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Referral Process

The Referral Process is used to complete a referral and initial evaluation for the student. This process should also be used if changes to the initial evaluations are needed, or additional assessments will be added for the initial eligibility determination.

1. Referral and Evaluation Process Overview

Once clicking into **REFERRAL AND EVALUATIONS**, the user will be brought to the landing page. Here the user can see the various sections that make up the Referral and Evaluation Process. The user can navigate to the appropriate process by selecting via the radio button.

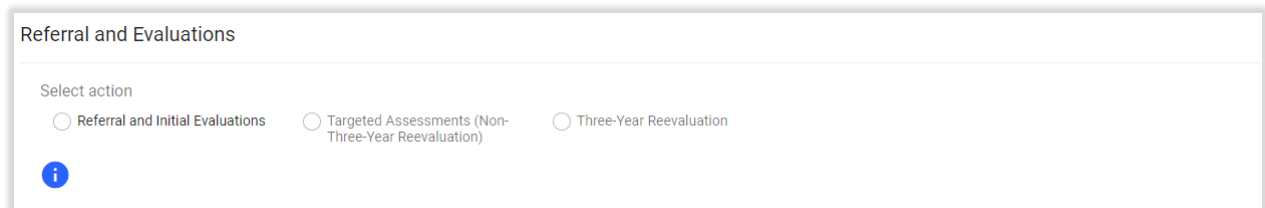


Figure 1: Referral and Evaluations Process Selection

The Referral and Evaluation process has three variations that will guide the user through the appropriate steps to complete an evaluation and eligibility determination. They are:

- Referral and Initial Evaluation,
- Targeted Assessment (Non-Three-Year Reevaluation), and
- Three-Year Reevaluation.

Once the appropriate process has been selected, the user will see the tiles applicable to the process. The user will notice the tiles display a mix of compliance colors throughout the sections. For an Initial Evaluation, green indicates that all necessary information on the page has been filled out, red indicates there is missing information, and gray indicates that the page has not been started yet.

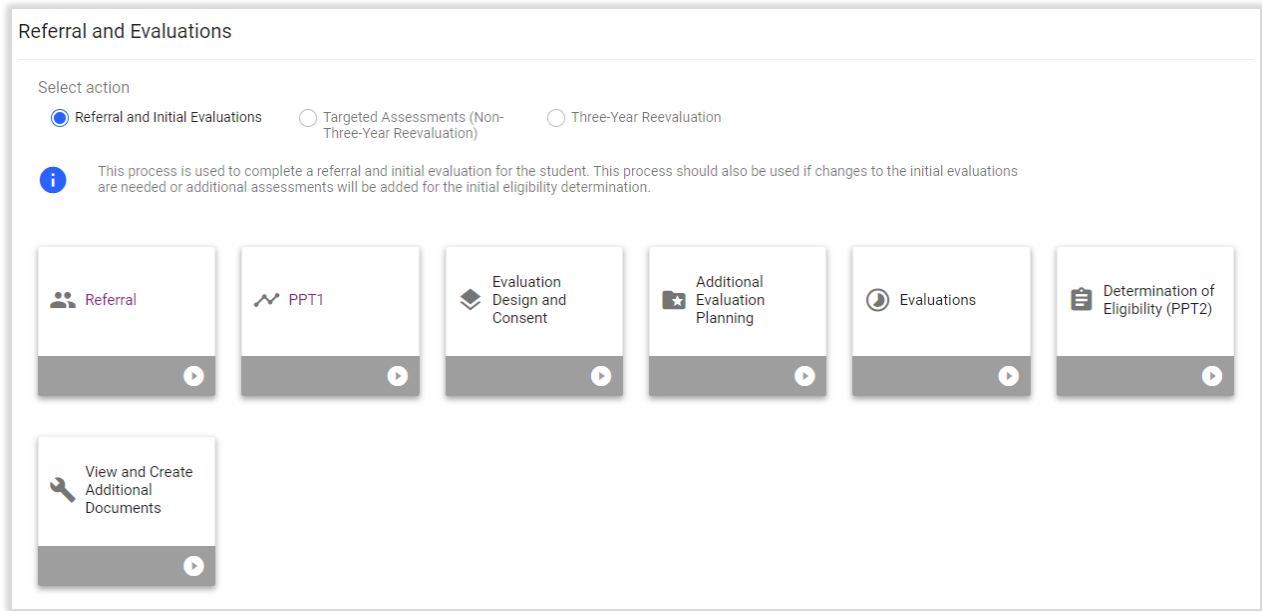


Figure 2: Referral and Initial Evaluations Process Tiles

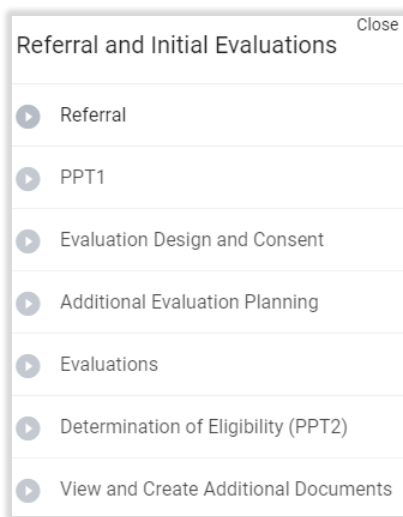





Figure 3: Side Navigation

On all pages in the Referral and Eligibility Process, the upper right green arrow will save everything on the page and complete error checks for any required fields that have not been completed.  

The upper right orange arrow pointing to the left is the Back button, which will take the user to the previous page in the Referral and Eligibility Process, but will **NOT SAVE** the data entered on the page.

If the user wishes to navigate to another page with missing required fields on a page, the user may do so by clicking the blue box with an arrow on the right side of the page to open up the Side Navigation Panel and display other page options. See screenshot. 

1.1. Creating Documents and the Parent Portal

The user generates a variety of documents in Referral Process. Documents are generated in a PDF format that can be downloaded, saved, and printed.

When creating any document, click **SAVE** after entering information. Next, it is advised that the user click **CREATE DRAFT** to look at the document and check it for any typos or mistakes. Each time the user clicks **CREATE DRAFT**, the new draft document will replace the previous one. When the user is satisfied

that all information is correct, click **CREATE FINAL**. This version will replace the draft document and will be saved in CT-SEDS as part of the student’s history.

Only certain administrative users can remove finalized documents, so the draft feature should be used to check work. Please note, any final document and draft IEP/504 documents could go to parents via the Parent Portal. For more information on the Parent Portal, see the **Core Navigation Manual**. Please note, throughout this manual, Parent refers to a parent or guardian or adult student.



Figure 4: Document Creation Options

2. Referral and Initial Evaluation Process

The Referral and Initial Evaluation process includes 7 tiles as shown below.

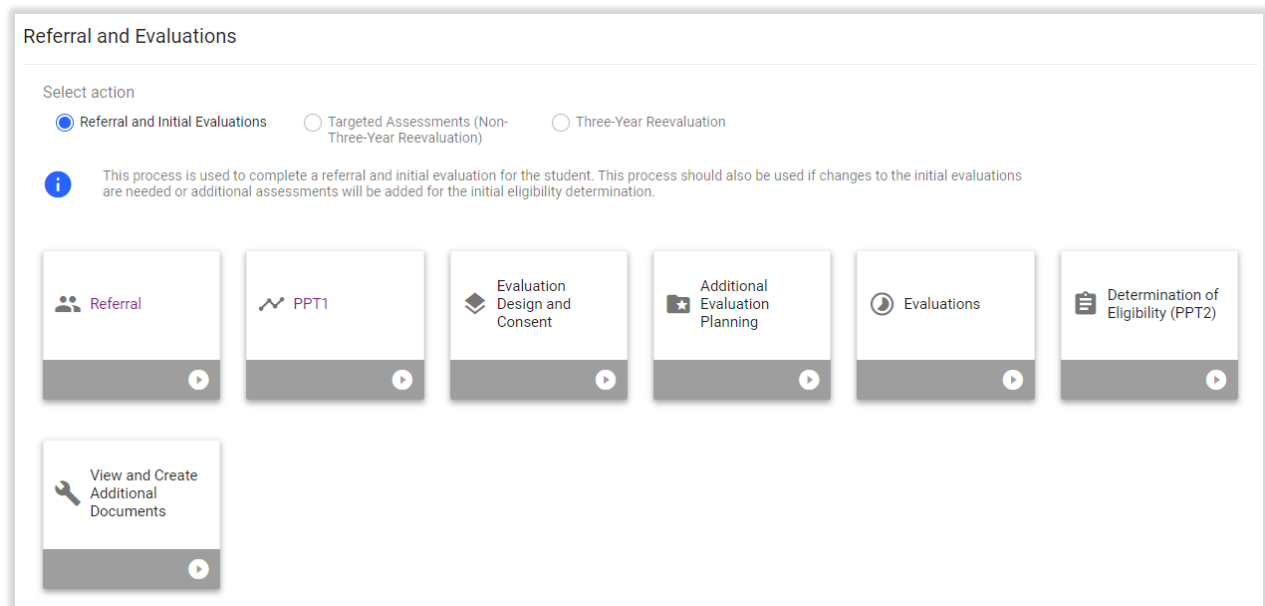


Figure 5: Referral and Initial Evaluations Process Tiles

2.1. Referral

Begin an Initial Referral and Evaluation by clicking the first tile, **Referral**. Within this initial step, the user will complete the required fields (marked in red) to start the referral, which begins the timeline for the user to complete the Referral Process. Reminder: the 45 school day timeline will be calculated by the date of referral and school calendars as configured in the system – please see the **Administrative Manual** for more details.

When completing the Referral, one primary area of concern is required, but additional areas of concern may be added.

▼ Referral to Determine Eligibility

i The fields on this panel will be used to populate the Referral to Determine Eligibility for Special Education and Related Services document. When all the fields have been completed, click the button at the bottom of the panel to create the Referral document.

Referral Date (Date received by district) i
 mm/dd/yyyy 📅
 (Required)

Referred By: ▼
 (Required)

i Make sure to complete the Notice of Parent Referral document available at the bottom of the page.

Area(s) of Concern

Primary Area of Concern ▼
 (Required)

Additional Area of Concern ▼

Figure 6: Referral to Determine Eligibility

Note: Throughout each of the processes in CT-SEDS the user will see the i symbol to highlight specific guidance and information that will help the user work.

Describe Specific Concerns

Describe

(Required)

Describe Alternative Strategies Attempted and Outcome i

Describe

(Required)

▼ Special Services History i

Are you aware of any special services provided for this child now or in the past?

Yes No
 (Required)

Other Relevant Information

Describe

CREATE REFERRAL DOCUMENT SAVE

Figure 7: Referral to Determine Eligibility

Note: Throughout each of the processes in CT-SEDS the user will see the i symbol. This is a tool tip designed to offer additional guidance. Hover over the gray icon to read the details.

When the user reaches the bottom of the page, the user should click **SAVE**, and then click the button to create the referral document. If this button is light green and not active, the user is missing data on the page and needs to complete the data entry in order to create the referral document.

2.1.1. Parent Notice of Referral

The final step in this section of the process is to create a Parent Notice of Referral to Determine Eligibility for Special Education and Related Services if someone other than the parent submitted the referral. Complete this step by selecting the radio button next to the Parent Notice of Referral document, and then click the blue link on the right **CREATE DOCUMENT**.

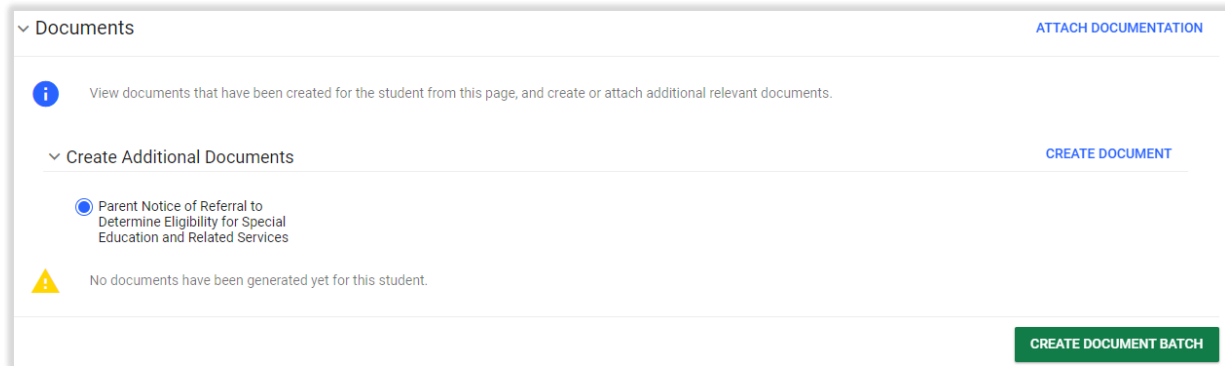


Figure 8: Documents Panel

This will open the Create Notice of Referral pop-up panel. Review the demographic information and indicate any attachments. Click **SAVE**, then **CREATE DRAFT** to review a draft version of the document or **CREATE FINAL** to generate the final Parent Notice of Referral document.

Create Notice of Referral

Date
04/28/2022

Select Student to address to when appropriate

Al B Walters (Check when appropriate)

Parent/Guardian(s)
Alfonso Wheeler

Contact Person Name
Sally Johnson

Contact Person Title

Contact Person Phone Number

Sincerely

Sender Name
Sally Johnson

Sender Title

Indicate Attachments

A copy of the referral which outlines specific concerns and the information used as the basis for this referral, including alternative strategies employed prior to the referral.

A copy of Procedural Safeguards in Special Education. If you would like a further explanation of these procedures please contact

A Planning and Placement Team meeting notice. (If a notice is not included with this letter you will receive one in a separate mailing.)

CLOSE SAVE CREATE DRAFT CREATE FINAL

Figure 9: Create Parent Notice of Referral

2.2. Planning and Placement Team Meeting 1 (PPT1)

The second step of the Referral and Evaluation Process will guide the user through setting up the first Planning and Placement Team Meeting (PPT1). Follow the on-screen guidance to complete the Notice of Planning and Placement Team Meeting.

