

Connecticut State Department of Education
Performance Office

SEDAC User Guide

FAQs

Version 11.1
12/13/2021

Documentation Change Log

Version	Section / Page	Date	Description
1.00.00		8/12/11	Published
1.00.01	Most Recent Evaluation Date	8/22/11	Clarification: Most Recent Evaluation Date.
	Upload Student Records	11/15/11	For IEP Students October 1 Child Count, removed LAST NAME having to match.
	Most Recent Evaluation Date	11/25/11	Added FAQ.
	Miscellaneous Questions	11/25/11	Added status code 5-Admin Override Pending.
	Most Recent Evaluation Date	2/15/12	Added FAQ.
	Citation of Noncompliance	2/15/12	Added section & FAQ for Citation of Noncompliance.
	Facility Code	2/27/12	Added 2 FAQs.
	Home Facility Code	3/13/12	Added FAQ about NCLB
	Secondary Transition in Place	4/10/12	Added FAQ
	Student Invited to Attend the PPT	4/10/12	Added FAQs
	Agency Invited to Attend the PPT	4/10/12	Added FAQs
	Nexus	4/24/12	Added FAQ. Student moved into district from OUT-OF-STATE, we had no knowledge the student was eligible to receive special education services until 3 months later when we received the IEP from the other district.
	Miscellaneous	4/25/12	Added FAQ. Student who started attending school in our district with an IEP that lapsed a few years ago, should we treat this as a new referral?
	Nondiscrimination Statement	4/30/12	Updated with 9-30-2011 version
	Upload Student Records	8/24/12	Add FAQ for IEP Students during Active Roster
	Upload Student Records	8/24/12	For Services Plan Students removed FACILITY CODE 1 having to match, and added Active Roster.
2.0		10/26/12	Published
	What does a citation of noncompliance mean for our district?	12/11/12	Updated FAQ
	IEP Implementation Date		Changed field name to IEP Start Date (pg. 11)
3.0		11/1/13	Published
	Expected Graduation Year	1/7/14	Field Eliminated beginning with the 10/1/14 collection. Removed FAQ.
	Nondiscrimination Statement	3/19/14	Updated with March 2014 version
	Lapsed IEP-Reeval or Initial Referral	9/22/14	Replaced FAQ
	parent never returns the ED627 (consent for reeval)	11/3/14	Replaced FAQ
	Facility Code	11/3/14	Updated FAQs. For additional information on the IEP accuracy, click here for the guidance regarding Technical Edits and the IEP.
4.0		11/3/14	Published
		January, 2015	Update title of form ED626 from initial Consent for Special Education Placement to Consent for Initial Provision of Special Education
	Home Facility Code	January, 2015	Removed
	Service Plan Student Exits		Removed and added to Step by Step Procedures document
5.0		11/13/15	Published
	Time with Non-disabled Peers		Removed. In User Guide, under the SEDAC and PSIS Data Fields section added Note: For additional information refer to the Determination of Time with Non-Disabled Peers for Students with Disabilities memorandum (9/9/15).
	When should you obtain a SASID		Added guidance

SEDAC FAQs

Version	Section / Page	Date	Description
6.0		11/1/16	Published
	Where can I access special education data for Connecticut towns?		Updated with link to EdSight
	Should a student who is attending a detention center be reported in PSIS/SEDAC October Collection?		Removed – covered in PSIS User Guide
	Does our district have to Transfer Records to the new district		Added
	What do we use for the NEXUS DISTRICT ENTRY DATE?	9/15/17	<i>Updated based on PSIS Summer Roll Up not allowing future dates.</i> *In the case of a parent request for delayed entry into school for children ages 3, 4 or 5 report the first day of school District Entry Date
	Nondiscrimination Statement p. 104	11/8/17	Updated with 2-1-2017 version
7.0		11/9/17	Published
8.0	What do we use for the NEXUS DISTRICT ENTRY DATE?	May 2018	Clarified Report the date in PSIS Registration: 1. that the parent signed the IEP Consent for Initial Provision of Special Education (ED626), on or after Eligibility Determination. *OR *In the case of a parent request for delayed entry into school for children ages 3, 4 or 5 report the District Entry Date (example: 4 year old found eligible for special education in May, parent requests to delay start of school until the fall). 2. the 1st day the if a student with disabilities is transferring into your district, report the District Entry Date. OR 3. if a DCF-603 is involved, report the “as of” date of the 603.
	When should you obtain a SASID?	May 2018	If t This report contains the SASID assigned through OEC and it should be used on all documents developed in the referral process.
	Where do I find another district’s PSIS contact information?	Aug 2018	Updated link
	Where can I find guidance with regard to calculating TWNDP for regular education classes?	Aug 2018	Updated with 2015 memo
8.0		9/14/2018	Published
	Transferring Records	2/1/19	Moved from Miscellaneous
	When should you Obtain a SASID	2/1/19	Moved from Miscellaneous
9.0		10/1/19	Published
10.0		10/1/20	Published
	Citation of Noncompliance	2/1/21	Updated consultants
	When should you Obtain a SASID		Updated
	Transition FAQs		Updated – New Legislation 7/1/2021

