



CT-SEDS

Frequently Asked Questions

Volume 2
September 2021

Components of CT-SEDS

- Referral/Evaluation Module – Live 7/1/2022
- Individualized Education Program (IEP) Module – Live 7/1/2022
- Individualized Services Plan (ISP) Module – Live 7/1/2022
- Accommodations & Designated Supports and Alternate Assessment Eligibility Forms – Live 7/1/2022
- Service Delivery Tracking – Live 7/1/2022
- Progress Monitoring and Student Progress Reporting – Live 7/1/2022
- Document Repository – Live 7/1/2022
- Early Childhood Outcomes – **Delayed** until 7/2023
- Office of Early Childhood data regarding notification reports – Live 7/1/2022
- Restraint/Seclusion Module – Live 7/1/2022
- Special Education Excess Cost Grant Module – Target July 2022
- Documentation for Medicaid billing – Live 7/1/2022
- Multi-tiered Systems of Support/Scientific Research-Based Interventions (MTSS/SRBI) Module – School Year 2022/2023, Exact date TBD
- Section 504 Accommodation Plan Module – Live 7/1/2022
- Gifted and Talented Module – Target Fall 2022
- Surrogate Parent Module – Target Fall 2022
- Due Process Module – Target July 2022
- Integration with Public School Information System Registration and Directory Manager – Live 7/1/2022
- Data Verification Reports – Live 7/1/2022
- Student Transfer Process – Live 7/1/2022
- Parent Connect Portal – Live 7/1/2022

Benefits & Costs to LEAs

- How will this new CT-SEDS systems benefit districts?
 - o Once CT-SEDS is up and running (July 2022) and has all students with a complete IEP/SP in the system (June 2023), multiple data collections will be eliminated completely. SEDAC, Evaluation Timelines, and Restraint/Seclusion will be subsumed under CT-SEDS. Data uploading to the state is eliminated because the Department can pull data directly from CT-SEDS for federal and state reporting purposes.
 - o Data related to provision of accommodations and designated supports for statewide testing will be pulled directly from CT-SEDS by the Department and provided to testing vendors.
- Has information about CT-SEDS been shared with Superintendents?
 - o Yes, the state is in communication with Superintendents regarding CT-SEDS.
 - CAPSS Executive Committee
 - CAPSS Technology Committee
 - All Superintendent Newsletter

- What are the costs associated with new system for FY22 planning for districts?
 - o CT-SEDS is being provided to LEAs at no cost.
 - o The only exceptions are Medicaid Billing and a “sync” between the local Student Information System (SIS) and CT-SEDS.
 - o Districts can continue contracts with current Medicaid Billing companies. CT-SEDS will be able to export the necessarily information for provision to your current Medicaid Billing vendor.
 - o PCG also provides a Medicaid Billing Solution for Districts
 - o Additional budgeting considerations would be maintaining current vendor system for RTI/SRBI, and/or archiving historical data.
- Will the Medicaid Export be available for 2022-23?
 - o Yes, as long as districts log eligible services in CT-SEDS.
- Could you provide the contact with PCG for questions regarding the optional Medicaid Module?
 - o Pete Marshall is the contact - pmarshall@pcgus.com.

District IEP Vendor Systems

- Does that mean the districts will have to keep their district IEP vendor through 2023?
 - o School Districts will begin using CT-SEDS on July 1, 2022. Districts will need to determine how long they want to maintain their current vendor system beyond July 1, 2022. (e.g., access to historical record if storage/transfer for record retention purposes is not complete; maintaining current RTI/SRBI system until launch in CT-SEDS.) You could choose to negotiate with your vendor on an archiving contract.
- How long will we be able to access vendor systems for historical records?
 - o This is up to the district and their contract with their local vendor.
- What happens to all prior records currently in our district vendor system?
 - o For students who are no longer active, archived records required for records retention law purposes will need to be downloaded and saved/stored within the district.