2.2.1. Scheduling a Meeting: PPT1

On this panel, click the blue link in the upper right corner to **CREATE NOTICE OF PLANNING AND PLACEMENT TEAM MEETING**.

∨ Scheduling a meeting: PPT 1

[CREATE NOTICE OF PLANNING AND PLACEMENT TEAM MEETING](#)

i The meeting details will display here with information entered in the Notice of Planning and Placement Team Meeting document. Click Create Notice of Planning and Placement Team Meeting in this panel to create the document. If the meeting is rescheduled, a new Notice of Planning and Placement Team Meeting should be created.

SAVE

Figure 10: Scheduling a meeting: PPT 1

A pop-up panel to create the notice will appear. Complete the required and other appropriate fields and click **SAVE** once all information has been entered.

Create Notice of Planning and Placement Team Meeting

i Complete all of the following data fields to create a Notice of Planning and Placement Team Meeting.

Scheduling Date
03/27/2022

The meeting date will be held on mm/dd/yyyy at **Hours** **Minutes** **AM/PM** Meeting Location or alternate means of meeting
(Required) (Required) (Required) Burr Elementary School, 1960 Burr Street, Fairfield, CT, 06824

Checking the Student name will generate a meeting notice that is addressed to the adult student
 Marty Alvarez (Check when appropriate)

The invitation will be addressed to the following Parent/Guardian(s)

Parent/Guardian(s)
Alvarez Dad

Parent/Guardian(s)
Alvarez Mom

Parent/Guardian(s)
Dad Alvarez

Parent/Guardian(s)
Mom Alvarez

Figure 11: Create Notice of PPT Meeting

The purpose of this meeting is

Initial Evaluation

- Review a referral to special education and consider/plan an initial evaluation
- Review initial evaluation results and determine eligibility for special education and if eligible develop IEP (or ISP if offered)

IEP

- Conduct an Annual Review
- Conduct an Annual Review and review three-year reevaluation results to determine continued eligibility
- Review or Revise the IEP
- Review or Revise the IEP and review three-year reevaluation results to determine continued eligibility.

ISP

- Conduct an ISP Annual Review
- Conduct an ISP Annual Review and review three-year reevaluation results to determine continued eligibility
- Review or Revise the ISP
- Review or Revise the ISP and review three-year reevaluation results to determine continued eligibility.
- Review three-year reevaluation results for Parentally Placed Private School Student (PPSS) with no direct services.

Non-Initial Evaluation

- Plan a targeted assessment (non-three-year reevaluation)
- Review targeted assessment results
- Plan three-year reevaluation

Figure 12: Create Notice of PPT Meeting

Note: If the meeting is virtual, the user can insert a meeting link under Meeting Location or alternate means of meeting.

Additional Meeting Purpose Information

i Indicate any additional information that is relevant for this PPT Meeting.

▼ Individuals Invited

Marty Alvarez
Parent/Guardian(s)
Alvarez Dad

Parent/Guardian(s)
Alvarez Mom

Parent/Guardian(s)
Dad Alvarez

Parent/Guardian(s)
Mom Alvarez

Student's General Education Teacher ▼

Student will not be participating in the general education environment

Special Education Teacher or Provider ▼

Administrator or Designee ▼ i

ADD MORE

Figure 13: Create Notice of PPT Meeting

At the end of this page, the user will be generating a document in PDF format that can be downloaded, saved, and printed. When creating any document, click **SAVE** after entering information. Next, it is advised that the user click **CREATE DRAFT** to look at the document and check it for any typos or mistakes. Each time the user clicks **CREATE DRAFT**, the new draft document will replace the previous one. When the user is satisfied that all information is correct, click **CREATE FINAL**. This version will replace the draft document and will be saved in CT-SEDS as part of the student's history. The user can also click **CLOSE** to close without saving. Only certain administrative users can remove finalized documents, so be sure to use the draft feature to check work.

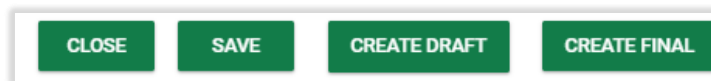


Figure 14: Document Creation Options

2.2.1.1. Record of Meeting

A record of meeting is required any time a Planning and Placement Team convenes, and an IEP is not yet in place or PPT meetings in which the IEP is not revised. In the Initial Referral process the user can create the record of meeting before, during, or after a meeting has been conducted by clicking the blue link in the upper right corner **CREATE RECORD OF MEETING**.

Record of Meeting
CREATE RECORD OF MEETING

i Create the Record of Meeting document from this panel.

! A record of Meeting Document is required.

SAVE

Figure 15: Record of Meeting

In the pop-up panel, select the meeting from the Associated PPT Meeting Notice list for which a Record of Meeting needs to be created.

Create Record of PPT Meeting

Select Associated PPT Meeting Notice

Select ↑	Date Created ↑	Meeting Date ↑	Meeting Purpose(s) ↑	Document ID ↑
<input type="checkbox"/>	03/27/2022	01/20/2022		1957

SHOW ALL

CLOSE
SAVE
CREATE DRAFT
CREATE FINAL

Figure 16: Create Record of PPT Meeting

Provide responses to the prompts and complete the required information.

Select one of the following

- The student does not have an individualized education program (IEP) at this time
- Restraint/Seclusion Review
- Manifestation Determination
- The student's currently valid IEP was reviewed and is not being revised.

Meeting Date
01/20/2022

Figure 17: Create Record of Meeting Options

When the PPT meeting begins, the user should document the attendees by checking the box for each person who attended the meeting.

Meeting Attendees			
Title	Name	Attended Meeting	Included on Meeting Notice
Father	Alvarez Dad	<input type="checkbox"/>	Yes
Mother	Alvarez Mom	<input type="checkbox"/>	Yes
Father	Dad Alvarez	<input type="checkbox"/>	Yes
Mother	Mom Alvarez	<input type="checkbox"/>	Yes
Administrator	Brandon Franklin	<input type="checkbox"/>	Yes
Student's General Education Teacher	Lee Chambers	<input type="checkbox"/>	Yes
Special Education Teacher	CM One	<input type="checkbox"/>	Yes

Figure 18: Create Record of Meeting Options

Reminder: If a required member of the PPT is not present at the meeting, a PPT Attendance document must be created.

Summary

(Required)

Recommendations

(Required)

ADD MORE

The following documents were provided to the parent(s) at this meeting on MeetingDate or sent electronically with parental permission

- Procedural Safeguards in Special Education
- Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools
- A Parent's Guide to Special Education
- IEP Manual
- Building a Bridge
- Transition Bill of Rights
- Other

Other _____

CLOSE
SAVE
CREATE DRAFT
CREATE FINAL

Figure 19: Create Record of Meeting Options

When completed, click **SAVE**. Then click **CREATE DRAFT** to review the document, and **CREATE FINAL** when satisfied all information is correct.

2.2.1.2. Meeting Attendance Excusal

If needed, use this panel to create a Planning and Placement Team Attendance Excusal document. Check the box indicating that at least one member of the team was not in attendance, then click the blue link in the upper right corner **CREATE PPT ATTENDANCE EXCUSAL DOCUMENT** to create the excusal document.

Meeting Attendance Excusal CREATE PPT ATTENDANCE EXCUSAL DOCUMENT

i Indicate whether any of the required participants did not attend the meeting. If that is the case, create the PPT Attendance Excusal document from this panel.

At least one of the required participants was not in attendance at the PPT Meeting.

! A PPT Attendance Excusal Document is required.

SAVE

Figure 20: Meeting Attendance Excusal

The Planning and Placement Team Attendance Excusal document pop-up panel will open. Complete the document by selecting the appropriate checkboxes, then click **SAVE**. Then the user can click **CREATE DRAFT** to review work, and finally **CREATE FINAL** to generate the final Planning and Placement Team Attendance Excusal document.

Create Planning and Placement Team (PPT) Attendance Excusal Document

i Complete all of the following data fields to create a PPT Attendance document

▼ Select Associated PPT Meeting Notice

Select ↑	Date Created ↓	Meeting Date ↓	Meeting Purpose(s) ↓	Document ID ↓
<input checked="" type="checkbox"/>	03/27/2022	01/20/2022		1957

SHOW ALL

Meeting Date
01/20/2022

Team member to be excused

Select	Title	Name
<input type="checkbox"/>	Administrator	Brandon Franklin
<input type="checkbox"/>	Student's General Education Teacher	Lee Chambers
<input type="checkbox"/>	Special Education Teacher	CM One
<input type="checkbox"/>	General Education Teacher	test

Reason for excusal

This staff member's area of the curriculum or related services is not being modified or discussed in this meeting.

Although the meeting involves a modification to or discussion of this staff member's area of the curriculum or related services, he/she has submitted in writing, to the parent and IEP team, input into the development of the IEP prior to the meeting.

CLOSE **SAVE** **CREATE DRAFT** **CREATE FINAL**

Figure 21: Meeting Attendance Excusal Document

2.2.2. PPT Decision

The next step is to create a Prior Written Notice and a Planning and Placement Team Decision.

Figure 22: PPT Decision

Click the blue link in the upper right corner **ENTER PPT DECISION** to Enter a Planning and Placement Team Decision. A pop-up panel will appear to facilitate this. When the user is done, click **SAVE**.

Figure 23: Enter PPT Decision

2.2.2.1. Prior Written Notice

To create the Prior Written Notice, click the blue link in the upper right corner **CREATE PRIOR WRITTEN NOTICE** from the PPT Decision panel. Notice that the Date of decision is pre-populated.

▼ PPT Decision CREATE PRIOR WRITTEN NOTICE ENTER PPT DECISION

i Enter the team's decision regarding whether to move forward with evaluations. This decision cannot be entered before the date of the first PPT meeting indicated above.

Is evaluation warranted at this time, based on the evidence reviewed? **i**

Date of decision (PPT 1 Meeting Date)
01/20/2022

SAVE

Figure 24: PPT Decision Panel

The Prior Written Notice pop-up panel will appear. Follow the prompts and guidance to make the appropriate selections and provide the required narratives.

Create Prior Written Notice

i Complete all of the following data fields to create a Prior Written Notice document. A separate Prior Written Notice document must be created for each action the district is proposing or refusing.

Student
Marty Alvarez

Date
01/21/2022

Parent/Guardian(s)
Alvarez Dad

Parent/Guardian(s)
Alvarez Mom

Figure 25: Create Prior Written Notice

OSEP District 2 is providing notice of the following

<p>1</p> <p><input type="checkbox"/> The District is proposing to</p> <p><input type="checkbox"/> The District is refusing the request to <i>(Required)</i></p>	<p>2</p> <p><input type="checkbox"/> initiate</p> <p><input type="checkbox"/> change <i>(Required)</i></p>	<p>3</p> <p><input type="checkbox"/> identification/eligibility</p> <p><input type="checkbox"/> an evaluation</p> <p><input type="checkbox"/> an educational placement</p> <p><input type="checkbox"/> the provision of FAPE (IEP) <i>(Required)</i></p>
--	---	---

Description / Reason

Description of the proposed or refused action:

(Required)

The reason for proposing or refusing to take action:

(Required)

Description (including the date) of each evaluation procedure, assessment, record, or written report the school district used as a basis for the proposed/refused action:

(Required)

Figure 26: Create Prior Written Notice

Figure 27: Create Prior Written Notice

Date this action will take effect
02/07/2022

Other options the PPT considered and rejected:

Instruction in the general education environment with supplementary aids and services

No other options were considered and rejected

Other
(Required)

Reason for rejecting other options:

The student would not receive an appropriate program in the least restrictive environment.

Other
(Required)

Other factors that are relevant to this action:

There are no other factors that are relevant to the PPT decision

Other
(Required)

This notice was:

provided to Parent at the PPT meeting

e-mailed

hand delivered

sent electronically to the parent portal

mailed

(Required)

Figure 28: Create Prior Written Notice

Figure 29: Create Prior Written Notice

Note: The ‘Date this action will take effect’ defaults to 15 school days after the user’s entered Document Date. If the user enters a date less than 10 school days from the Planning and Placement Team meeting date, a waiver checkbox is required.

When complete, click **SAVE**. Then click **CREATE DRAFT** to review work, and finally **CREATE FINAL** to generate the final Prior Written Notice document.

2.3. Evaluation Design and Consent

When the user comes to the **Evaluation Design and Consent** page, the user will see demographic information about the student and parents appear in the first panel. If changes to the parents need to be made, navigate to the Parents page. Once the user is satisfied the information is correct, the user can select the Evaluation Procedures and generate the Consent to Evaluate Document on this page.

2.3.1. About this Evaluation

Begin by making a choice. If the first box is selected, an assessment plan will be created. If the second box is selected, a text box will appear so that the user can describe the information used by the Planning and Placement Team to make the eligibility determination.

Initial Evaluation

Evaluation Procedures

The tests/evaluation procedures listed below were recommended

The PPT has decided that the available evaluation information listed below is sufficient to determine the child's eligibility and needs
(Required)

SAVE

Figure 30: About this Evaluation

2.3.2. Assessment Plan

To create the Assessment Plan, select the Areas of Assessment if necessary, and use the drop-down menus to identify procedures and evaluators. If the assessment needed is not in the drop-down menu, the user can select Other and type in the assessment. Should more than one assessment be needed in the same area, click on the green plus sign and it will populate another drop-down menu.

Assessment Plan

i Choose the areas of assessment and test/evaluation procedures that will be part of the student's evaluation, and indicate who the evaluator will be.