Version	Section / Page	Date	Description
			All Transition Fields (Secondary Transition In Place, Student Invited to Attend the PPT, Student attended the PPT, Was an Outside Agency Invited to The PPT?, Academic Program)
11.0		10/1/21	Published
	When should you Obtain a SASID		Updated

SEDAC FAQs

Miscellaneous Questions

- ? **Can more than one person in our district log-on to SEDAC and enter data at the same time?**

Yes.

- ? **How can I correct a student's First Name, Last Name, Date of Birth, Gender, Race/Ethnicity, Grade, ELL, Facility Code 1, Facility Code 2 or Special Program Status in SEDAC?**

Contact the Reporting District's PSIS Data Manager to make the correction in PSIS REGISTRATION and/or Collection. Once the correction is made in PSIS it is displayed in SEDAC immediately.

- ? **If a district provides services to a student who is not enrolled, do they forfeit all grant credit?**

Yes.

- ? **If a parent has chosen to homeschool their child, does he/she forfeit their rights under IDEA.**

Yes.

- ? **What do the Status Codes in SEDAC mean?**

SEDAC Status Codes represent whether student records reported by a district have been verified for accuracy and completeness, and thereby ready for federal reporting. There is no formal certification process once you have completed entering SEDAC data. You will know your Federal Child Count is complete when all students have a status code of 1. Students with a status code of 3 or 4 are incomplete and will not be counted for the district's federal count.

1-Ready to Certify - Once all your students have a status code of 1 you are done!

3-Enter Data - Indicates that the student was reported in PSIS in October with a SPECIAL EDUCATION indicator of **Yes** with your district as NEXUS DISTRICT, but there has been no SEDAC data reported yet.

If this student should not be in on your list, determine who reported the student and have that district's PSIS person fix the October PSIS submission.

4-Corrections Needed - Data is saved but there is an actual error that you need to review and fix.

5-Admin Override Pending - Data is saved but the district acknowledged a citation of noncompliance and an admin override is pending.

- ? **Where do I find another district's PSIS contact information?**

[District PSIS Contacts](#)

- ? **Where can I access special education data for Connecticut towns?**

District and School information is accessible at Connecticut State Department of Education's data portal, [EdSight](http://edsight.ct.gov/SASPortal/main.do). <http://edsight.ct.gov/SASPortal/main.do>

Transferring of Records

? Does our district have to Transfer Records to the new district?

According to Connecticut General Statute 10-220h, “When a student enrolls in a school in a new school district or in a new state charter school, the new school district or new state charter school shall provide written notification of such enrollment to the school district in which the student previously attended school or the state charter school the student previously attended not later than two business days after the student enrolls. The school district in which the student previously attended school or the state charter school that the student previously attended (1) shall transfer the student's education records to the new school district or new state charter school no later than ten days after receipt of such notification, and (2) if the student's parent or guardian did not give written authorization for the transfer of such records, shall send notification of the transfer to the parent or guardian at the same time that it transfers the records. In the case of a student who transfers from Unified School District #1 or Unified School District #2, the new school district or new state charter school shall provide written notification of such enrollment to Unified School District #1 or Unified School District #2 not later than ten days after the date of enrollment. [, the] The unified school district shall, not later than ten days after receipt of notification of enrollment from the new school district or new state charter school, transfer the records of the student to the new school district or new state charter school and the new school district or new state charter school shall, not later than thirty days after receiving the student's education records, credit the student for all instruction received in Unified School District #1 or Unified School District #2.”