Accessing CT-SEDS

- Will CT-SEDS be compatible with Macs & PCs? Will the portal work for mobile devices (phones/ipads) or just computers?
 - o Yes, districts can access CT-SEDS from both Mac and PC systems, including mobile devices.
- Will CT-SEDS be compatible with all browsers?
 - o Yes. The CT-SEDS system works with Chrome, Firefox, Safari and other major browsers.
- What are the OS requirements for CT SEDS?
 - o There is no OS requirement – current browser technology is the only requirement.
- Is there single sign on?
 - o Yes, every user will log directly into the system with user accounts managed by the district

NEW Terminology

- What does OSEP District mean?
 - o In CT-SEDS, the district responsible for the provision of special education will be referred to as “OSEP District”. The OSEP district is the district that has the legal responsibility to identify, educate, and pay for a special education student under the Individuals with Disabilities Education Improvement Act (IDEA 2004). Historically, the department has used the term *nexus district*. Technically, the term *nexus* should be limited to children in the custody of DCF. Therefore, the department has chosen to use “OSEP District” in place of the previous term *nexus*. This is to align our terminology with how we report students with disabilities to the federal Department of Education - Office of Special Education Programs (OSEP).

PSIS & CT-SEDS

- Will CT-SEDS and PSIS share information to eliminate differences in the two systems?
 - o Yes, PSIS and CT-SEDS will have a nightly integration process. Based on PSIS Enrollment District, Demographic (race/gender/grade/etc.) and Facility code 1 and 2 data that are reported in PSIS will be the sole source of information for these fields and cannot be updated/changed within CT-SEDS.
 - o CT-SEDS will become the sole source of authority on which district is the responsible for special education (OSEP District) as well as for information about a student’s 504 and Gifted & Talented status.
 - o One important note is that CT-SEDS does not include a sync with local SIS Systems for the purpose of sharing student/parent/guardian address and phone information. This process is an option for districts to purchase from PCG. The state is outlining details of this option with PCG.
 - o Primary Disability category is an option for the sync.
- Will the new system be able to handle students with dual placements/ facilities codes?
 - o Yes. Staff from both facilities will have access to a student’s records.
- Will the system be able to link the IEPs back to our SIS so teachers can see student IEPs?
 - o This is an option in the sync. However, all district teachers will have access to student IEPs appropriate to their user role within the CT-SEDS system. Additionally, CT-SEDS will also have other student information including MTSS/SRBI plans and progress monitoring, as well as Gifted and Talented and 504 plans that general education staff can also access.

Initial Upload of “SEDAC” data into CT-SEDS

- **WHO:** The department will upload a data file to CT-SEDS with minimal basic IEP and PSIS data. This file will NOT include all information from a student’s IEP or services plan. Remember – SEDAC does not collect all information off an IEP.
- **WHAT:** Only basic information necessary to start a special education “workspace” will be provided to CT-SEDS. For Example: Annual Review Date and Most Current Re/Evaluation Date in order to start the compliance “clock” so districts can be alerted when students need to have PPT meetings planned. Student primary disability and address data will be included in this upload along with all basic demographic data from PSIS.

- **WHEN:** Districts will be required to complete an end of year - June 2022 SEDAC upload. The department will then upload a statewide data file to CT-SEDS with all students from the June 2022 SEDAC collection. Yes – this does mean that all districts will need to complete 2 SEDAC submissions in the 2021-22 school year. One in November for the October 1 Child Count and a second in June that represents all students enrolled on the last day of school. After June 2022 – SEDAC will be retired.
- **HOW MUCH:** Districts will include all students with IEPs on the last day of school in the June 2022 SEDAC Upload. More details will be coming including how we will handle students we know will be transferring for the next school year.

Special Ed Implementation of CT-SEDS

- Will IEPs written prior to June 30, 2022 need to be rewritten into the new platform?
 - o Districts do NOT need to rewrite existing IEPs into CT-SEDS.
 - o Your existing IEPs should be part of the documentation that is PDF'd and uploaded into the student document repository.
 - o All IEPs written after July 1, 2022 will use the new state required IEP in CT-SEDS.
 - o If a student has a valid IEP that was uploaded into SEDAC by the district in June 2022, the CSDE will upload these data to CT-SEDS. Districts can wait until the next PPT meeting needs to be scheduled to start with invitations and writing new IEPs. This should allow a phase-in of writing IEPs using the new state required format over the course of the 2022-23 school year. By June 30th, 2023 – every eligible student should have a currently valid IEP in the system using the new required IEP state template.
- When will teaching staff & case managers first need to use CT-SEDS?
 - o Starting July 1, 2022, all **new** IEPs will be written in the new CT-SEDS – as new students are referred and found eligible and as annual reviews are due. Teaching staff and case managers will have access to all components of CT-SEDS depending upon their user role/permission.
- Will CT SEDS require an annual parent consent for IEP implementation?
 - o No. This is not required in Connecticut.