Tests/Evaluation Procedures

Area of Assessment	Test/Evaluation Procedure(s)	Evaluator
<input type="checkbox"/> Developmental History	<input type="text"/> +	<input type="text"/>
<input type="checkbox"/> Observation	<input type="text"/> +	<input type="text"/>
<input type="checkbox"/> Intellectual/Cognitive Functioning	<input type="text"/> +	<input type="text"/>
<input type="checkbox"/> Academic Performance	<input type="text"/> +	<input type="text"/>
<input type="checkbox"/> Behavioral/Social/Emotional	<input type="text"/> +	<input type="text"/>
<input type="checkbox"/> Adaptive Behavior	<input type="text"/> +	<input type="text"/>
<input type="checkbox"/> Communication (Speech/Language)	<input type="text"/> +	<input type="text"/>
<input type="checkbox"/> Motor Development (Fine)	<input type="text"/> +	<input type="text"/>

Figure 31: Assessment Plan

When complete, click **SAVE** on this panel.

<input type="checkbox"/> Assistive Technology	<input type="text"/> +	<input type="text"/>
<input type="checkbox"/> Vocational/Transition	<input type="text"/> +	<input type="text"/>
<input type="checkbox"/> Health	<input type="text"/> +	<input type="text"/>
<input type="checkbox"/> Vision	<input type="text"/> +	<input type="text"/>
<input type="checkbox"/> <input type="text"/>	<input type="text"/> +	<input type="text"/>

Special adaptations or accommodations are to be considered when indicated by the student's language, cultural background or physical status. Adaptations/accommodations required for this evaluation are:

No adaptations/accommodations required
 Adaptations/accommodations required
(Required)

Figure 32: Assessment Plan

Note: The Evaluators drop-down menu is populated with the Titles in the system for all the users on the team. Add any desired evaluators to the student’s team on the Team page and then the title associated with that user in CT-SEDS will be available to be selected.

2.3.3. Consent To Conduct Evaluation

The Consent to Conduct Evaluation can be completed in this panel. Users have three choices to acquire consent: have the parent/guardian sign on-screen immediately, send the document electronically to the parent portal for the parent/guardian to review and sign, or generate a hard copy of the document to send or give to the parent/guardian. Once an option is selected, the Create Consent Document button will turn green, and the user will be able to generate the requested document.

▼ Create Consent to Conduct Evaluation Document

Select the type of consent requested and how the parent will sign the consent form, and then create the document from this panel.

- If the parent chooses to sign digitally during the meeting, the system will capture whether Consent was received or if the request for Consent was Denied when the document is finalized.
- If the parent chooses to sign in the parent portal: the system will capture if Consent was received or if the request for Consent was Denied when the parent enters the response in the portal.
- If the parent chooses to sign a hard copy of the Consent for Evaluation Form: once you have received the signed form back, return to this page to enter the Date the District received the signed form.

The District is Asking for your Consent to Conduct:

An initial evaluation of the student.
The district will not proceed with an initial evaluation without your written consent.

Additional assessments for initial eligibility determination
Select this option if consent for initial evaluation has already been granted, but additional assessments have been deemed necessary.

A three-year reevaluation of the student

Targeted assessments (non-three-year reevaluation)

Procedural Safeguards

A copy of the Procedural Safeguards in Special Education is enclosed.

A copy of the Procedural Safeguards in Special Education was provided to you previously this school year. If you would like another copy of the Procedural Safeguards please contact

Name CDSE Team Title CDSE Team at Phone 777-888-9999

Select relevant option for parent signature

The parent is in the meeting and will sign the document digitally.

The document will be sent electronically to the parent portal for signature.

The parent will sign a hard copy of the document.

(Required)

CREATE CONSENT DOCUMENT
SAVE

Figure 33: Consent to Conduct Evaluation Document

When the parent signs digitally on-screen immediately or in the parent portal, the date of consent will automatically appear in the Consent to Evaluation Status panel. If the parent signs a hard copy, the user will need to click on the blue link in the upper right corner **ENTER CONSENT DATE**.

After consent has been entered, a blue link will appear in the upper right corner **ENTER PARENT REVOCATION OF CONSENT**.

▼ Consent Dates
[ENTER PARENT REVOCATION OF CONSENT](#)

i This section reflects the student's Consent for Evaluation Dates. This is where the Consent for Evaluation Date can be entered outside of form creation.

Initial Consent for Evaluations Date Consent Date for Additional Assessments for Initial Eligibility
 04/28/2022 _____

Reevaluation Consent Date

Targeted Assessments Consent Date

SAVE

Figure 34: Consent Dates

If the consent to evaluate is revoked, click the blue link and a pop-up panel will appear to enter details.

Enter Parent Revocation of Consent
✕

i Note: Select a type of evaluation and the parent response.

An initial evaluation of the student.
The district will not proceed with an initial evaluation without your written consent.

Additional assessments for initial eligibility determination
Select this option if consent for initial evaluation has already been granted, but additional assessments have been deemed necessary.

A three-year reevaluation of the student

Targeted assessments (non-three-year reevaluation)

Consent Revoked?

Yes
(Required)

Date Received
 mm/dd/yyyy
(Required)

CLOSE
SAVE

Figure 35: Enter Parent Revocation of Consent for Evaluation

2.3.4. Additional Evaluation Options

If necessary, check the option if the PPT is considering Specific Learning Disability or check that a Diagnostic Placement will be initiated. These selections will trigger additional areas to be completed on the next tile called Additional Evaluation Planning.

Figure 36: Additional Evaluation Options

2.4. Additional Evaluation Planning

If the user selected the Additional Evaluation Option for Specific Learning Disability or Diagnostic Placement on the Evaluate Design and Consent page, this page will have information to be completed. If the PPT is considering Specific Learning Disability (SLD), this page will allow the user to create Subject-Specific Worksheets. If the PPT has determined that a Diagnostic Placement/Trial Placement is necessary, this page will allow the user to gain parental consent for Trial Placement and note Diagnostic Goals and Trial Placement Services.

2.4.1. Suspected Specific Learning Disability Details

If the user selected the Additional Evaluation Option for Specific Learning Disability on the Evaluate Design and Consent page, the Suspected Specific Learning Disability Details panel will appear. The user is instructed to complete the relevant documentation using the Subject Specific Worksheets and a checkbox will appear allowing the user to select that an extension to the evaluation timeline is needed if applicable.

Figure 37: Suspected Specific Learning Disability Details

If an extension to the evaluation timeline is needed, the user should click on the blue link **CREATE EXTENSION OF EVAL TIMELINE**. The user will see a pop-up panel to Create Extension of Evaluation Timeline for a Student Suspected of a Specific Learning Disability.

Create Extension of Evaluation Timeline for a Student Suspected of a Specific Learning Disability

i This document should only be finalized once the district has received a response from the parent.

Date
06/07/2022

Student
Missie Kasey

Select Parent/Guardian(s)

Tim Thompson

Due to the reason(s) specified below, your child's evaluation for special education and related services will not be completed within the evaluation timeline.

Reason(s):

Insufficient information to document that student's learning difficulties are not the result of a lack of appropriate instruction.

Other:

The evaluation will be completed and the PPT meeting to determine the child's eligibility for special education and related services will be held on or before:

Date
mm/dd/yyyy

The evaluation timeline may be extended only if both the district and parent agree to the extension.

The parent and the school district agree to the extension and the proposed completion date indicated above.

The parent and the school district do not agree to the extension.

Reason (optional): _____

CLOSE **SAVE** **CREATE DRAFT** **CREATE FINAL**

Figure 38: Create Extension of Evaluation Timeline

The user can create the Subject Specific Worksheets on the Documents panel. The user should select the applicable worksheet and click the blue link **CREATE DOCUMENT** to complete the Subject Specific Worksheet for Reading, Mathematics, or Written Expression.

Documents [ATTACH DOCUMENTATION](#)

i View documents that have been created for the student from this page, and create or attach additional relevant documents.

▼ Create Additional Documents [CREATE DOCUMENT](#)

Reading Worksheet
 Mathematics Worksheet
 Written Expression Worksheet

Doc ID [↑]	Date Generated [↓]	Generated By [↑]	Document [↑]	Status [↑]	Include in Batch
14184	06/07/2022	Jane Thompson	Mutual Agreement to Extend Evaluation Timeline for Determining...	Final	<input type="checkbox"/>
14183	06/07/2022	Jane Thompson	Consent to Conduct an Initial Evaluation/ Reevaluation	Final	<input type="checkbox"/>

Figure 39: Subject Specific Worksheets

This will open up a pop-up panel where the worksheet can be completed.

Reading Worksheet

▼ Create Reading Worksheet

i The information on this Reading Worksheet must be completed for all elementary, middle, and high school students who have been referred to special education due to a suspected learning disability that affects Reading to capture all instructional strategies and interventions used, and student-centered data collected, including data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. This information should generally be gathered prior to a referral to special education as part of early intervention (i.e., alternative procedures required to be implemented in regular education under the Regulations of CT State Agencies §10-76d-7). (All boxes must be checked with appropriate documentation provided.)

i NOTE: Please see Guidelines for Identifying Children with Learning Disabilities for more information regarding instructions on completing the worksheet.

▼ Section 1. Core General Education Curriculum (Tier I)

1. Core General Education Reading Instruction (Tier I)

Student has participated in daily general education reading/language arts instruction using scientific research-based practices provided to the entire class by the general education teacher.

Description of Instruction Provided

i General education instruction should involve a comprehensive, district-wide reading curriculum, aligned to Connecticut Core Standards, which addresses all important areas of reading including phonemic awareness, phonics, reading fluency, vocabulary, and comprehension (e.g., through read-alouds, systematic phonics instruction, word study and structural analysis, fluency-building activities, explicit vocabulary instruction, literature think-alouds, comprehension strategy instruction).

Describe

2. Small Group/Differentiated Instruction by General Education Teacher (Tier 1)

Student has participated in small group, differentiated reading instruction by the classroom teacher as part of Tier I general education instruction (i.e., for all students). Appropriate materials, at the student's instructional level, have been used with integrity and sufficiency (i.e., consistently, over a period of time).

Description – How Core Curriculum was Differentiated to Meet Individual Student Needs in Small Group Setting:

Describe

3. Progress Monitoring Assessments (Tier 1)

Continuous progress monitoring has been provided to establish a basis for instructional decisions and to document a student's response to instruction.

Progress monitoring results, in the form of a graph and in the form of a chart/table have been included. The chart/table below may be used in place of a separate chart/table.

Description/Source of Evidence of Progress Monitoring: [ADD SOURCE OF EVIDENCE](#)

Skills/Competencies Targeted	Tier I Assessments	Student's Baseline Data	Student's Target/Benchmark	Student's Progress Monitoring Data	Student's Current Performance	Edit
------------------------------	--------------------	-------------------------	----------------------------	------------------------------------	-------------------------------	------

Figure 40: Subject Specific Worksheet

Please note the blue links to **ADD SOURCE OF EVIDENCE**. When clicked, these will open up a pop-up panel to add a Description/Source of Evidence of Progress Monitoring. The user can click **SAVE** to save and return to the worksheet or **SAVE AND ADD ANOTHER** to add additional sources of evidence.

Figure 41: Description/Source of Evidence of Progress Monitoring

At the bottom of the Subject Specific Worksheet, the user can click the **SAVE** button to save, the **CLOSE** button to close this page without saving, the **CREATE DRAFT** button to create a draft worksheet, or the **CREATE FINAL** button to create a final worksheet.

Figure 42: Subject Specific Worksheet

2.4.2. Trial Placement for Diagnostic Purposes and Consent Document

If a Trial Placement for Diagnostic Purposes is appropriate, use the following panel to generate the document. Add Diagnostic Goals and Objectives by clicking the blue link **ADD DIAGNOSTIC GOALS** and add any Trial Placement Services by clicking the blue link **ADD TRIAL PLACEMENT SERVICES**. Once the user has completed all required fields, the **CREATE CONSENT DOCUMENT** button will be enabled and the document can be created. While the full PPT membership may be used, the 10 day review meetings are not required to be formal PPT meetings. As such, meeting summary notes should be recorded in this section of the system.

▼ Trial Placement Consent Document

i Fill in the details regarding the student's Trial Placement. Click "Create Consent Form" to generate the document for parent consent.

Rationale for Trial Placement **i**

Describe

(Required)

Instructional Site(s) of Trial Placement

General Education Setting 50% or more non-disabled peers General Education Setting Less than 50% non-disabled peers Resource Setting Separate Setting/Program

Community-Based Setting 50% or more non-disabled peers Related Service Setting Community-Based Setting 50% or more non-disabled peers

Other
(Required)

Location

The location is fully or partially outside of the student's enrolled school

Figure 43: Trial Placement Consent Document

▼ Diagnostic Goal(s) and Objectives ADD DIAGNOSTIC GOALS

i Goals should be based on the PPT's outstanding evaluation questions. Progress on objectives should be measured with the information/data that will be collected and reviewed every two weeks.

Goal	Objectives	Edit	Delete

Trial Placement Services ADD TRIAL PLACEMENT SERVICES

i Enter the types and amounts of any services needed to conduct the Trial Placement.

Service	Description	Edit	Delete

Select relevant option for parent signature

The parent is in the meeting and will sign the document digitally.

The document will be sent electronically to the parent portal for signature.

The parent will sign a hard copy of the document.

(Required)

CREATE CONSENT DOCUMENT
SAVE

Figure 44: Trial Placement Consent Document

Users have three choices to acquire consent: have the parent/guardian sign on-screen immediately, send the document electronically to the parent portal for the parent/guardian to review and sign, or generate a hard copy of the document to send or give to the parent/guardian. Once an option is selected, the Create Consent Document button will turn green and the user will be able to generate the requested document.

When the parent signs digitally on-screen immediately or in the parent portal, the date of consent will automatically appear in the Consent to Evaluation Status panel. If the parent signs a hard copy, the user will need to click on the blue link in the upper right corner **ENTER CONSENT DATE**.

After consent has been entered, a blue link will appear in the upper right corner **ENTER PARENT REVOCATION OF CONSENT**.

Figure 45: Trial Placement Consent Date

If the consent to evaluate is revoked, click the blue link and a pop-up panel will appear to enter details.

Figure 46: Enter Parent Revocation of Consent for Trial Placement

2.5. Evaluations

After the Consent to Evaluate has been completed, and evaluations are underway, the results of that work is required to be documented in the CT-SEDS system. In the Assessments Data/Evaluation panel those assessments specified in the Assessment Plan will have panels for the user to record the results.

