaluation purposes

Services are provided by a licensed provider to determine if special education and related services are needed.

## Transportation

Services provided to/from school, between schools, in and around buildings, and equipment like ramps or lifts.

## Parent counseling and training

Service to provide training and assistance to parents to better understand and support their child's needs.

## Social work services in school

Social workers can provide specialized social skills training or counseling.

## Orientation and mobility services

Teaching skills and techniques that make moving around easier and safer.

## Physical and occupational therapy

Teaching motor or mobility skills, like handwriting or walking, so students can participate in school activities.

## Recreation, including therapeutic recreation

Activities that help develop balance, coordination, strength, and endurance are also beneficial for anger management and learning skills.

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:002 § 1\(51\)](#), [34 CFR 300.34](#), [707 KAR 1:320 § 5\(12\)](#), [34 CFR 300.320 \(a\)\(7\)](#)

# RELATED SERVICES

15

## Speech-language pathology and audiology services

Communication services that can help students with reading, understanding instructions, and sharing thoughts with others.

## Counseling services

General school based counseling, social skills groups, Individual counseling or Intensive educational counseling are all covered under this category.

## Interpreting services

Different forms of interpreting methods can be requested: sign language, cued language transliteration for hearing disabilities, or transcription converting speech to text.

## School health services and school nurse services

Provide all health services that will be needed for a student to participate in school and educational activities. They will also coordinate care and train additional staff on needs.

## Psychological services

Counseling and other services for students with behavioral, social or emotional difficulties.

## Rehabilitation services

Service that provides preparation for life after high school, including community involvement and career development.

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:002 § 1\(51\)](#), [34 CFR 300.34](#), [707 KAR 1:320 § 5\(12\)](#), [34 CFR 300.320 \(a\)\(7\)](#)



# RELATED SERVICES EXAMPLE

<b>Type of Service</b>	<b>Transportation (No lift)</b>
<b>Service Minutes</b>	<b>20 minutes</b>
<b>Service Frequency</b>	<b>2 times per</b>
<b>Service Period</b>	<b>Day</b>
<b>Start Date/ End Date</b>	<b>8/10/2025 5/28/2026</b>
<b>Service Provider</b>	<b>Bus Driver</b>
<b>Location</b>	<b>Bus</b>

# RELATED SERVICES

Type of Service	
Service Minutes	
Service Frequency	
Service Period	
Start Date/ End Date	
Service Provider	
Location	



# EXTENDED SCHOOL YEAR SERVICES

16

Extended School Year		
Are extended school year services required for this student?		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> More data needed
If the ARC determines ESY services are to be provided, describe the service and indicate to which annual goal or goals the service is related. If the ARC determines no ESY services are to be provided, please document the reason(s) for this decision.		

## What are Extended School Year Services?

**Extended School Year**, or **ESY**, is a Special Education Service given to students outside the regular school year. ESY does not teach new skills but focuses on maintaining your skill level according to your **Measurable Annual Goal(s)**.

Your local school district will create a guideline for your ARC team to use when determining if ESY services are right for you.

If you would benefit from **Extended School Year Services**, ask your ARC team members to share the guidelines.

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:290 § 8](#), [34 CFR 300.106](#),

# PROCEDURAL SAFEGUARDS

17

**Procedural Safeguards**, sometimes called parent rights, protect you and your right to a Free Appropriate Public Education (FAPE). You will receive a Procedural Safeguard Notice at least once a year that contains information on rights given to you in the Individuals with Disabilities Education Act.

**Here are ten things you should know:**



## Procedural Safeguard notice

The right to a yearly detailed explanation of your educational rights.



## Informed consent

The right to information necessary to make a decision and give consent.



## Access to records

The right to access all educational and behavioral records



## Independent Education Evaluations (IEE)

The right to have an independent evaluation



## Prior written notice

The right to receive any changes, refusals or notices in writing prior to change



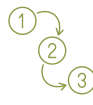
## Right to attend and participate

The right for parents, guardians and youth to be equal participants



## Dispute Resolution

The right to Mediation, to file a State Complaint and/or Due Process



## Age of Majority

Notice: 1 year prior to you turning 18, parental rights will transfer to you.



## Discipline Procedures

Procedures when disciplining Children/Youth with Disabilities



## Confidentiality

The right to have student and family information remain private

View complete Procedural Safeguards at [IDEA Part 300 \(Part B\)Subpart E](#) & [707 KAR 1:340](#).  
[Kentucky Procedural Safeguard Notice](#)



# Next Steps

**When is my next ARC meeting?**

**Where is my next ARC meeting?**

**When should I ask for a Draft copy of my ARC?**

## Who will be attending my ARC meeting?

<b>Special Education Teacher</b>	Email Address/Phone Number
<b>General Education Teacher</b>	Email Address/Phone Number
<b>School Administrator</b>	Email Address/Phone Number
<b>Parent/Educational Representative</b>	Email Address/Phone Number
<b>Related Specialist</b>	Email Address/Phone Number
<b>Related Specialist</b>	Email Address/Phone Number
<b>Other</b>	Email Address/Phone Number



# Notes