Students who move or transfer into Choice programs during Summer 2022

- Once student records are started in CT-SEDS through the state upload of all the active records reported in the June 2022 SEDAC Upload. How do students who are moving or transferring into Choice Programs, Technical High Schools and Regional School Districts have their CT-SEDS record moved from the 21-22 district to the 22-23 district?
 - o When PSIS Summer roll-up occurs, and districts register students into their choice programs they will have access to student records in CT-SEDS.

User Roles

- Who will assign the different levels of access?
 - o Districts will assign roles to their district and school level users within CT-SEDS. This system will not run through the CSDE Directory Manager system.
 - o There are multiple levels of user roles for appropriate staff assignment including general education staff. Roles will have specific permissions. The state will share details as these roles are finalized.
 - o The state has not yet finalized the various types of user roles and permissions. However, the roles will distinguish between many different permission levels including who can finalize IEPs and who can contribute data to progress monitoring/reporting.
 - For example, there will be School-Wide and District-Wide user types that allow a district to easily assign a School Psychologist school-wide access to every student with a disability in the three schools to which they are assigned. This user would not need to have access to each individual child created separately.
 - There will also be caseload specific roles that would only allow access to student records specifically assigned to that user. If the out of district user has a user role that allows them to edit an IEP they do not need an OSEP District to 'share' a document in order to add their associated edits.

- With the levels of access, can the levels of permission (for staff) be customized even further?
 - o The state is determining the variety of customizations for each access level with the input of LEA Director of Special ED and LEA Data Manager Stakeholder groups. In the future, the State can add user levels as deemed critical to district operations.

- How do districts add initial staff to CT-SEDS in June 2022? Do they upload a staff list or hand enter every staff member before assigning roles?
 - o Details on how to add staff will be shared closer to June 2022.

- If we have an out of district student but we are still the OSEP District, can we give teachers at the out-placement access to the IEP?
 - o APSEP staff will have access to CT-SEDS.
 - For example: OSEP Districts can assign the APSEP Administrator for a student placed at the APSEP facility to the student's caseload. That APSEP Administrator would then assign staff members to the student's caseload based upon their appropriate user type (Writer/Reader).
 - o Connecticut RESCs & Charter Schools will already have access to a student because they are the PSIS Enrollment district.
 - o Out of state providers, Transition Vocational Service Provider (TVSP) and CT Non-public school staff will not have access to CT-SEDS.
 - o Once a staff member has access to a student record, they can see the student, and associated documents, appropriate to their access level.

- At 18 and transfer of rights, will the adult student have access to CT-SEDS?
 - o Parents/Students do not technically have access to the CT-SEDS System. They have a Parent Connect "Process" that will email or text an access link to specific documents created by the district. Upon transfer of rights, that access can be assigned to the student.

- Will Surrogate parents have access to CT-SEDS?
 - o Surrogate parents have access to receive information through the Parent Connect Process that will email or text the Surrogate parent access to specific documents.
- Will we be able to have DCF staff have access to CT-SEDS? If the legal guardian of the student is currently DCF while awaiting assignment of a guardian or surrogate?
 - o No