2.5.1. Viewing and Completing Evaluations

The top portion of the page lists assessments that have been planned. Complete the required fields and upload additional documentation as necessary for each assessment. Then click **SAVE**.

Evaluations

i This page is used to add or upload evaluation reports for the student.

Evaluation Purpose
Initial Evaluation

∨ Assessments Data/Evaluations [ATTACH DOCUMENTATION](#)

i Upload finalized assessment reports for all assessment areas included on the Evaluation Consent document.

∨ Observation

Test/Evaluation Procedure
In-Classroom Observation

Evaluator
Other Ms. Smith

Complete assessment uploaded (Required)

Will complete after eligibility determination (Required)

Will not complete (Required)

Additional documents are being uploaded

SAVE

Figure 47: Assessments Data/Evaluations

Below the Assessment and Evaluation data, a panel will show the student’s assessment history. Both the completed assessments and assessments that have been planned but not yet completed will be shown.

∨ History of Assessments

∨ Completed Assessments

Area of Assessment ↑	Test/Evaluation Procedure ↑	Evaluator ↑	Date Completed ↑
Observation	In-Classroom Observation	Other Ms. Smith	02/28/2022

Previous | 1 | Next

∨ Assessments Not Completed

Area of Assessment ↑	Test/Evaluation Procedure ↑	Evaluator ↑
No data available in table		

Previous | Next

SAVE

Figure 48: History of Assessments

2.6. Determination of Eligibility (PPT2)

The final step in the Initial Referral and Evaluation process is the **Determination of Eligibility**. Information from throughout the process will be pulled forward and available for the user. Confirm the demographic and parent information and schedule the meeting to review the Evaluation Results in the first panel.

2.6.1. Schedule a Meeting: (PPT2)

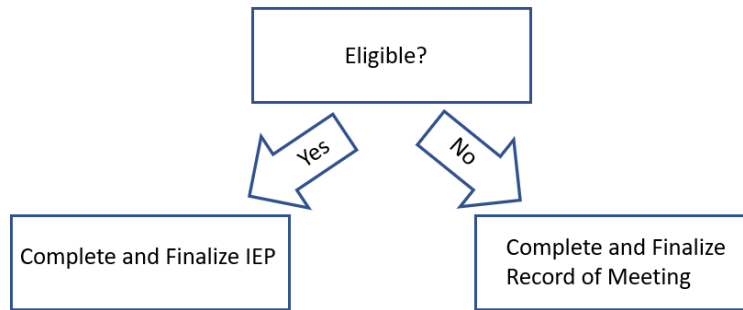
On this panel, click the blue link in the upper right corner to **CREATE NOTICE OF PLANNING AND PLACEMENT TEAM MEETING**.

The pop-up panel to create the notice will appear. Complete the required and other appropriate fields and click **SAVE** when all the information has been entered.

Figure 49: Scheduling PPT2

2.6.1.1. Record of Meeting

After the planning and placement team meeting has been held, the user can create the record of meeting by clicking the link shown in the panel below. Depending on eligibility status, the user may or may not be required to create a Record of Meeting as denoted in this flow chart.



To create the Record of Meeting, click on the blue link in the upper right corner **CREATE RECORD OF MEETING**.

Figure 50: Record of Meeting

2.6.1.2. Meeting Attendance Excusal

If needed, use this panel to create a Planning and Placement Team Attendance Excusal document. Check the box indicating that at least one member of the team was not in attendance, then click the blue link in the upper right corner **CREATE PPT ATTENDANCE EXCUSAL DOCUMENT** to create the excusal document.

Figure 51: Meeting Attendance Excusal

The Planning and Placement Team Attendance Excusal document pop-up panel will open. Complete the document by selecting the appropriate checkboxes, then click **SAVE**. Then the user can click **CREATE DRAFT** to review work, and finally **CREATE FINAL** to generate the final Planning and Placement Team Attendance Excusal document.

Select	Date Created	Meeting Date	Meeting Purpose(s)	Document ID
<input checked="" type="checkbox"/>	03/27/2022	01/20/2022		1957

Select	Title	Name
<input type="checkbox"/>	Administrator	Brandon Franklin
<input type="checkbox"/>	Student's General Education Teacher	Lee Chambers
<input type="checkbox"/>	Special Education Teacher	CM One
<input type="checkbox"/>	General Education Teacher	test

Figure 52: Create Meeting Attendance Excusal Document

2.6.2. Primary Disability

Begin this section by responding to the question. If the answer is no, the student would not qualify for special education. If yes is selected, a primary disability must be selected from a drop-down menu.

Figure 53: Primary Disability

2.6.2.1. Determinant Factors

Use this panel to identify determinant factors and adverse effect(s).

Figure 54: Determinant Factors

2.6.2.2. Specific Learning Disability Details

If the student’s primary disability is SLD/Dyslexia or Specific Learning Disability, the Determinant Factors panel will not appear, and the user will see the Specific Learning Disability Details panel. On the Specific Learning Disability Details panel, the user can create a Multidisciplinary Evaluation Report for SLD by clicking the blue link **CREATE MULTIDISCIPLINARY EVALUATION REPORT FOR SLD**.

Specific Learning Disability Details
CREATE MULTIDISCIPLINARY EVALUATION REPORT FOR SLD

i Complete the Multidisciplinary Evaluation Report for SLD for the student. The subject-specific worksheets created on the Evaluation Design and Consent page are displayed here.

Subject-Specific Worksheets for SLD

Doc ID	Date Generated	Generated By	Document	Status
14185	06/07/2022	Jane Thompson	Reading Worksheet	Final

SAVE

Figure 55: Specific Learning Disability Details

This will open a pop-up panel where the report can be generated. The report includes: a panel where the date can be entered, the Section I: Required Evaluation Components panel, the Section II: Specific Learning Disability Eligibility Criteria panel, and the SLD Determination panel.

Create Multidisciplinary Evaluation Report for Student Suspected of Having a Specific Learning Disability

Date
 06/07/2022 📅

SAVE

Section I: Required Evaluation Components

A. Parent or Adult Student Input

(Required)

B. Instructional Strategies and Interventions Used, and Student-Centered Data Collected (Documentation must be included)

i It is best practice to include completed Mathematics, Reading, and/or Written Expression Worksheets, as appropriate, to capture all instructional strategies and interventions used, and student-centered data collected, including data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction.

C. Educationally Relevant Medical Findings, if any

Figure 56: Create MER for Student Suspected of Having SLD

At the bottom of the Create Multidisciplinary Evaluation Report for Student Suspected of Having a Specific Learning Disability document, the user can click the **SAVE** button to save, the **CLOSE** button to close this page, the **CREATE DRAFT** button to create a draft worksheet, or the **CREATE FINAL** button to create a final worksheet.

Yes No

i Each team member must certify in writing whether this report reflects the member's conclusion. If this report does not reflect a team member's conclusion, the member must submit a separate statement presenting the member's conclusion.

Names of Team Members	Agreement with Report	If no, reasons and conclusion
<input type="checkbox"/> Missie Kasey (Check when appropriate) Parent/GuardianName		
<input type="checkbox"/> Tim Thompson	<input type="radio"/> Yes <input type="radio"/> No	
Administrator ▼	<input type="radio"/> Yes <input type="radio"/> No	
General Education Teacher ▼	<input type="radio"/> Yes <input type="radio"/> No	
Examiner/special education instruction ▼	<input type="radio"/> Yes <input type="radio"/> No	
Examiner/pupil personnel services ▼	<input type="radio"/> Yes <input type="radio"/> No	
Other Team Member		
Enter Title _____ Enter Name _____	<input type="radio"/> Yes <input type="radio"/> No	

Figure 57: Create MER Report for Student Suspected of Having SLD

2.6.2.3. Eligibility Determination

At the last step, the user will enter the Eligibility Determination which will create an event in CT-SEDS and in the student's History. Also, the user will create the **Prior Written Notice** document, and if necessary, the **Consent for Initial Provision of Special Education Services** document.

i Click "Enter Eligibility Determination" to indicate whether the student meets or does not meet the eligibility criteria requirements.

In consideration of the reported information, the evaluation team finds _____

Figure 58: Eligibility Determination

Click on the blue link in the upper right corner **ENTER ELIGIBILITY DETERMINATION** to open the pop-up panel. Once the appropriate checkbox is selected, the user will be able to click **FINALIZE DETERMINATION**.

Enter Eligibility Determination ✕

i If the student was found not eligible for special education and related services, the Date Determined Not Eligible will conclude this evaluation process.

The student meets the eligibility criteria requirements for special education and related services.
(Required)

The student does not meet the eligibility criteria requirements for special education and related services.
(Required)

CLOSE
FINALIZE DETERMINATION

Figure 59: Enter Eligibility Determination

If the student does not meet the eligibility criteria requirements for special education and related services and the initial evaluation timeline was not met for the student, the staff member will need to select a reason for the delay.

Enter Eligibility Determination ✕

i If the student was found not eligible for special education and related services, the Date Determined Not Eligible will conclude this evaluation process.

The student meets the eligibility criteria requirements for special education and related services.

The student does not meet the eligibility criteria requirements for special education and related services.

Date Determined Not Eligible
06/01/2022 📅

∨ Reasons for Delay

i The compliance timeline was not met for this student. Please enter a reason for the delay.

Reason for Delay

Documented request by parent to reschedule or delay the PPT meeting after agreeing to attend at a particular time and date

Parent repeatedly failed or refused to produce the child for evaluation

Student hospitalized/extended absence with medical documentation that the student was not available for evaluation

OTHER: By selecting this option, the district is acknowledging noncompliance with the State's 45-school day initial evaluation timeline. Explain below.

CLOSE
FINALIZE DETERMINATION

Figure 60: Reasons for Delay

2.6.2.4. Prior Written Notice

To create the Prior Written Notice, click the blue link in the upper right corner **CREATE PRIOR WRITTEN NOTICE** from the Eligibility Determination panel. The Prior Written Notice pop-up panel will appear. Follow the prompts and guidance to make the appropriate selections and provide the required narratives.

Create Prior Written Notice

i Complete all of the following data fields to create a Prior Written Notice document. A separate Prior Written Notice document must be created for each action the district is proposing or refusing.

Student
Marty Alvarez

Date
01/21/2022

Parent/Guardian(s)
Alvarez Dad

Parent/Guardian(s)
Alvarez Mom

Figure 61: Create Prior Written Notice

OSEP District 2 is providing notice of the following

<p>1</p> <p><input type="checkbox"/> The District is proposing to</p> <p><input type="checkbox"/> The District is refusing the request to</p> <p>(Required)</p>	<p>2</p> <p><input type="checkbox"/> initiate</p> <p><input type="checkbox"/> change</p> <p>(Required)</p>	<p>3</p> <p><input type="checkbox"/> identification/eligibility</p> <p><input type="checkbox"/> an evaluation</p> <p><input type="checkbox"/> an educational placement</p> <p><input type="checkbox"/> the provision of FAPE (IEP)</p> <p>(Required)</p>
--	---	---

Description / Reason

Description of the proposed or refused action:
(Required)

The reason for proposing or refusing to take action:
(Required)

Description (including the date) of each evaluation procedure, assessment, record, or written report the school district used as a basis for the proposed/refused action:
(Required)

Figure 62: Create Prior Written Notice

Date this action will take effect
02/07/2022

Other options the PPT considered and rejected:

Instruction in the general education environment with supplementary aids and services

No other options were considered and rejected

Other

(Required)

Reason for rejecting other options:

The student would not receive an appropriate program in the least restrictive environment.

Other

(Required)

Other factors that are relevant to this action:

There are no other factors that are relevant to the PPT decision

Other

(Required)

This notice was:

provided to Parent at the PPT meeting

e-mailed

hand delivered

sent electronically to the parent portal

mailed

(Required)

CLOSE SAVE CREATE DRAFT CREATE FINAL

Figure 63: Create Prior Written Notice

When complete, click **SAVE**. Then click **CREATE DRAFT** to review work, and finally **CREATE FINAL** to generate the final Prior Written Notice document.

2.7. Consent for Initial Provision of Special Education

The Consent for Initial Provision of Special Education can be completed in this panel. Users have three choices to acquire consent: have the parent/guardian sign on-screen immediately, send the document electronically to the parent portal for the parent/guardian to review and sign, or generate a hard copy of the document to send or give to the parent/guardian. Once an option is selected, the Create Consent Document button will turn green, and the user will be able to generate the requested document.

▼ Create Consent for Initial Provision of Special Education

i Indicate the procedural safeguards information if applicable, and select how the parent will sign the consent form, then create the Consent for Initial Provision of Special Education document from this panel.

Consider creating the following additional documents at the bottom of the page to share with parents at this point: Restraint and Seclusion Law, Parent Guide to special Education, and Transition Bill of Rights.

i

- Procedural Safeguards - upon referral or parent request for evaluation and annually thereafter
- A Parent's Guide to Special Education in Connecticut - when student is found eligible and at each PPT meeting thereafter
- IEP Manual - when student is found eligible and at each PPT meeting thereafter
- Building a Bridge - when student is found eligible and at each PPT meeting once student becomes "transition age"
- Transition Bill of Rights - annually to parents of students in grades 6 – 12.
- Restraint/Seclusion - required at the first PPT for the student.

Procedural Safeguards

A copy of Procedural Safeguards in Special Education was provided to you previously this school year. If you would like another copy of the Procedural Safeguards please contact

Procedural Safeguard Contact	Procedural Safeguard Title	Procedural Safeguard Phone
CDSE Team	District Safeguards Contact	777-888-9999

Select relevant option for parent signature

The parent is in the meeting and will sign the document digitally.
 The document will be sent electronically to the parent portal for signature.
 The parent will sign a hard copy of the document.