When should you Obtain a SASID

? When should you obtain a SASID?

After you have evaluated, found eligible and determined you will be servicing a student. It is important to remember, if the parent requests delayed entry into school, you will obtain a SASID when the student is enrolled in your district and scheduled to start school. (e.g., a preschool student is found eligible on March 3rd, parent opts to delay entry until first day of school in September; a home schooled student is found eligible on Dec. 15th, parent opts to delay entry until first day of school in January; or a private school student is found eligible on June 5th, parent opts to delay entry until first day of school in September.)

Vendors cannot require SASIDs. Under NO circumstances should a student – whom has not yet been found eligible – be registered and unregistered in PSIS in order to obtain a SASID.

- However, there are Birth to Three Notifications located in SEDAC under Mandatory Off-cycle Reports. The report is provided by the Office of Early Childhood (OEC), and notifies school districts about all children enrolled in Birth to Three who either reside in their district or who have nexus with their district (as determined by the Department of Children and Families). All students referred by Birth to Three are required to have a SASID#.
 - If the SEDAC **Children with Signed B23 Approval (Form 3-8) to Include LEA** report does NOT contain the SASID send us an email (Laura, Diane & Ada) with Subject “**B-3 Missing SASID#**” and we will reply with the SASID#.
 - If the district **received the B-3 referral via email or mail** and the student does **NOT** appear on the SEDAC **Children with Signed B23 Approval (Form 3-8) to Include LEA** report 1) FAX the B-3 referral to us at 860-326-0547 and 2) send us an email (Laura, Diane & Ada) with Subject “**B-3 NOT on report**” and we will follow-up with OEC.
- If a child is not referred from Birth to Three some districts enter a value of “Ref#####” or a zero then the child’s DOB “0#####”.

Lapsed IEP-Reeval or Initial Referral

- ? **We have a student who started attending school in our district with an IEP that lapsed two years ago, should we treat this as a new referral?**

In most cases, No. Students, once eligible, maintain some level of entitlement under IDEA, even when parents transfer the student across state lines or to and from public/parochial settings. A student's eligibility and entitlement remain intact, unless: (1) an Exit PPT was held in any U.S. state or territory (exiting the student from special education services due to meeting the IEP exit criteria), (2) the parent(s) revoked consent for placement, or (3) the parent(s) rejected services offered via a Services Plan. If any of these three situations exist, a new initial referral is necessary; and, if consent to evaluate is obtained, this record must be reported in the Evaluation Timelines data collection.

If the student was not exited from special education, there are two important questions that must be answered: (1) is the reevaluation within the 3 year timeline and, (2) was the student unenrolled to be homeschooled?

If the reevaluation is still within the 3 year timeline the student maintains eligibility. The district must provide the student with FAPE, including services comparable to those described in the expired IEP, updated as needed for the current age and grade. The district must also take reasonable steps to obtain any records from the previous district/school. The District should immediately convene a PPT to determine the student's current needs and review available records, plan any needed evaluations, and develop an IEP. This student should not be reported in the Evaluation Timelines data collection. The PSIS coordinator should enter the NEXUS DISTRICT ENTRY DATE as the 1st day the student started attending school in your district.

If the reevaluation is expired and the student was not unenrolled for homeschooling, the student still maintains entitlement under IDEA. The district should immediately convene a PPT to plan a reevaluation and determine the student's continued eligibility. This is not a new initial referral and should not be reported in the Evaluation Timelines data collection. The PSIS coordinator should enter the NEXUS DISTRICT ENTRY DATE as the 1st day the student started attending school in your district.

If the reevaluation is expired and the student was unenrolled for homeschooling, the student is not currently a student with a disability. If the student is referred to special education, the district should immediately convene a PPT to determine if it is appropriate to move forward with an evaluation. If consent to evaluate is obtained, this **is** a new initial referral and must be reported in the Evaluation Timelines data collection.

Nexus District

? What is NEXUS DISTRICT?

The nexus district is the district that has the legal responsibility to identify, educate and pay for a special education student under Individuals with Disabilities Act (IDEA).