Document Repository – Getting Records Ready

- **WHO:** The document repository can only be used for students who will be active students on July 1, 2022 moving forward. Documents for students who have exited public education prior to July 1, 2022 will not have a workspace in CT-SEDS in which to store documents. NOTE: remember that both SWD and students with a 504 plan should have most recent documents uploaded into CT-SEDS.
- **WHAT:** Districts should consider exactly which documents they feel are crucial to include in the CT-SEDS document repository. These may be documents from your existing vendor repository or from student special ed folders. Regardless, the district will have to prepare each document for upload into CT-SEDS. We are recommending districts start with the most current IEP, most current annual review, and most current evaluation documents for each eligible student. In other states, PCG has seen that two years of prior documents is enough to provide users with the pertinent information for working within the new system. However, it is up to districts to decide exactly which documents (IEPS, consent forms; reports; etc.) they want to add to the new document repository.
- **WHEN:** The upload into the CT-SEDS document repository can start as early as July 1, 2022 and can continue from there moving forward. In September 2021, districts can 1) decide what to upload, 2) prepare the files and 3) complete the Batch Upload spreadsheet. This allows 10 months to download and organize documents before July 2022.
- **HOW:** Documents from your current vendor program will not automatically migrate into CT-SEDS. District personnel will use a BATCH upload process to transfer documents into CT-SEDS. This process will be shared in greater detail in September 2021; however, a simple description of the process is as follows. Districts will identify documents they want to upload. The documents need to be in PDF format (or other approved formats) with a logical naming convention (to be shared later). PDF is the recommended format, as it uses less storage space than jpeg or other picture type formats. Each of the documents will need to be entered into an excel spreadsheet that will have the following columns: student SASID, PSIS Reporting District, OSEP District, and the document name. This excel crosswalk is necessary for the BATCH Upload Process. The excel serves as the instructions for the system to know where to put a document – in which student’s repository. Again – exact instructions for the naming conventions, approved doc formats and the excel crosswalk will be shared in September 2021.
- One additional clarification, this is NOT a single document or single student upload process. While a district could choose to upload one student or student document at a time, the process will work more efficiently with a zip file of many students and many documents with the excel crosswalk inside the zip file. The zip file will have a size limit so it is possible that a small district can upload all student documents in one zip file while a large district will need multiple zip files. Districts will

upload the zip file to CT-SEDS and overnight the system will process all the documents in the zip file. Therefore, you will not see the documents until the following day.

- Is historic data for currently enrolled students who exited from special ed – prior to 7/1/2022 available in CT-SEDS?
 - o If the student is still enrolled in your district, but exited from special education, the LEA can upload historic special education documents into the student’s repository. That way these documents are available should the student be re-referred.
- **HOW MUCH:** Districts can decide how many prior IEPs and other special education related documents (ED forms; evaluations; etc.) are uploaded into the document repository. However, we are recommending only a couple of years.
 - o It is important to note that any other documents the district is responsible to maintain under Documents Retention Policies need to be planned for by the LEA. How do you currently maintain the necessary documents for students? Do you still have “special ed folders” with all documents? How about record retention for students who are not in your current vendor system? Do you have servers, cloud-based storage or paper copies currently? **The new CT-SEDS system will not manage document storage for students that exited from public education prior to July 2022.**
- Is it mandatory to upload documents into the repository?
 - o No. Districts are not required to enter previous IEPs and other special education related documents into the repository. However – if the most recent IEP is there, it can be viewed by the staff when working on the new IEP. But districts can choose to only use the repository moving forward. **Keep in mind that student transfers in the beginning years of this system will still require mailing of all applicable student documents to the new districts because the CT-SEDS system will be sparse.**
- Will there be a limit to how much information/documentation/pages can be saved in the repository per student?
 - o No. There is no limit. However, files greater than 25MB cannot be uploaded into the system.

Document Repository – Once CT-SEDS Launches

- Who can access documents in the repository?
 - o Access to the repository is open to all users assigned to a student, with the appropriate access level.
 - o Documents can be marked for specific user role access only. That way only the staff with the appropriate credentials can see certain documents (for example – a psychological report).
 - o Documents in the repository without an access limitation (e.g., IEP at a glance) will be viewable by all staff assigned to a student’s team.
- Can “shared” districts access documents in the repository?
 - o All users assigned to a student, with the appropriate access level can see documents in a student’s repository. For example, if a student is educated in the Magnet School, all team members for the student at both the Magnet school and at the OSEP District will have access to the student’s record which includes folders for each module (e.g., IEP, 504) where the student has information recorded including the student’s document repository. Think of it this way -

every student in CT will have a record within the CT-SEDS system. That record will sit within the PSIS Enrollment District “drawer of the CT-SEDS filing cabinet”. Staff from other districts (OSEP District; APSEP; Part-Time enrolled other public-school) can be assigned to the student’s team and provided a specific level of access to the student record based upon their user type. That way the instructor at the Magnet school can log into the student’s record and update progress or services documentation and the OSEP District case manager can upload an outside evaluation report they received on the student, and both the Magnet school and the OSEP District can see the information in the system within that student’s record – based upon their access level.