CREATE CONSENT DOCUMENT SAVE

Figure 64: Parental Consent for Initial Provision of Services

When the parent signs digitally on-screen immediately or in the parent portal, the date of consent will automatically appear in the Consent Dates panel. If the parent signs a hard copy, the user will need to click on the blue link in the upper right corner **ENTER CONSENT DATE**.

After consent has been entered, a blue link will appear in the upper right corner **ENTER PARENT REVOCATION OF CONSENT**. If the consent to evaluate is revoked, click the blue link and a pop-up panel will appear to enter details.

▼ Consent Dates [ENTER PARENT REVOCATION OF CONSENT](#)

i This section reflects the student's Consent for Initial Provision of Special Education Dates. This is where the Consent Date can be entered outside of form creation.

Initial Consent for Provision of Services Date
 05/01/2022

SAVE

Figure 65: Enter Parent Revocation of Consent

2.8. View and Create Additional Documents

On the very last tile of the Referral and Initial Evaluation process, a full listing of all documents created or uploaded will be shown. Additionally, if other documents need to be uploaded or generated, use the appropriate links.

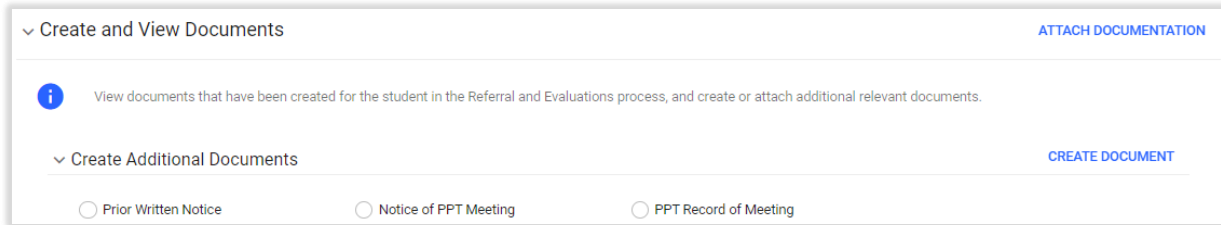


Figure 66: Create and View Documents

3. Targeted Assessment (Non-Three-Year Reevaluation)

The Targeted Assessment is a simple three-step process as shown below. This option will not be available if a student does not have an initial eligibility determination.

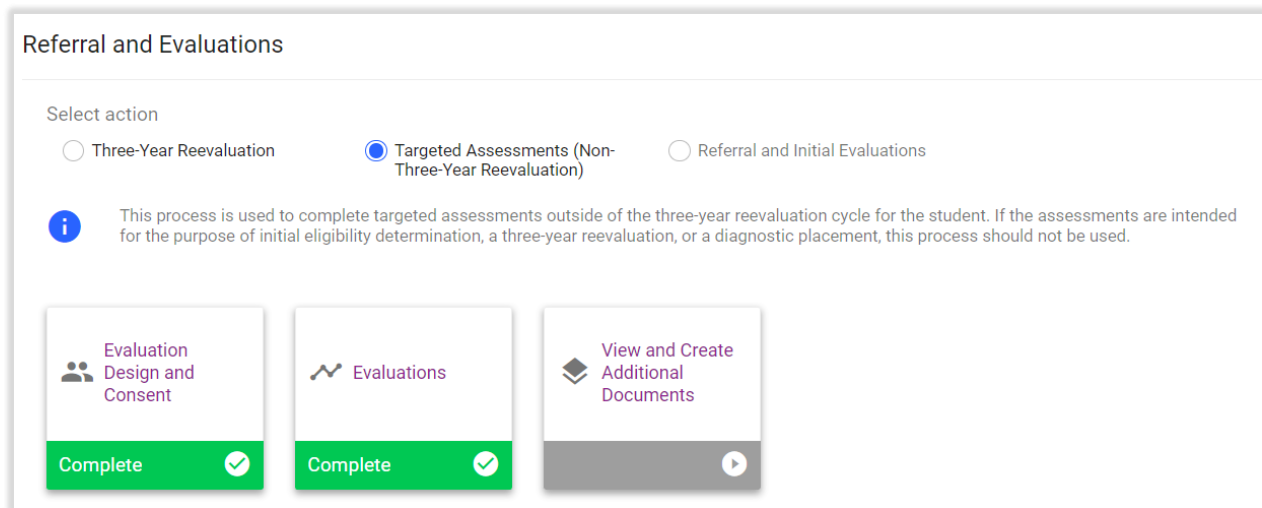


Figure 67: Targeted Assessments Process Tiles

3.1. Evaluation Design and Consent

Within the **Evaluation Design and Consent** tile, the user will see demographic information about the student and parents in the first panel. If changes to the parents need to be made, navigate to the Parents page to make the changes. Once the user is satisfied the information is correct, the user can create the Evaluation Design and generate the Consent to Evaluate Document on this page.

3.1.1. About this Evaluation

Begin by making a choice. If the first box is selected, an evaluation plan will be created. If the second box is selected a text box will appear so that the user can enter the reason that the Planning and Placement Team is using to conduct an evaluation.

About this Evaluation



Targeted Assessments (Non-Three-Year Reevaluation)

The team determined that an evaluation should be conducted for the following reason:


To assess your child's current level of functioning
 Other
 (Required)

Evaluation Procedures

The tests/evaluation procedures listed below were recommended

PPT Meeting Date: Reevaluation Planned
 mm/dd/yyyy  


(Required)

 The date you entered does not match any meeting dates captured in the system for this student from Notices of PPT Meetings. Confirm this is the correct date, and if necessary, a Notice of PPT Meeting should be created.


SAVE

Figure 68: About this Evaluation

3.1.2. Assessment Plan

To create the Assessment Plan, Identify the Tests/Evaluation Procedures necessary, select the Areas of Assessment, and use the drop-down menus to identify procedures and evaluators. If the assessment needed is not in the drop-down menu, the user can select Other and type in the assessment. Should more than one assessment be needed in the same area, click on the green plus sign  and it will populate another drop-down menu.

Assessment Plan

 Choose the areas of assessment and test/evaluation procedures that will be part of the student's evaluation, and indicate who the evaluator will be.

Tests/Evaluation Procedures

Area of Assessment	Test/Evaluation Procedure(s)	Evaluator
<input type="checkbox"/> Developmental History	<input type="text"/> +	<input type="text"/>
<input type="checkbox"/> Observation	<input type="text"/> +	<input type="text"/>
<input type="checkbox"/> Intellectual/Cognitive Functioning	<input type="text"/> +	<input type="text"/>
<input type="checkbox"/> Academic Performance	<input type="text"/> +	<input type="text"/>
<input type="checkbox"/> Behavioral/Social/Emotional	<input type="text"/> +	<input type="text"/>
<input type="checkbox"/> Adaptive Behavior	<input type="text"/> +	<input type="text"/>
<input type="checkbox"/> Communication (Speech/Language)	<input type="text"/> +	<input type="text"/>
<input type="checkbox"/> Motor Development (Fine)	<input type="text"/> +	<input type="text"/>

Figure 69: Assessment Plan

When complete, click **SAVE** on this panel.

The screenshot shows a form titled "Assessment Plan" with the following elements:

- Five rows of categories: "Assistive Technology", "Vocational/Transition", "Health", "Vision", and an empty row. Each row has a checkbox on the left, a dropdown menu in the middle, and another dropdown menu on the right. A "+" sign is centered below each dropdown menu.
- An "ADD MORE" button in a green box.
- Text: "Special adaptations or accommodations are to be considered when indicated by the student's language, cultural background or physical status. Adaptations/accommodations required for this evaluation are:"
- Two radio button options:
 - No adaptations/accommodations required
 - Adaptations/accommodations required
- A "(Required)" label in red text below the second radio button.
- A "SAVE" button in a green box at the bottom right corner.

Figure 70: Assessment Plan

Note: The Evaluators drop-down menu is populated with the Titles in the system for all the users on the team. If the evaluator is not on the student's team, select Other and type in the title of the evaluator.

3.1.3. Consent To Conduct Evaluation

The Consent to Conduct Evaluation can be completed in this panel. Users have three choices to acquire consent: have the parent/guardian sign on-screen immediately, send the document electronically to the parent portal for the parent/guardian to review and sign, or generate a hard copy of the document to send or give to the parent/guardian. Once an option is selected, the Create Consent Document button will turn green and the user will be able to generate the requested document.

▼ **Create Consent to Conduct Evaluation Document**

i Select the type of consent requested and how the parent will sign the consent form, and then create the document from this panel.

- If the parent chooses to sign digitally during the meeting: the system will capture whether Consent was received or if the request for Consent was Denied when the document is finalized.
- If the parent chooses to sign in the parent portal: the system will capture if Consent was received or if the request for Consent was Denied when the parent enters the response in the portal.
- If the parent chooses to sign a hard copy of the Consent for Evaluation Form: once you have received the signed form back, return to this page to enter the Date the District received the signed form.

The District is Asking for your Consent to Conduct:

An initial evaluation of the student.
The district will not proceed with an initial evaluation without your written consent.

Additional assessments for initial eligibility determination
Select this option if consent for initial evaluation has already been granted, but additional assessments have been deemed necessary.

A three-year reevaluation of the student

Targeted assessments (non-three-year reevaluation)

Procedural Safeguards

A copy of the Procedural Safeguards in Special Education is enclosed.

A copy of the Procedural Safeguards in Special Education was provided to you previously this school year. If you would like another copy of the Procedural Safeguards please contact

Name CDSE Team Title District Safeguards Contact at Phone 777-888-9999

Select relevant option for parent signature

The parent is in the meeting and will sign the document digitally.

The document will be sent electronically to the parent portal for signature.

The parent will sign a hard copy of the document.

(Required)

CREATE CONSENT DOCUMENT SAVE

Figure 71: Parental Consent to Conduct Evaluation

3.1.4. Consent Dates

When the parent signs digitally on-screen immediately or in the parent portal, the date of consent will automatically appear in the Consent to Evaluation Status panel. If the parent signs a hard copy, the user will need to click on the blue link in the upper right corner **ENTER CONSENT DATE**.

▼ **Consent Dates** [ENTER CONSENT DATE](#)

i This section reflects the student's Consent for Evaluation Dates. This is where the Consent for Evaluation Date can be entered outside of form creation.

Initial Consent for Evaluations Date 04/28/2022 Consent Date for Additional Assessemets for Initial Eligibility _____

Reevaluation Consent Date _____

Targeted Assessments Consent Date _____

SAVE

Figure 72: Consent Dates

After consent has been entered, a blue link will appear in the upper right corner **ENTER PARENT REVOCATION OF CONSENT** to be used if consent is revoked.

3.1.5. Prior Written Notice

To create the Prior Written Notice, select the radio button for Prior Written Notice and click the blue link in the right corner **CREATE DOCUMENT**.

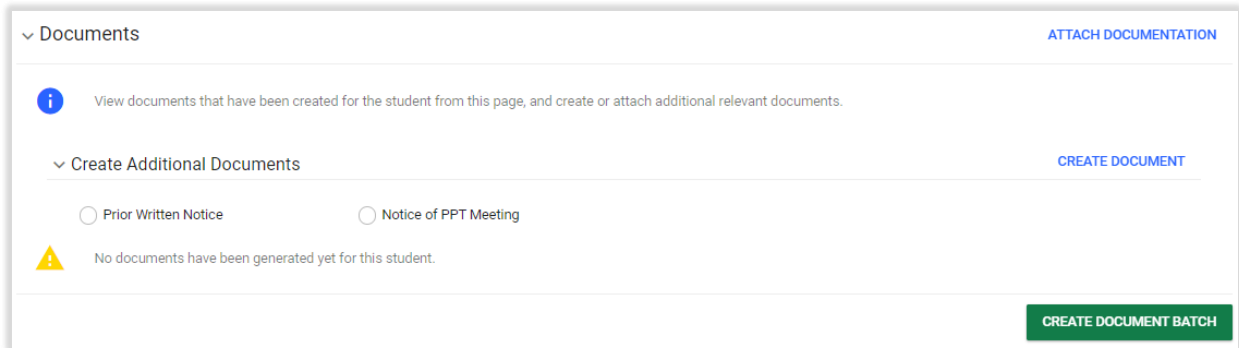


Figure 73: Documents Panel

The Prior Written Notice pop-up panel will appear. Follow the prompts and guidance to make the appropriate selections and provide the required narratives.

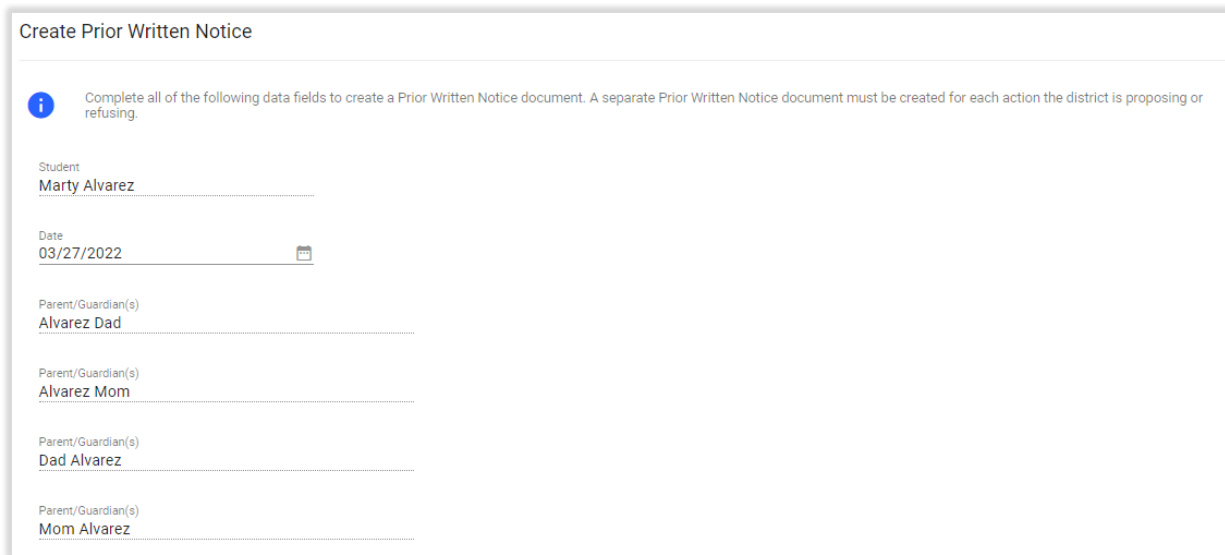


Figure 74: Create Prior Written Notice

OSEP District 2 is providing notice of the following

<p>1</p> <p><input type="checkbox"/> The District is proposing to</p> <p><input type="checkbox"/> The District is refusing the request to <i>(Required)</i></p>	<p>2</p> <p><input type="checkbox"/> initiate</p> <p><input type="checkbox"/> change <i>(Required)</i></p>	<p>3</p> <p><input type="checkbox"/> identification/eligibility</p> <p><input type="checkbox"/> an evaluation</p> <p><input type="checkbox"/> an educational placement</p> <p><input type="checkbox"/> the provision of FAPE (IEP) <i>(Required)</i></p>
--	---	---

Description / Reason

Description of the proposed or refused action:

(Required)

The reason for proposing or refusing to take action:

(Required)

Description (including the date) of each evaluation procedure, assessment, record, or written report the school district used as a basis for the proposed/refused action:

(Required)

Figure 75: Create Prior Written Notice

Date this action will take effect
04/18/2022

Other options the PPT considered and rejected:

Instruction in the general education environment with supplementary aids and services

No other options were considered and rejected

Other
(Required)

Reason for rejecting other options:

The student would not receive an appropriate program in the least restrictive environment.