Generally, nexus means the town where the student's parent(s) reside (pay taxes).

? Does the student have to have a Nexus District?

If the student is a student with disabilities who will be receiving special education in accordance with an IEP or Services Plan, then yes, you need to report the NEXUS DISTRICT in PSIS.

Even on homebound, the IEP applies and services must be provided under federal law.

The student's record will not be accessible in SEDAC if a NEXUS DISTRICT is not reported in PSIS.

? What do we use for the NEXUS DISTRICT ENTRY DATE?

Report the date in PSIS Registration:

1. that the parent signed the IEP Consent for Initial Provision of Special Education (ED626), on or after Eligibility Determination.
*In the case of a parent request for delayed entry into school for children ages 3, 4 or 5 report the District Entry Date (example: 4 year old found eligible for special education in May, parent requests to delay start of school until the fall).
2. if a student with disabilities is transferring into your district, report the District Entry Date.
3. if a DCF-603 is involved, report the "as of" date of the DCF-603.

? What do we use for the NEXUS DISTRICT ENTRY DATE for a preschool student when the parent signs the ED626 prior to a PSIS collection date, but the start date on page 11 is after the Oct. 1 collection?

First, it is important to note that legally you can implement an IEP for a preschool student up to 45 days prior to their 3rd birthday. The date the parent signs the ED626 (Consent for Initial Provision of Special Education), is the date the district is held fiscally responsible for that student under IDEA. The CSDE recommends that you report the date the parent signs the ED626 as the NEXUS DISTRICT ENTRY DATE in all cases, but you may report the page 11 start date for implementation of special education services for students whose parents request a delay in implementation of the IEP. Please Recognize, a district decision/policy regarding enrolling a student prior to the start date on page 11, has potential to disallow the student in the PSIS Oct. 1 Collection, and therefore eliminate the student from the enrollment count under the Education Cost Sharing (ECS) grant.

? What do we use for the NEXUS DISTRICT ENTRY DATE for a K-12 student when the parent signs the ED626 prior to a PSIS collection, but start date on page 11 is right after the collection?

For students already in grade K-12, the date the parent signs the ED626 (Consent for Initial Provision of Special Education), is the date the district is held fiscally responsible for that student under IDEA. Report the date on the signed ED626.

- ? **What do we use for the NEXUS DISTRICT ENTRY DATE for a K-12 student not enrolled in our district when the parent signs the ED626, and the parents opt to delay entry? (e.g., a home schooled student is found eligible on Dec. 15th, parent opts to delay entry until first day of school in January; or a private school student is found eligible on June 5th, parent opts to delay entry until first day of school in September.)**

For students not enrolled in the district at the time the parent signs the ED626 (Consent for Initial Provision of Special Education), please note that the ED626 signature initiates the date the district is held fiscally responsible for that student under IDEA. In the case of a parent request for delayed entry into school, report Nexus District entry date as the first day the student is scheduled to start school.

- ? **What do we use for the NEXUS DISTRICT EXIT DATE?**

The reporting districts PSIS Data Manager needs to report the date in PSIS Registration that appears on page 3 of the IEP in the Exit Information section.

- ? **A student moved into our district from OUT-OF-STATE, we had no knowledge the student was eligible to receive special education services until 3 months later when we received the IEP from the other district. What do we use as the NEXUS DISTRICT ENTRY DATE?**

The PSIS data manager would enter the NEXUS DISTRICT ENTRY DATE as the 1st day the student transferred into your district. Additionally, subsequent PSIS collections would need to be updated to reflect special education=YES and Nexus. The district must provide the child with FAPE (including services comparable to those described in the child's IEP from the previous district). The district should also immediately convene a PPT to review the student's records, determine the student's needs, plan any needed evaluations, and develop an IEP. In planning the student's IEP, the PPT should consider whether there was a child find violation and/or if the district failed to take reasonable steps to promptly obtain the child's records from the previous district. See 34 C.F.R. Section 300.323(f) and (g)

Who to Report in the SEDAC Oct 1 Child Count

- ? **If a parent has chosen to homeschool their child do I report them in SEDAC?**

No. If a parent has chosen to homeschool their child he/she forfeit their rights under IDEA.