- When a student transfers school districts, do all documents in the repository transfer with the student?
 - o Yes. The repository is about the student. It will reside within the district that the student is enrolled (PSIS Enrollment District). When the student transfers PSIS enrollment districts, the entire record for that student, which includes the document repository, will be copied to the new PSIS enrollment district. This way the previous district has record of the student’s history and the new district can continue to add to the student’s record in CT-SEDS.
- Moving forward, after July 2022, how long will students’ records be maintained in CT-SEDS after students exit or graduate?
 - o As long as the system is active, student records will be maintained and accessible by district personnel with appropriate access to inactivated records.

Parentally Placed Students in Non-Public Schools

- Is there a Services Plan module?
 - o Yes, there is a module for documenting individual student Services Plans.
- Many districts are using an existing Services Plan product. Will documents be similar or require training for staff?
 - o CT-SEDS will provide a consistent solution for Services Plans. This statewide template may be similar to your existing plan design but will be included in the CT-SEDS user training.
- How are students who are parentally placed in non-public schools who do not have a Services Plan handled in the system?
 - o Students enrolled in nonpublic schools by their parents, who are referred for special education, can upon eligibility be designated in the CT-SEDS system as a ‘Parentally Placed Private School Student’ (PPPSS) if they will not receive direct services (i.e., services plan). Students with PPPSS designation will have a compliance timeline in CT-SEDS so that the district can monitor and fulfill their obligation to complete a reevaluation every three years.

Training/User Support/Help Desk

- Will there be a help desk to assist districts for individual problems/questions?
 - o Yes. As with many systems, the expectation is that district users have in-district experts to whom they can direct questions and seek guidance on system problems. A few district-level experts will have access to a CT-SEDS help desk when the in-district experts cannot resolve the issue.

- Additionally, user guides, technical manuals and user training will be provided for all users, including many info boxes and “hover over” tool tips built throughout the system to support immediate user questions associated with specific fields.
- Previous state guidelines existed for technical edits vs. amendments. Will this be updated?
 - No. CT-SEDS contains multiple completion rules and edit checks designed to eliminate potential errors. There is no process for making a technical edit in this system. Any changes to a finalized IEP would require an amendment. CT-SEDS includes an amendment process. This will be covered in the CT-SEDS user training.
- Will there be any guides/templates for parents about the new system?
 - Yes – a short explanation of CT-SEDS Parent Connect will be provided to districts for sharing with families. However, there is no need for parent training on CT-SEDS. Parents receive access via an email or text link to documents. Parents never log into a system.
 - The department additionally has other trainings for parents on quality IEPs that support their understanding of the new IEP document. The CSDE and CPAC will be providing information to parents.
- How long are Parent Connect links active?
 - The link doesn’t expire unless the parent/guardian is inactivated. The district can always send out a new link if deleted. When certain documents are finalized, a link is automatically generated.

Transfer of CT-SEDS Student Records

- Do we still have to request the transfer of student records?
 - This is a complex question. Yes, is the short answer.
 - Due to the lack of history in CT-SEDS, districts will still need to request the entire special education file for students who move to your town.
 - Don’t forget districts still need to request the student’s full cumulative education record and health file.

Referrals to Special Education

2021-22

It is important to keep in mind that there are three groups of students that we need to account for between the existing Evaluation Timelines (ETC) system and CT-SEDS for 7/1/21-6/30/22:

1. Students referred in 21-22 whose eligibility was determined a) not eligible, or b) eligible & consent for initial provision of special education (or denial) was provided before the last day of school;
 - report the evaluation timeline in ETC; report the student in the 6/2022 SEDAC Upload (*ETC only record*).
2. students referred with signed consent to evaluate prior to 6/30/2022 whose eligibility has not been determined and/or consent for initial provision of special education has not been received before the last day of school;

- report the evaluation timeline in ETC before the last day of school to establish a placeholder record that will need to be completed in ETC no later than 11/2022 for the purposes of reporting compliance on SPP/APR Indicator 11.
 - additionally, re-create a student referral record in CT-SEDS using the existing documentation from pre-7/1/22 (referral, invitations, signed consent to evaluate, etc.) in order to complete remaining steps of the evaluation timeline (*record in ETC and CT-SEDS*).
3. students referred prior to 6/30/22 where district has yet to receive signed consent to evaluate before 7/1/22.
- create a student referral record in CT-SEDS using the existing documentation from pre-7/1/22 (referral, invitation, etc.) to complete remaining steps of the evaluation timeline (*CT-SEDS only record*).