Other
(Required)

Other factors that are relevant to this action:

There are no other factors that are relevant to the PPT decision

Other
(Required)

This notice was:

provided to Parent at the PPT meeting hand delivered mailed

e-mailed sent electronically to the parent portal
(Required)

Figure 76: Create Prior Written Notice

When complete, click **SAVE**. Then click **CREATE DRAFT** to review work, and finally **CREATE FINAL** to generate the final Prior Written Notice document.

3.2. Evaluations

After the Consent to Evaluate has been completed, and evaluations are underway, the results of that work can be documented in the CT-SEDS system. In the Assessments Data/Evaluation tile those assessments specified in the Evaluation Plan will have panels for the user to record the results.

3.2.1. Viewing and Completing Evaluations

The top portion of the page lists assessments that have been planned. Complete the required fields and upload additional documentation as necessary for each assessment. Then click **SAVE**.

Figure 77: Assessments Data/Evaluations

Below the Assessment and Evaluation data, a panel will show the student’s assessment history. Both the completed assessments and assessments that have been planned but not yet completed will be shown.

Figure 78: History of Assessments

3.3. View and Create Additional Documents

On the very last tile of the Targeted Assessment process, a full listing of all documents created or uploaded will be shown. Additionally, if other documents need to be uploaded or generated, use the appropriate links.

The screenshot shows a user interface for document management. At the top, there is a section titled "Create and View Documents" with a dropdown arrow on the left and a blue link "ATTACH DOCUMENTATION" on the right. Below this is an information icon (blue circle with 'i') followed by the text: "View documents that have been created for the student in the Referral and Evaluations process, and create or attach additional relevant documents." Underneath is another section titled "Create Additional Documents" with a dropdown arrow on the left and a blue link "CREATE DOCUMENT" on the right. This section contains three radio button options: "Prior Written Notice", "Notice of PPT Meeting", and "PPT Record of Meeting". Below these options is a yellow warning triangle icon followed by the text: "No documents have been generated yet for this student." At the bottom right of the interface is a green button labeled "CREATE DOCUMENT BATCH".

Figure 79: View and Create Additional Documents

4. Three-Year Reevaluation

The Three-Year Reevaluation process has five tiles as shown below. This option will not be possible unless the student already has a Referral and Initial Evaluation.

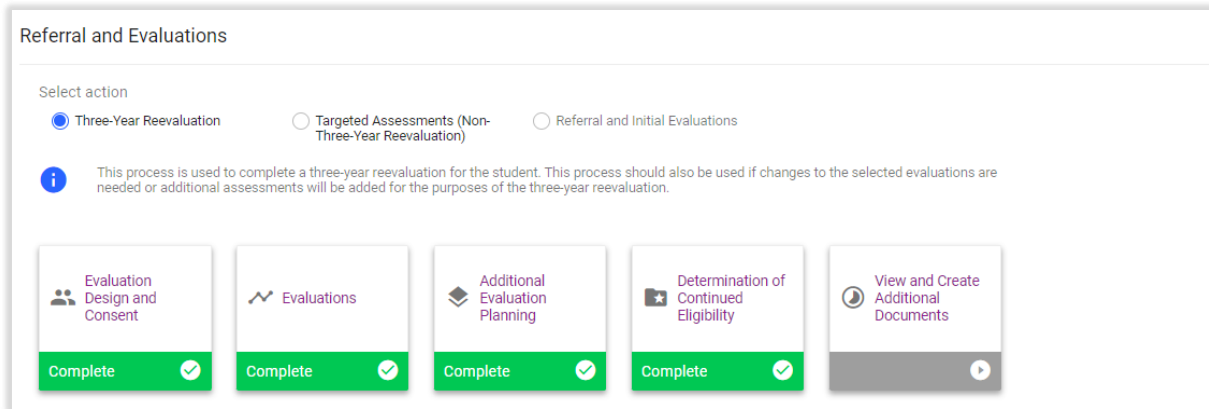


Figure 80: Three-Year Reevaluation Process Tiles

4.1. Evaluation Design and Consent

When the user clicks on the **Evaluation Design and Consent** tile, the user will see demographic information about the student and parents appears in the first panel. If changes to the parents need to be made, navigate to the Parents page to make the changes. Once the user is satisfied the information is correct, create the Evaluation Design and generate the Consent to Evaluate Document on this page.

4.1.1. About this Evaluation

Begin by making a choice. If the first box is selected, an assessment plan will be created. If the second or third box are selected, prompts for the appropriate actions will appear on the screen.

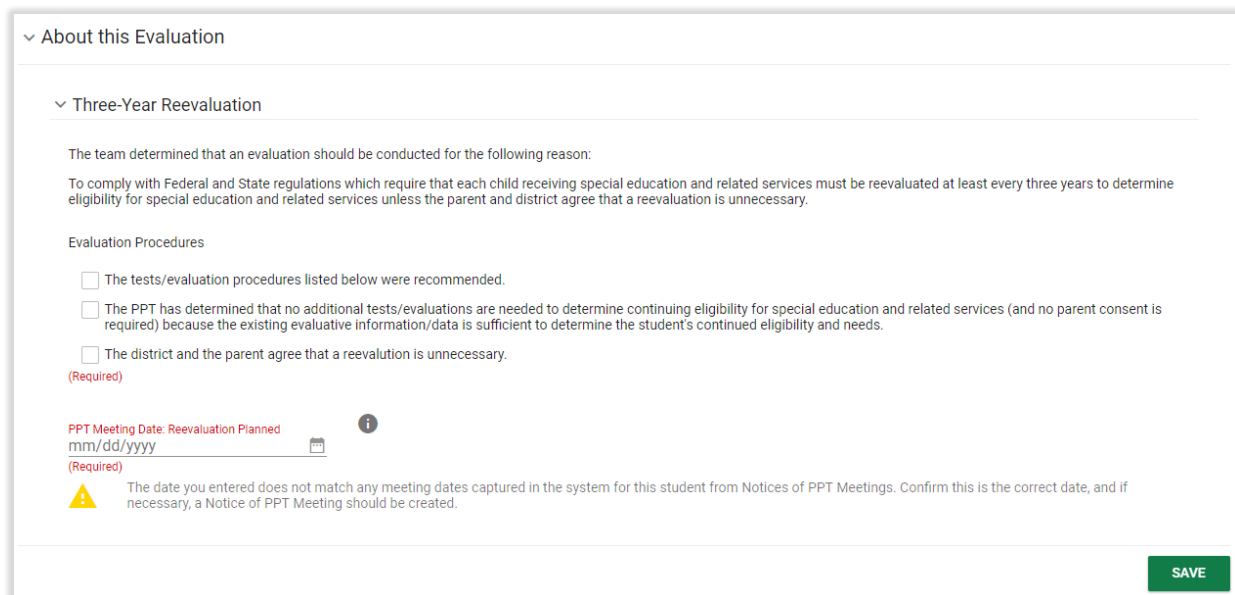


Figure 81: About this Evaluation

4.1.2. Assessment Plan

To create the Assessment Plan, select the Areas of Assessment if necessary, and use the drop-down menus to identify procedures and evaluators. If the assessment needed is not in the drop-down menu, the user can select Other and type in the assessment. Should more than one assessment be needed in the same area, click on the green plus sign **+** and it will populate another drop-down menu.

∨ Assessment Plan

i Choose the areas of assessment and test/evaluation procedures that will be part of the student's evaluation, and indicate who the evaluator will be.

∨ Tests/Evaluation Procedures

	Area of Assessment	Test/Evaluation Procedure(s)	Evaluator
<input type="checkbox"/>	Developmental History	<div style="border: 1px solid #ccc; padding: 2px; text-align: center;">+</div>	<div style="border: 1px solid #ccc; padding: 2px; text-align: center;">∨</div>
<input type="checkbox"/>	Observation	<div style="border: 1px solid #ccc; padding: 2px; text-align: center;">+</div>	<div style="border: 1px solid #ccc; padding: 2px; text-align: center;">∨</div>
<input type="checkbox"/>	Intellectual/Cognitive Functioning	<div style="border: 1px solid #ccc; padding: 2px; text-align: center;">+</div>	<div style="border: 1px solid #ccc; padding: 2px; text-align: center;">∨</div>
<input type="checkbox"/>	Academic Performance	<div style="border: 1px solid #ccc; padding: 2px; text-align: center;">+</div>	<div style="border: 1px solid #ccc; padding: 2px; text-align: center;">∨</div>
<input type="checkbox"/>	Behavioral/Social/Emotional	<div style="border: 1px solid #ccc; padding: 2px; text-align: center;">+</div>	<div style="border: 1px solid #ccc; padding: 2px; text-align: center;">∨</div>
<input type="checkbox"/>	Adaptive Behavior	<div style="border: 1px solid #ccc; padding: 2px; text-align: center;">+</div>	<div style="border: 1px solid #ccc; padding: 2px; text-align: center;">∨</div>
<input type="checkbox"/>	Communication (Speech/Language)	<div style="border: 1px solid #ccc; padding: 2px; text-align: center;">+</div>	<div style="border: 1px solid #ccc; padding: 2px; text-align: center;">∨</div>
<input type="checkbox"/>	Motor Development (Fine)	<div style="border: 1px solid #ccc; padding: 2px; text-align: center;">+</div>	<div style="border: 1px solid #ccc; padding: 2px; text-align: center;">∨</div>

Figure 82: Assessment Plan

When complete, click **SAVE** on this panel.

<input type="checkbox"/>	Assistive Technology	<input type="text"/>	<input type="text"/>
		+	
<input type="checkbox"/>	Vocational/Transition	<input type="text"/>	<input type="text"/>
		+	
<input type="checkbox"/>	Health	<input type="text"/>	<input type="text"/>
		+	
<input type="checkbox"/>	Vision	<input type="text"/>	<input type="text"/>
		+	
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		+	

ADD MORE

Special adaptations or accommodations are to be considered when indicated by the student's language, cultural background or physical status. Adaptations/accommodations required for this evaluation are:

No adaptations/accommodations required
 Adaptations/accommodations required
(Required)

SAVE

Figure 83: Assessment Plan

Note: The Evaluators drop-down menu is populated with the Titles in the system for all the users on the team. Add any desired evaluators to the student’s team on the Team page.

4.1.3. Consent To Conduct Evaluation

The Consent to Conduct Evaluation can be completed in this panel. Users have three choices to acquire consent: have the parent/guardian sign on-screen immediately, send the document electronically to the parent portal for the parent/guardian to review and sign, or generate a hard copy of the document to

send or give to the parent/guardian. Once an option is selected, the Create Consent Document button will turn green and the user will be able to generate the requested document.

▼ Create Consent to Conduct Evaluation Document

Select the type of consent requested and how the parent will sign the consent form, and then create the document from this panel.

- If the parent chooses to sign digitally during the meeting: the system will capture whether Consent was received or if the request for Consent was Denied when the document is finalized.
- If the parent chooses to sign in the parent portal: the system will capture if Consent was received or if the request for Consent was Denied when the parent enters the response in the portal.
- If the parent chooses to sign a hard copy of the Consent for Evaluation Form: once you have received the signed form back, return to this page to enter the Date the District received the signed form.

The District is Asking for your Consent to Conduct:

An initial evaluation of the student.
The district will not proceed with an initial evaluation without your written consent.

Additional assessments for initial eligibility determination
Select this option if consent for initial evaluation has already been granted, but additional assessments have been deemed necessary.

A three-year reevaluation of the student

Targeted assessments (non-three-year reevaluation)

Procedural Safeguards

A copy of the Procedural Safeguards in Special Education is enclosed.

A copy of the Procedural Safeguards in Special Education was provided to you previously this school year. If you would like another copy of the Procedural Safeguards please contact

Name: CDSE Team Title: CDSE Team at Phone: 777-888-9999

Select relevant option for parent signature

The parent is in the meeting and will sign the document digitally.

The document will be sent electronically to the parent portal for signature.

The parent will sign a hard copy of the document.

(Required)

CREATE CONSENT DOCUMENT
SAVE

Figure 84: Parental Consent to Conduct Evaluation

When the parent signs digitally on-screen immediately or in the parent portal, the date of consent will automatically appear in the Consent to Evaluation Status panel. If the parent signs a hard copy, the user will need to click on the blue link in the upper right corner **ENTER CONSENT DATE**.

▼ Consent Dates ENTER CONSENT DATE

i This section reflects the student's Consent for Evaluation Dates. This is where the Consent for Evaluation Date can be entered outside of form creation.