- ? **Our district failed to hold PPT meetings within the federal timelines. Do I need to report the student in this collection?**

Yes. If the child is a student with disabilities who has been an IEP or services plan student receiving services in previous years, and the reason the date fields are after October 1 is because the district failed to hold PPT's within the federal timelines, you still report the student in this year's SEDAC OCTOBER COLLECTION.

- ? **One of our students is on diagnostic placement and eligibility has not been determined. Do we report them in SEDAC?**

No. If a student has a diagnostic placement and eligibility has not been determined they are reported in PSIS collection with SPECIAL EDUCATION of **N-No**, therefore the student is not reported in SEDAC. The student should be reported in Evaluation Timelines for the appropriate collection year (July 1 to June 30).

? How do I enter a preschool student that comes for speech services .5 hours per week, whether they are enrolled in our school or not?

Pre-K students that are referred to as *Service Provider Location Students* (previously known as Itinerant Speech Services) should be enrolled in your school. Report in PSIS with a PSIS *Pre-K SPECIAL PROGRAM STATUS* of **04-Special Education Program**.

In PSIS collections report the *LENGTH OF PRE-K PROGRAM DAY IN HOURS* and *NUMBER OF PRE-K PROGRAM DAYS PER YEAR* specific for each student.

? There is a student displayed in *View Oct 1 IEP Students* who should not be there. What should I do?

If a student appears in your *View Oct 1 IEP Students* who should not be there contact the Reporting District's PSIS Data Manager.

- Is the student's special education status properly reported in PSIS OCTOBER COLLECTION? For General Education students, the *SPECIAL EDUCATION* should be N-No.
- Is the Nexus field properly reported? For students that have returned to General Education, there should be a *NEXUS DISTRICT EXIT DATE* in PSIS Registration.

? There is a student missing from the list in *View Oct 1 IEP Students*. How do I add the student?

If a student is missing in your *View Oct 1 IEP Students* list contact the Reporting District's PSIS Data Manager.

- In the *PSIS REGISTRATION*, students with disabilities must have a *NEXUS DISTRICT* and a *NEXUS DISTRICT ENTRY DATE*.
- In *PSIS OCTOBER COLLECTION*, students with disabilities must have a *NEXUS DISTRICT* entry and *SPECIAL EDUCATION* of Y-Yes.

? We have a student eligible for a Services Plan, but the student receives no direct service. The district spends the IDEA proportionate share on training for the private school staff, do we report this student in SEDAC?

No. If a services plan student receives no direct service the student should not be reported in SEDAC. However, the district must continue to hold annual reviews and triennial re-evaluations.

? How can I correct student data after SEDAC is closed?

Once a SEDAC file is frozen and reported to the federal government. You cannot make changes to that file.

? Can I add or remove a student after SEDAC Oct 1 Child Count is closed?

No. Once a SEDAC file is frozen and reported to the federal government. You cannot make changes to that file.

Who to Report in Active Roster

? Do I have to keep SEDAC ACTIVE ROSTER up to date?

No. Updates are optional, not required!

? The IEP student I want to update is not in my SEDAC ACTIVE ROSTER IEP Students list, how do I add an IEP student to my list?

Contact the Reporting District's PSIS Data Manager. The student must have your NEXUS DISTRICT reported in PSIS REGISTRATION. Once the change is made in PSIS REGISTRATION it will be reflected immediately in SEDAC ACTIVE ROSTER.

For newly identified students be sure to give the PSIS Data Manager the date the parent signed the Consent for Initial Provision of Special Education (ED626) for the NEXUS DISTRICT ENTRY DATE.

? A student is listed in my SEDAC ACTIVE ROSTER IEP Students list, but should not be. How do I remove an IEP student from my list?

Contact the Reporting District's PSIS Data Manager. Once the appropriate change below is made in PSIS Registration it will be reflected immediately in Active Roster.

1. If the student returned to regular education the student should have a NEXUS DISTRICT EXIT DATE entered in PSIS Registration.
2. If the student was never special education with your District as Nexus District then remove/delete Nexus District information.
3. **REMEMBER:** If the student is a general education student (Special Education = "N") your district may be reported as Nexus District, due to rules associated with State Agency Placement Grants. In this case the student will appear in your active roster. Since this is a general education student, the student will remain a status code 3 in SEDAC Active Roster.