2022-23

All new referrals that are received on or after July 1, 2022 will be created in CT-SEDS.

- Are we still uploading the evaluation timelines export report to the state or would the system automatically take care of this report?
 - After the completion of the SY 2021-22 Evaluation Timelines submission (finalized and certified no later than November 2022), the state will eliminate the ETC system. Starting with all new referrals received on or after July 1, 2022, all data necessary for Ind. 11 Evaluation Timeline Compliance will be within the CT-SEDS structure and “uploading” will no longer be necessary. Districts will be able to monitor compliance with timelines on an on-going basis with reports built into CT-SEDS.
- Calendars: Would we be able to customize the school year per school in order to help with accurate calculation of the 45-school day evaluation timeline?
 - Districts will be able to enter district-wide and school-specific calendars into CT-SEDS. If a school calendar exists, the 45-school day compliance clock will run off the school calendar. If no school-level calendar has been entered, the system will use the district calendar. It will be important to have someone assigned to update calendar’s in the system for emergency/weather related closings so that compliance can be accurately calculated.
- Multiple questions were submitted regarding the Process Log.
 - These questions are vendor specific. Compliance with state evaluation timelines will be tracked using the calendar integration described above.

Birth to Three

- How will the early intervention Birth to Three parent referrals be reported in the system?
 - The Birth to Three referrals from the Office of Early Childhood (OEC) will import directly into CT-SEDS. Districts will be able to see the four Birth to Three reports, just as in SEDAC. The students whose parents signed the Birth to Three 3-8 form and are at least 2 ½ years old will have a student record started in CT-SEDS. This is where the district will begin the Part B Special Ed referral process.
- Is the private pay indicator still part of the referral process going forward?
 - Students will automatically be marked as a private pay. Districts will no longer need to “manually” report this indicator.

Contact Log

- Will we still have a Contact Log available to staff?
 - o Yes. The system has a contact log component for districts to record parent contacts.

Edit Checks

- Will the district be able to check the IEP for errors before the Parent gets to view it?
 - o There are many edit checks built into the CT-SEDS system to prevent many user errors. However, no system can stop all typos within a text box. Users can select “Display All Errors” on a document before creating Final. All documents started in CT-SEDS can be saved in DRAFT form for review first. Upon Finalization the document will automatically save to the document repository.
- Does CT-SEDS have a validate button to check for compliance? Can we assume that the system will indicate what is non-compliant?
 - o Compliance rules have been built into the system to reduce user error. For example, the system will not allow a user to finalize an invitation for a transition age student without inviting the student and addressing the consideration for inviting an outside agency. Non-compliance warnings are identified in every section as the user moves through completing documents.
- Will fields be pre-filled in the new system, such as Next Annual Review Date, PWN, etc.?
 - o Yes, many fields are pre-filled where appropriate. Several fields are pre-filled but can be updated by the user to reflect an earlier date, (e.g. “Date these actions will be implemented” on the PWN). However, if the district selects a date that is sooner than 15 day, the system will immediately require the indication of parental permission to waive the 10-day waiting period.
- Are PWN actions still required?
 - o Yes, however the format to document proposed or refused actions is very different than the current IEP page 3.

Editing Documents

- Are multiple people able to work on the document at the same time? Is it like a google doc?
 - o Yes. Multiple people can work on an IEP at the same time.
 - o This is not a google doc and will not show who else is in a document at the same time.
- Multiple people are working on a document; if changes are made can we see the staff who made the changes?
 - o Not necessarily. If users are working on separate sections of the IEP at the same time, all user changes will be saved.
- Will users be able to edit finalized documents?
 - o For IEP and SP documents, No. If a finalized document needs to be corrected, the user will need to either review/revise the IEP or create an amendment.