Initial Consent for Evaluations Date: 04/28/2022 Consent Date for Additional Assessments for Initial Eligibility: _____

Reevaluation Consent Date: _____

Targeted Assessments Consent Date: _____

SAVE

Figure 85: Consent Dates

After consent has been entered, a blue link will appear in the upper right corner **ENTER PARENT REVOCATION OF CONSENT**. If the consent to evaluate is revoked, click the blue link and a pop-up panel will appear to enter details.

Figure 86: Parent Revocation of Consent

4.1.4. Prior Written Notice

To create the Prior Written Notice, select the radio button for Prior Written Notice and click on the blue link in the right corner **CREATE DOCUMENT**.

Figure 87: Documents Panel

The Prior Written Notice pop-up panel will appear. Follow the prompts and guidance to make the appropriate selections and provide the required narratives.

Create Prior Written Notice

i Complete all of the following data fields to create a Prior Written Notice document. A separate Prior Written Notice document must be created for each action the district is proposing or refusing.

Student
 Marty Alvarez

Date
 03/27/2022

Parent/Guardian(s)
 Alvarez Dad

Parent/Guardian(s)
 Alvarez Mom

Parent/Guardian(s)
 Dad Alvarez

Parent/Guardian(s)
 Mom Alvarez

Figure 88: Create Prior Written Notice

OSEP District 2 is providing notice of the following

<p>1</p> <p><input type="checkbox"/> The District is proposing to</p> <p><input type="checkbox"/> The District is refusing the request to</p> <p>(Required)</p>	<p>2</p> <p><input type="checkbox"/> initiate</p> <p><input type="checkbox"/> change</p> <p>(Required)</p>	<p>3</p> <p><input type="checkbox"/> identification/eligibility</p> <p><input type="checkbox"/> an evaluation</p> <p><input type="checkbox"/> an educational placement</p> <p><input type="checkbox"/> the provision of FAPE (IEP)</p> <p>(Required)</p>
--	---	---

Description / Reason

Description of the proposed or refused action:

(Required)

The reason for proposing or refusing to take action:

(Required)

Description (including the date) of each evaluation procedure, assessment, record, or written report the school district used as a basis for the proposed/refused action:

(Required)

Figure 89: Create Prior Written Notice

Date this action will take effect
04/18/2022

Other options the PPT considered and rejected:

Instruction in the general education environment with supplementary aids and services

No other options were considered and rejected

Other

(Required)

Reason for rejecting other options:

The student would not receive an appropriate program in the least restrictive environment.

Other

(Required)

Other factors that are relevant to this action:

There are no other factors that are relevant to the PPT decision

Other

(Required)

This notice was:

provided to Parent at the PPT meeting hand delivered mailed

e-mailed sent electronically to the parent portal

(Required)

CLOSE SAVE CREATE DRAFT CREATE FINAL

Figure 90: Create Prior Written Notice

When complete, click **SAVE**. Then click **CREATE DRAFT** to review work, and finally **CREATE FINAL** to generate the final Prior Written Notice document.

4.2. Evaluations

After the Consent to Evaluate has been completed, and evaluations are underway, the results of that work is required to be documented in the CT-SEDS system. In the Assessments Data/Evaluation panel those assessments specified in the Assessment Plan will have panels for the user to record the results.

4.2.1. Viewing and Completing Evaluations

The top portion of the page lists assessments that have been planned. Complete the required fields and upload additional documentation as necessary for each assessment. Then click **SAVE**.

Evaluations

i This page is used to add or upload evaluation reports for the student.

Evaluation Purpose
Initial Evaluation

v Assessments Data/Evaluations ATTACH DOCUMENTATION

i Upload finalized assessment reports for all assessment areas included on the Evaluation Consent document.

v Observation

Test/Evaluation Procedure
In-Classroom Observation

Evaluator
Other Ms. Smith

Complete assessment uploaded (Required)
 Will complete after eligibility determination (Required)
 Will not complete (Required)

Additional documents are being uploaded

SAVE

Figure 91: Assessment Data/Evaluations

Below the Assessment and Evaluation data, a panel will show the student’s assessment history. Both the completed assessments and assessments that have been planned but not yet completed will be shown.

v History of Assessments

v Completed Assessments

Area of Assessment ↑	Test/Evaluation Procedure ↓	Evaluator ↓	Date Completed ↓
Observation	In-Classroom Observation	Other Ms. Smith	02/28/2022

Previous 1 Next

v Assessments Not Completed

Area of Assessment ↑	Test/Evaluation Procedure ↓	Evaluator ↓
No data available in table		

Previous Next

SAVE

Figure 92: History of Assessment

4.3. Additional Evaluation Planning

If the user selected the Additional Evaluation Option for Specific Learning Disability or Diagnostic Placement on the Evaluate Design and Consent page, this page will have information to be completed. If the PPT is considering Specific Learning Disability (SLD), this page will allow the user to create Subject-Specific Worksheets. If the PPT has determined that a Diagnostic Placement/Trial Placement is necessary, this page will allow the user to gain parental consent for Trial Placement and note Diagnostic Goals and Trial Placement Services.

4.3.1. Suspected Specific Learning Disability Details

If the user selected the Additional Evaluation Option for Specific Learning Disability on the Evaluation Design and Consent page, the Suspected Specific Learning Disability Details panel will appear. The user is instructed to complete the relevant documentation using the Subject Specific Worksheets and a checkbox will appear allowing the user to select that an extension to the evaluation timeline is needed if applicable.

Figure 93: Suspected Specific Learning Disability Details

If an extension to the evaluation timeline is needed, the user should click on the blue link **CREATE EXTENSION OF EVAL TIMELINE**. The user will see a pop-up panel to Create Extension of Evaluation Timeline for a Student Suspected of a Specific Learning Disability.

Create Extension of Evaluation Timeline for a Student Suspected of a Specific Learning Disability

i This document should only be finalized once the district has received a response from the parent.

Date
06/07/2022

Student
Missie Kasey

Select Parent/Guardian(s)

Tim Thompson

Due to the reason(s) specified below, your child's evaluation for special education and related services will not be completed within the evaluation timeline.

Reason(s):

Insufficient information to document that student's learning difficulties are not the result of a lack of appropriate instruction.

Other:

The evaluation will be completed and the PPT meeting to determine the child's eligibility for special education and related services will be held on or before:

Date
mm/dd/yyyy

The evaluation timeline may be extended only if both the district and parent agree to the extension.

The parent and the school district agree to the extension and the proposed completion date indicated above.

The parent and the school district do not agree to the extension.

Reason (optional): _____

CLOSE **SAVE** **CREATE DRAFT** **CREATE FINAL**

Figure 94: Create Extension of Evaluation Timeline

The user can create the Subject Specific Worksheets on the Documents panel. The user should select the applicable worksheet and click the blue link **CREATE DOCUMENT** to complete the Subject Specific Worksheet for Reading, Mathematics, or Written Expression.

Documents [ATTACH DOCUMENTATION](#)

i View documents that have been created for the student from this page, and create or attach additional relevant documents.

Reading Worksheet
 Mathematics Worksheet
 Written Expression Worksheet

[CREATE DOCUMENT](#)

Doc ID ↑	Date Generated ↓	Generated By ↑	Document ↑	Status ↑	Include in Batch
14184	06/07/2022	Jane Thompson	Mutual Agreement to Extend Evaluation Timeline for Determining...	Final	<input type="checkbox"/>
14183	06/07/2022	Jane Thompson	Consent to Conduct an Initial Evaluation/ Reevaluation	Final	<input type="checkbox"/>

Figure 95: Subject Specific Worksheets

This will open up a pop-up panel where the worksheet can be completed.

Reading Worksheet

▼ Create Reading Worksheet

i The information on this Reading Worksheet must be completed for all elementary, middle, and high school students who have been referred to special education due to a suspected learning disability that affects Reading to capture all instructional strategies and interventions used, and student-centered data collected, including data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. This information should generally be gathered prior to a referral to special education as part of early intervention (i.e., alternative procedures required to be implemented in regular education under the Regulations of CT State Agencies §10-76d-7). (All boxes must be checked with appropriate documentation provided.)

i NOTE: Please see Guidelines for Identifying Children with Learning Disabilities for more information regarding instructions on completing the worksheet.

▼ Section 1. Core General Education Curriculum (Tier I)

1. Core General Education Reading Instruction (Tier I)

Student has participated in daily general education reading/language arts instruction using scientific research-based practices provided to the entire class by the general education teacher.

Description of Instruction Provided

i General education instruction should involve a comprehensive, district-wide reading curriculum, aligned to Connecticut Core Standards, which addresses all important areas of reading including phonemic awareness, phonics, reading fluency, vocabulary, and comprehension (e.g., through read-alouds, systematic phonics instruction, word study and structural analysis, fluency-building activities, explicit vocabulary instruction, literature think-alouds, comprehension strategy instruction).

Describe

2. Small Group/Differentiated Instruction by General Education Teacher (Tier 1)

Student has participated in small group, differentiated reading instruction by the classroom teacher as part of Tier I general education instruction (i.e., for all students). Appropriate materials, at the student's instructional level, have been used with integrity and sufficiency (i.e., consistently, over a period of time).

Description – How Core Curriculum was Differentiated to Meet Individual Student Needs in Small Group Setting:

Describe

3. Progress Monitoring Assessments (Tier 1)

Continuous progress monitoring has been provided to establish a basis for instructional decisions and to document a student's response to instruction.

Progress monitoring results, in the form of a graph and in the form of a chart/table have been included. The chart/table below may be used in place of a separate chart/table.

Description/Source of Evidence of Progress Monitoring: [ADD SOURCE OF EVIDENCE](#)

Skills/Competencies Targeted	Tier I Assessments	Student's Baseline Data	Student's Target/Benchmark	Student's Progress Monitoring Data	Student's Current Performance	Edit
------------------------------	--------------------	-------------------------	----------------------------	------------------------------------	-------------------------------	------

Figure 96: Subject Specific Worksheet

Please note the blue links to **ADD SOURCE OF EVIDENCE**. When clicked, these will open up a pop-up panel to add a Description/Source of Evidence of Progress Monitoring. The user can click **SAVE** to save and return to the worksheet or **SAVE AND ADD ANOTHER** to add additional sources of evidence.

Figure 97: Description/Source of Evidence of Progress Monitoring

At the bottom of the Subject Specific Worksheet, the user can click the **SAVE** button to save, the **CLOSE** button to close this page without saving, the **CREATE DRAFT** button to create a draft worksheet, or the **CREATE FINAL** button to create a final worksheet.

Figure 98: Subject Specific Worksheet

4.3.2. Trial Placement and Consent Document

If a Trial/Diagnostic Placement is appropriate, use the following panel to generate the document. Add Diagnostic Goals and Objectives by clicking on the blue link **ADD DIAGNOSTIC GOALS** and add any Trial Placement Services by clicking on the blue link **ADD TRIAL PLACEMENT SERVICES**. Once the user has completed all required fields, the **CREATE CONSENT DOCUMENT** button will be enabled and the document can be created.

▼ Trial Placement Consent Document

i Fill in the details regarding the student's Trial Placement. Click "Create Consent Form" to generate the document for parent consent.

Rationale for Trial Placement **i**

Describe

(Required)

Instructional Site(s) of Trial Placement

General Education Setting 50% or more non-disabled peers

General Education Setting Less than 50% non-disabled peers

Resource Setting

Separate Setting/Program

Related Service Setting

Community-Based Setting 50% or more non-disabled peers

Community-Based Setting Less than 50% non-disabled peers

Other

(Required)

Location

The location is fully or partially outside of the student's enrolled school

Figure 99: Trial Placement Consent Document

Users have three choices to acquire consent: have the parent/guardian sign on-screen immediately, send the document electronically to the parent portal for the parent/guardian to review and sign, or generate a hard copy of the document to send or give to the parent/guardian. Once an option is selected, the Create Consent Document button will turn green and the user will be able to generate the requested document.

▼ Diagnostic Goal(s) and Objectives [ADD DIAGNOSTIC GOALS](#)

i Goals should be based on the PPT's outstanding evaluation questions. Progress on objectives should be measured with the information/data that will be collected and reviewed every two weeks.

Goal	Objectives	Edit	Delete

Trial Placement Services [ADD TRIAL PLACEMENT SERVICES](#)

i Enter the types and amounts of any services needed to conduct the Trial Placement.

Service	Description	Edit	Delete

Select relevant option for parent signature

The parent is in the meeting and will sign the document digitally.

The document will be sent electronically to the parent portal for signature.

The parent will sign a hard copy of the document.

(Required)

[CREATE CONSENT DOCUMENT](#) [SAVE](#)

Figure 100: Trial Placement Consent Document

When the parent signs digitally on-screen immediately or in the parent portal, the date of consent will automatically appear in the Consent to Evaluation Status panel. If the parent signs a hard copy, the user will need to click on the blue link in the upper right corner **ENTER CONSENT DATE**.

▼ Trial Placement Consent Date
[ENTER CONSENT DATE](#)

i The section reflects the student's Consent for Trial Placement Dates. This is where the Consent Date can be entered outside of form creation.

SAVE

Figure 101: Trial Placement Consent Date

After consent has been entered, a blue link will appear in the upper right corner **ENTER PARENT REVOCATION OF CONSENT**.

▼ Trial Placement Consent Date
[ENTER PARENT REVOCATION OF CONSENT](#)

i The section reflects the student's Consent for Trial Placement Dates. This is where the Consent Date can be entered outside of form creation.

Parent agrees.

Consent Date for Diagnostic Placement
 05/01/2022

SAVE

Figure 102: Enter Parent Revocation of Consent

If the consent to evaluate is revoked, click the blue link and a pop-up panel will appear to enter details.

Enter Parent Revocation of Consent ✕

i Note: Select the details for the revocation of consent.

Consent Revoked?