English Language Learner (ELL)

Formerly Limited English Proficient (LEP)

? Why do I need to report ELL in SEDAC?

For IEP students, this field is not collected in SEDAC. ELL is reported in PSIS for all students. SEDAC displays ELL from PSIS for all IEP students.

For Services Plan Students, ELL is collected in SEDAC for services plan students only because districts do not maintain a PSIS record for these students. Since data is not updated in PSIS for Services Plan students, the data must be collected in SEDAC to provide accurate reporting for students with disabilities.

Facility Code

? How do I determine if a facility is *Not for Profit*?

At this time we do not have a list of *Not for Profit* facilities.

If the facility is on the list and ends with a **21-Non-Public** or **61-Approved Private Special Education Programs** this is a *Not for Profit* facility, otherwise ask the facility directly whether or not they are a for-profit facility.

Please note that due to the way *Not for Profit* status is assigned, the majority of facilities in our state are *Not for Profit*. As this is a legal tax designation it is public information and the facility should inform you without any problems.

? If a Student's Facility Code 1 on 10/1 does not match the IEP what should I report?

Report actual Facility Code 1 for the 10/1 placement in both PSIS and SEDAC. For additional information on the IEP accuracy, [click here](#) for the guidance regarding Technical Edits and the IEP. If the district is no longer Nexus for the student, the district should document the change in facility code in the student's file. This will clean up the file and put you in "paperwork" compliance should the student record be selected for the Desk Audit or any possible future involvement with Due Process/Complaints. (We are not saying this will happen, this is just good practice from a legal standpoint.)

? If a Student's program (services on page 11) on 10/1 does not match the IEP what should I report?

Report actual data for the 10/1 placement in both PSIS and SEDAC. For additional information on the IEP accuracy, [click here](#) for the guidance regarding Technical Edits and the IEP. If the district is no longer Nexus for the student, the district should document the change in placement in the student's file. This will clean up the file and put you in "paperwork" compliance should the student record be selected for the Desk Audit or any possible future involvement with Due Process/Complaints. (We are not saying this will happen, this is just good practice from a legal standpoint.)

Special Program Status Code

? When do I have to select a SPECIAL PROGRAM STATUS in SEDAC?

During SEDAC Active Roster, because the SPECIAL PROGRAM STATUS is not available in PSIS Registration to obtain appropriate results involving edits, this field should be selected. Since data reporting is not mandatory for most districts until October Collection, this data is only important for students with a PRIMARY DISABILITY of **01-Intellectual Disability**.

Primary Disability

? When does a district need to hold a PPT to re-determine eligibility and a new PRIMARY DISABILITY identified?

A school district is obligated to choose a PRIMARY DISABILITY other than **15-Developmental Delay**, before the student turns AGE 6. A PRIMARY DISABILITY of **15-Developmental Delay** is only for use for students with an AGE of **3, 4 or 5** as of October 1 of the reporting period.

- There are no explicit statutes or regulations in this matter. The policy guidance the Department has provided is related to the federal data collection and reporting requirements identified by the U.S. Department of Education, Office of Special Education Programs and the Office of Management and Budget in accordance with the reporting requirements of IDEA. At this time, children 3-, 4-, and 5-years of age must be classified and reported in a disability category that can include the disability category of 15-Developmental Delay. Children ages 6 through 21 must be classified and reported in one of the federal disability categories which do not include 15-Developmental Delay. Data collection is reflective of an October 1 (point in time data collection) child count. Therefore, any child, who is age 3-, 4-, or 5-years of age on the data collection date can be reported in any disability category, including developmental delay. Any child, who is age 6 through 21 on October 1 can be reported in any disability category, excluding developmental delay.
- If a child is age 6 on October 2 (one day after the required federal reporting date), the district has the remainder of that school year to convene the PPT and identify an appropriate disability category other than 15-Developmental Delay. The major factor that will impact the PPTs timing has to do with when the date/point in time of the child's tri-annual occurs - this is the point in time in which the district's PPT should re-determine a child's eligibility and identify an appropriate disability category that does not include 15-Developmental Delay.

Most Recent Evaluation Date

? What do I do if the parent never returns the ED627 (consent for reevaluation)?