- However, a few fields in a finalized R/S report can be edited for a specific number of days. This will not delete the previous finalized report – but will create a new report with an updated date generated time stamp so that teams can tell which report is the most current revision.
- Are forms able to be printed outside of the meeting process?
 - Documents that exist in CT-SEDS can all be printed in draft form from the system. There are relatively few “forms” as the state has incorporated all the old ED forms into the IEP processes. So, the idea of various forms no longer exists.
 - If the district would like to print a blank referral document or LRE checklist (for example) – many of these documents are available to be printed from the BSE section of the CSDE Website.
 - It is important to note that in many cases, forms will no longer need to be printed. CT-SEDS will allow a parent to sign a document on screen during a meeting; documents that need e-signing can be sent to parents during virtual meetings via the Parent Connect Portal for immediate signature and return; or districts can print the necessary documents for parents to take home and return after further consideration.

Reporting Functionality

- Is there the ability to pull reports from the new system? Can you create your own reports?
 - Yes, the department has already designed dozens of indicator and aggregate reports in the system.
 - There is also a functionality called Advanced Reporting where staff can pull their own reports from available fields within IEPs and other documents.
- Will there be a Dashboard?
 - Yes, when staff log into CT-SEDS, they see a dashboard that alerts case managers to students with upcoming timelines, meetings, and many other compliance related requirements.
- Where there still be dues dates, freeze dates and certifications of data collections?
 - For the most part, collection due dates are eliminated due to the nature of a statewide system. Districts will no longer need to “upload” student summary data to the state so there is no need for a due date.
 - However, the state 10/1 Child Count data will still have an associated “freeze date” for federal reporting. All records will need to be complete and in compliance for federal reporting, no later than December 1st. There will still be a certification of the 10/1 Child Count data by Directors of Special Education as per federal requirements.
 - Restraint and Seclusion (R/S) will continue to have a certification process because all incidents must be reported within the 2-business day timeframe. The certified data will be used for the annual report to the CT State Legislature. The CT-SEDS R/S module will be required for all districts to use. The benefit to moving away from any local reporting system to CT-SEDS includes the ability to immediately send the R/S report to the parent portal and there are no data uploads to the State, we will simply monitor the system and pull data as necessary for monitoring activities and public reporting requirements.
- Will the system have the capability to report on services across IEPs to help administration plan for staffing needs in buildings and across the district?
 - Yes

Language Translation

- Will we be able to translate an IEP into another language?
 - o All IEPs and documents in CT-SEDS will be available for translation into the top 10 languages spoken in Connecticut. The document will print in the language of choice upon document finalization. This includes static text and dynamic text.
 - o The ten languages available for translation include: Spanish, Portuguese, Arabic, Creole-Haitian, Mandarin, Albanian, Polish, Urdu, Bengali, & Vietnamese.

Adding District Personalization to CT-SEDS

- Our district has many forms that we have created for staff use. Can we upload our forms?
 - o CT-SEDS is a state system. Districts cannot alter the system and have new processes or documents built into CT-SEDS. However, if a district has designed a form that staff use to ensure all necessary steps have been completed and they would like to upload that form into a student record, yes, documents can be uploaded into CT-SEDS. Additionally, district can also upload document templates on their Main Menu for all users to be able to access and download.

BSE Monitoring

- Will CT-SEDS change how record requests are handled for due process?
 - o Yes, the BSE will slowly be able to reduce (and eventually eliminate) record requests to districts for Due Process Complaint Investigations as complaint investigators will be granted access to student specific records associated with the assigned complaint. Investigations requiring documentation pre-July 2023 may require you to submit paper records.

Progress Monitoring

- How will districts report on progress monitoring for IEPs written in previous vendor systems?
 - o More information about logging progress monitoring in CT-SEDS for IEPs written before 7/1/2022 will be shared later. This module is still in development.

Section 504

- Section 504 students – Can districts upload 504 student data into CT-SEDS?
 - o No. The Department will upload a file to CT-SEDS with all students from the PSIS Registration Testing fields who had a 504 designation as of the last day of testing in June 2022. This will allow districts to begin drafting 504 documents for students starting 7/1/2022. However, exactly like IEP data, no data will transfer from any existing 504 system and districts can upload pdf's of previous year 504 documents into the student document repository.
 - o Districts should include in their plans to archive and upload into CT-SEDS, the most current documents (plans/evaluation materials/etc.) for any active 504 students.
- Many districts are using an existing 504 product. Will forms for 504 plans be similar or require training for staff? Will documents have current grade included?
 - o The Department has yet to design the 504 module. District advisory team members will contribute to the final design. Current Grade will be included.