Yes
(Required)

Date Received
 mm/dd/yyyy
(Required)

CLOSE
SAVE

Figure 103: Enter Parent Revocation of Consent

4.4. Determination of Continued Eligibility

The final step in the Three-Year Reevaluation process is the **Determination of Continued Eligibility**. Information from throughout the process will be pulled forward and available for the user here. Confirm the demographic and parent information and schedule the meeting to review the Evaluation Results in the first panel.

4.4.1. Scheduling a Meeting: Review 3-Year Reevaluation Results

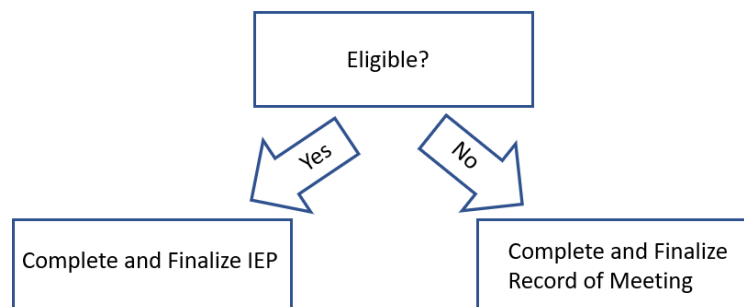
On this panel, click the blue link in the upper right corner **CREATE NOTICE OF PLANNING AND PLACEMENT TEAM MEETING**.

The pop-up panel to create the notice will appear. Complete the required and other appropriate fields and click **SAVE** when all the information has been entered.

Figure 104: Create Notice of Planning and Placement Team Meeting

4.4.1.1. Record of Meeting

After the planning and placement team meeting has been held to determine continued eligibility, the user must create the record of meeting if the PPT determines that the student is no longer eligible for special education and related services. Depending on eligibility status, the user may or may not be required to create a Record of Meeting as denoted in this flow chart.



To create the Record of Meeting, click on the blue link in the upper right corner **CREATE RECORD OF MEETING**.

Record of Meeting CREATE RECORD OF MEETING

i Create the Record of Meeting document from this panel.

SAVE

Figure 105: Record of Meeting

In the pop-up panel, select from the Associated PPT Meeting Notice list the meeting to create a record for.

Create Record of PPT Meeting

▼ Select Associated PPT Meeting Notice

Select ↑	Date Created ↑	Meeting Date ↑	Meeting Purpose(s) ↑	Document ID ↑
<input type="checkbox"/>	03/27/2022	01/20/2022		1957

SHOW ALL

CLOSE SAVE CREATE DRAFT CREATE FINAL

Figure 106: Create Record of PPT Meeting

Provide responses to the prompts and complete the required information.

Select one of the following

- The student does not have an individualized education program (IEP) at this time
- Restraint/Seclusion Review
- Manifestation Determination
- The student's currently valid IEP was reviewed and is not being revised.

Meeting Date
01/20/2022

Figure 107: Create Record of Meeting Options

After the PPT meeting has occurred, document attendees by checking the box for each person who attended the meeting.

▼ Meeting Attendees

Title	Name	Attended Meeting	Included on Meeting Notice
Father	Alvarez Dad	<input type="checkbox"/>	Yes
Mother	Alvarez Mom	<input type="checkbox"/>	Yes
Father	Dad Alvarez	<input type="checkbox"/>	Yes
Mother	Mom Alvarez	<input type="checkbox"/>	Yes
Administrator	Brandon Franklin	<input type="checkbox"/>	Yes
Student's General Education Teacher	Lee Chambers	<input type="checkbox"/>	Yes
Special Education Teacher	CM One	<input type="checkbox"/>	Yes

Figure 108: Create Record of Meeting

Figure 109: Create Record of Meeting

When completed, click **SAVE**. Then click **CREATE DRAFT** to review the document and **CREATE FINAL** when satisfied all information is correct.

4.4.1.2. Meeting Attendance Excusal

If needed, use this panel to create a Planning and Placement Team Attendance Excusal document. Check the box indicating that at least one member of the team was not in attendance, then click the blue link in the upper right corner **CREATE PPT ATTENDANCE EXCUSAL DOCUMENT** to create the excusal document.

Figure 110: Meeting Attendance Excusal

The Planning and Placement Team Attendance Excusal document pop-up panel will open. Complete the document by selecting the appropriate checkboxes, then click **SAVE**. Then the user can click **CREATE DRAFT** to review work, and finally **CREATE FINAL** to generate the final Planning and Placement Team Attendance Excusal document.

Create Planning and Placement Team (PPT) Attendance Excusal Document

i Complete all of the following data fields to create a PPT Attendance document

▼ Select Associated PPT Meeting Notice

Select ↑	Date Created ↓	Meeting Date ↓	Meeting Purpose(s) ↓	Document ID ↓
<input checked="" type="checkbox"/>	03/27/2022	01/20/2022		1957

SHOW ALL

Meeting Date
01/20/2022

Team member to be excused

Select	Title	Name
<input type="checkbox"/>	Administrator	Brandon Franklin
<input type="checkbox"/>	Student's General Education Teacher	Lee Chambers
<input type="checkbox"/>	Special Education Teacher	CM One
<input type="checkbox"/>	General Education Teacher	test

Reason for excusal

This staff member's area of the curriculum or related services is not being modified or discussed in this meeting.

Although the meeting involves a modification to or discussion of this staff member's area of the curriculum or related services, he/she has submitted in writing, to the parent and IEP team, input into the development of the IEP prior to the meeting.

CLOSE **SAVE** **CREATE DRAFT** **CREATE FINAL**

Figure 111: Meeting Attendance Excusal Document

4.4.2. Primary Disability

Begin this section by responding to the question. If the answer is no, the student would not qualify for special education. If yes is selected, a primary disability must be selected from a drop-down menu.

▼ Primary Disability

i Select the primary Disability for the student, if applicable.

Does the child have a disability?

Yes No

Primary Disability ▼

SAVE

Figure 112: Primary Disability

4.4.2.1. Determinant Factors

Use this panel to identify determinant factors and adverse effect(s).

▼ Determinant Factors

i This page is used to enter data relevant for determining the student's eligibility/continued eligibility.

Is there an adverse effect on the child's educational performance?

Yes No

Describe

Is the child's lack of progress a result of lack of appropriate instruction in reading or math?
A child cannot be determined eligible for special education if the determinant factor is a lack of instruction in math or reading (including phonemic awareness, phonics, vocabulary development, comprehension and fluency).

Yes No

Is the student's lack of progress a result of Limited English Proficiency?
A child cannot be determined eligible for special education if the determinant factor is Limited English Proficiency.

Yes No

SAVE

Figure 113: Determinant Factors

4.4.2.2. Specific Learning Disability Details

If the student's primary disability is SLD/Dyslexia or Specific Learning Disability, the Determinant Factors panel will not appear, and the user will see the Specific Learning Disability Details panel. On the Specific Learning Disability Details panel, the user can create a Multidisciplinary Evaluation Report for SLD by clicking the blue link **CREATE MULTIDISCIPLINARY EVALUATION REPORT FOR SLD**.

▼ Specific Learning Disability Details [CREATE MULTIDISCIPLINARY EVALUATION REPORT FOR SLD](#)

i Complete the Multidisciplinary Evaluation Report for SLD for the student. The subject-specific worksheets created on the Evaluation Design and Consent page are displayed here.

Subject-Specific Worksheets for SLD


Doc ID	Date Generated	Generated By	Document	Status
14185	06/07/2022	Jane Thompson	Reading Worksheet	Final

SAVE

Figure 114: Specific Learning Disability Details

This will open a pop-up panel where the report can be generated. The report includes: a panel where the date can be entered, the Section I: Required Evaluation Components panel, the Section II: Specific Learning Disability Eligibility Criteria panel, and the SLD Determination panel.


▼ Create Multidisciplinary Evaluation Report for Student Suspected of Having a Specific Learning Disability

Date
06/07/2022 

SAVE


▼ Section I: Required Evaluation Components

A. Parent or Adult Student Input



(Required)

B. Instructional Strategies and Interventions Used, and Student-Centered Data Collected (Documentation must be included)

 It is best practice to include completed Mathematics, Reading, and/or Written Expression Worksheets, as appropriate, to capture all instructional strategies and interventions used, and student-centered data collected, including data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction.

C. Educationally Relevant Medical Findings, if any

Figure 115: Create MER for Student Suspected of Having SLD

At the bottom of the Create Multidisciplinary Evaluation Report for Student Suspected of Having a Specific Learning Disability document, the user can click the **SAVE** button to save, the **CLOSE** button to close this page, the **CREATE DRAFT** button to create a draft worksheet, or the **CREATE FINAL** button to create a final worksheet.

Yes No

i Each team member must certify in writing whether this report reflects the member's conclusion. If this report does not reflect a team member's conclusion, the member must submit a separate statement presenting the member's conclusion.

Names of Team Members	Agreement with Report	If no, reasons and conclusion
<input type="checkbox"/> Missie Kasey (Check when appropriate) Parent/GuardianName		
<input type="checkbox"/> Tim Thompson	<input type="radio"/> Yes <input type="radio"/> No	
Administrator ▼	<input type="radio"/> Yes <input type="radio"/> No	
General Education Teacher ▼	<input type="radio"/> Yes <input type="radio"/> No	
Examiner/special education instruction ▼	<input type="radio"/> Yes <input type="radio"/> No	
Examiner/pupil personnel services ▼	<input type="radio"/> Yes <input type="radio"/> No	
Other Team Member		
Enter Title _____ Enter Name _____	<input type="radio"/> Yes <input type="radio"/> No	

Figure 116: Create MER Report for Student Suspected of Having SLD

4.4.2.3. Eligibility Determination

At the last step, the user will enter the Eligibility Determination which will create an event in CT-SEDS and in the student's History. Also, the user will create the **Prior Written Notice** document, and if necessary, the **Consent for Initial Provision of Special Education Services** document.

i Click "Enter Eligibility Determination" to indicate whether the student meets or does not meet the eligibility criteria requirements.

In consideration of the reported information, the evaluation team finds

The student **meets** the eligibility criteria requirements for Special Education Services and Related Services.

Primary Disability
Learning Disability

Eligibility Determination Date
08/06/2021

Figure 117: Eligibility Determination

Click on the blue link in the upper right corner **ENTER ELIGIBILITY DETERMINATION** to open the pop-up panel. Once the appropriate checkbox is selected, the user will be able to click **FINALIZE DETERMINATION**.

Enter Eligibility Determination ✕

i If the student was found not eligible for special education and related services, the Date Determined Not Eligible will conclude this evaluation process.

The student meets the eligibility criteria requirements for special education and related services.

The student does not meet the eligibility criteria requirements for special education and related services.

Primary Disability
Learning Disability

Eligibility Determination Date
08/06/2021

CLOSE
FINALIZE DETERMINATION

Figure 118: Enter Eligibility Determination

4.4.2.4. Prior Written Notice

To create the Prior Written Notice, click the blue link in the upper right corner **CREATE PRIOR WRITTEN NOTICE** from the Eligibility Determination panel. The Prior Written Notice pop-up panel will appear. Follow the prompts and guidance to make the appropriate selections and provide the required narratives.

Create Prior Written Notice

i Complete all of the following data fields to create a Prior Written Notice document. A separate Prior Written Notice document must be created for each action the district is proposing or refusing.

Student
Marty Alvarez

Date
01/21/2022

Parent/Guardian(s)
Alvarez Dad

Parent/Guardian(s)
Alvarez Mom

Figure 119: Create Prior Written Notice

OSEP District 2 is providing notice of the following

<p>1</p> <p><input type="checkbox"/> The District is proposing to</p> <p><input type="checkbox"/> The District is refusing the request to <i>(Required)</i></p>	<p>2</p> <p><input type="checkbox"/> initiate</p> <p><input type="checkbox"/> change <i>(Required)</i></p>	<p>3</p> <p><input type="checkbox"/> identification/eligibility</p> <p><input type="checkbox"/> an evaluation</p> <p><input type="checkbox"/> an educational placement</p> <p><input type="checkbox"/> the provision of FAPE (IEP) <i>(Required)</i></p>
--	---	---

Description / Reason

Description of the proposed or refused action:

(Required)

The reason for proposing or refusing to take action:

(Required)

Description (including the date) of each evaluation procedure, assessment, record, or written report the school district used as a basis for the proposed/refused action:

(Required)

Figure 120: Create Prior Written Notice

Date this action will take effect
02/07/2022

Other options the PPT considered and rejected:

Instruction in the general education environment with supplementary aids and services

No other options were considered and rejected

Other
(Required)

Reason for rejecting other options:

The student would not receive an appropriate program in the least restrictive environment.

Other
(Required)

Other factors that are relevant to this action:

There are no other factors that are relevant to the PPT decision

Other
(Required)

This notice was:

provided to Parent at the PPT meeting hand delivered mailed

e-mailed sent electronically to the parent portal

(Required)

Figure 121: Create Prior Written Notice

When complete, click **SAVE**. Then click **CREATE DRAFT** to review work, and finally **CREATE FINAL** to generate the final Prior Written Notice document.

4.4.2.5. Consent Dates and Revocation of Consent

The date of Consent for Initial Provision of Special Education is shown in this panel. If parental consent is revoked, click on the blue link in the upper right corner **ENTER PARENT REVOCATION OF CONSENT** and a pop-up panel will appear to enter details.


Figure 122: Consent Dates

Figure 123: Enter Parent Revocation of Consent

4.5. View and Create Additional Documents


On the very last tile of the Three-Year Reevaluation process, a full listing of all documents created or uploaded will be shown. Additionally, if other documents need to be uploaded or generated, use the appropriate links.

∨ Create and View Documents [ATTACH DOCUMENTATION](#)

 View documents that have been created for the student in the Referral and Evaluations process, and create or attach additional relevant documents.

∨ Create Additional Documents [CREATE DOCUMENT](#)

Prior Written Notice Notice of PPT Meeting PPT Record of Meeting

 No documents have been generated yet for this student.

[CREATE DOCUMENT BATCH](#)

Figure 124: Create and View Documents