MTSS/SRBI 504

- Many districts are using an existing SRBI product. Will documents be similar or require training for staff?
 - o The Department has yet to design the MTSS/SRBI module. District advisory team members will contribute to the final design.

Fiscal Questions

- Will we still need to complete the excess cost collection?
 - o The Department has not yet begun to build out the Excess Cost Module in CT-SEDS. More information will be forthcoming.

Data Privacy Agreements

- Does each district need a data privacy agreement with PCG?
 - o For the purposes of the state provision of CT-SEDS, the state department of education has already entered into a data privacy agreement with PCG. This covers all modules the Department is funding in CT-SEDS.
 - o Districts that choose to contract with PCG directly for 1) data exchange of SIS address/phone information or 2) Medicaid – the district are required to have a data privacy agreement that covers that specific student information exchange.

Special Education Best Practice Questions (not associated with CT-SEDS)

- o Should IEPs then change to School Year IEPs or can we still do anniversary plan IEPs?
 - o The system allows for anniversary and school year IEPs however, the BSE recommends using anniversary IEPs (e.g., May 2021-May 2022).

OTHER

- Can the list of districts that are participating in the pilot be shared?
 - o Yes.

- ACES	Ellington	Farmington	Hartford
- Ledyard	Manchester	Meriden	Middletown
- New London	Plainville	Region 4 (including Chester, Deep River, Essex)	
- Region 6	Region 8	Salem	Shelton
- Stafford	Stamford	Wallingford	Waterbury
- Watertown	Winchester		

PCG Questions

- In PCG experience, are there any budget impacts to get ready for this transition (more data support, PD time, etc.)?
 - o Creating the district experts is key to adoption of the new system and help in supporting the users as they move through the first year of implementation.

- How long will programmers be available on the development side to address inherent issues that can occur in any new software application?
 - The vendor is on a long-term contract. Developers will be available as needed to address any issues and to make updates to the system as required in federal or state regulation changes.

Training Questions

- Are Charter Schools trained by their own staff or by the OSEP District Staff?
 - Charter Schools are a PSIS Enrollment District in CT-SEDS and will need their own system experts. While their staff will be able to update progress in IEPs, their staff will also need to use the system for 504 and MTSS/SRBI activities.
- Will there be CT-SEDS "Train the trainer" training available to create an "in-district" training team? Is there a limit to the number of "experts" who will be trained in each district?
 - Yes. The CSDE will communicate the number of available slots in the future. The number of trainers allowed for each district is based on the size of the district. Districts will be able to train a select number of CT-SEDS "Experts" who can then train staff in- district.
- Will training for Data Managers and SpEd Administration look different or differentiated vs other trainees?
 - Training for system use within the special education specific modules will look the same for all users; except for administrative activities that require specific user roles. Keep in mind that the training on basic use of the system will need to be designed to meet the needs of all users, as general education staff will also need to navigate the 504 and MTSS/SRBI modules in CT-SEDS.
- What is the difference between the training that starts in Jan. 2022 vs July 2022?
 - IEP Quality Training becomes available to all districts in January of 2022.
 - CT-SEDS User Training becomes available to all districts in July of 2022.
- Is there an option to bring an expert to the district in person to assist with our staff?
 - Yes
- Will any work samples of the new IEP form be made available?
 - The new IEP template is posted and accessible on the state website. Additionally, IEP samples are available when staff participate in IEP Quality Training.
- Do the District Data Coordinators (PSIS/IT) need to attend the CT-SEDS User Training?
 - Yes, eventually all staff should be familiar with the CT-SEDS system as several general education modules are embedded. Furthermore, district IT staff may be called upon to support staff in uploading zip files during the document migration process. Prioritization of most critical staff to be included in the initial state/PCG provided CT-SEDS training will be necessary.
- Where can I get a copy of the new IEP?
 - <https://portal.ct.gov/SDE/Special-Education/New-IEP/New-IEP-CT-SEDS>