According to IDEA 300.300(c) a district must make reasonable efforts to obtain parental consent to conduct the reevaluation. According to State regulation: 10-76d-8(b) **Written consent**. The board of education shall obtain written parental consent, in accordance with the provisions of the IDEA, for initial evaluation, reevaluation and initial receipt of special education and related services. The failure of the parent to respond to a request form the board for consent to conduct an initial evaluation, reevaluation or for the initial receipt of special education and related services within ten days from the date of the notice to the parent shall be construed as parental refusal of consent. If the child's parent has failed to respond, refer to FAQ below, **"I do not give consent" on the ED627**.

? What if the student is not attending school or refuses to be evaluated?

The district must hold a reevaluation PPT and review existing records to determine continued eligibility and ensure the student continues to receive FAPE. If the district cannot determine continued eligibility through a review of records, next steps may involve due process procedures.

? What if the parent signs and checks the "I do not give consent" on the ED627 (consent for reevaluation)?

The district must hold a reevaluation PPT and review existing records to determine continued eligibility and ensure the student continues to receive FAPE. It is important to clarify whether it is the parent's intent to revoke consent for special education or simply the outlined reevaluation. If

the lack of consent applies solely to the proposed reevaluation, and the district cannot determine continued eligibility through a review of records, next steps may involve due process procedures.

- ❓ **We have a student who needs a reevaluation by April 20th, but the parents keep rescheduling, it is now after April 20th and we still have not held the reevaluation, will the district be considered out of compliance?**

If the reevaluation is not held by April 20th, yes, the district will be out of compliance. Districts should schedule reevaluation PPTs early so that the district can be in compliance with holding the reevaluation within 3 years, to the day, from the last reevaluation date. If the district documents at least 2-3 attempts to schedule the PPT to accommodate the parent's availability, the district can hold the PPT without the parent. If the district and parent have agreed on a date for the reevaluation and the parent does not cancel and is a "no show", the district can hold the PPT without the parent.

- ❓ **We would like to reset the reevaluation date to match the annual review date in an effort to avoid multiple meetings, will the district be considered out of compliance?**

That depends...

If a district resets a reevaluation PPT date to a date beyond 3 years from the last reevaluation/evaluation date, yes, a citation will be issued beginning with the SEDAC October 1, 2012 Collection.

If the parent and district agree to delay the reevaluation beyond the 3 year timeline, it is acceptable to report the documented date that the district and parent agreed to the delay as the reevaluation date. The district will need to carefully monitor what is reported in SEDAC! For example: The reevaluation is due April 20th and the annual review PPT is due May 15th. The parent and district agree at the reevaluation planning PPT, in December, to delay the reevaluation PPT to determine continued eligibility until May 15th. The district would need to report the December PPT date where the agreement to delay the reevaluation by both the parent and district was documented, as the Reevaluation date in SEDAC October 1, 2012. The next year, SEDAC October 2013, the district would report the May 15th PPT as the reevaluation date.

Annual Review / PPT to Develop the First IEP

- ❓ **We have a student who needed an annual review by September 20th, but the parents keep rescheduling, it is now after October 1st and we still have not held the annual, will the district be considered out of compliance?**

Yes, districts should schedule August/September PPTs early so that the district can be in compliance with holding an annual between Oct. 1 and Sept. 30 of each year. If the district documents at least 2-3 attempts to get the parent to the PPT, the district can hold the PPT without the parent.

IEP Start Date (pg. 11)

- ❓ **We have a preschool student entering our district for the first time. When the PSIS NEXUS ENTRY DATE and the IEP START DATE (PG. 11) are different which date do we use?**

Use the actual dates for each:

- On page 11 of the IEP if the START DATE for the most recent service listed on the IEP says 9/4, then in SEDAC use 9/4 as the IEP **START DATE (PG. 11)**
- If the parent registers the student on 9/15, then in PSIS Registration use 9/15 as the NEXUS **DISTRICT ENTRY DATE.**

Secondary Transition in Place

? When does Secondary Transition need to be in place?

Transition goals and objectives need to be in place in the IEP that is to be in effect when the student turns ~~45~~ **14 (new legislation effective 7/1/2021)**. Typically these goals are developed at the PPT when the student is ~~45~~-13. However, if the PPT determines that a student needs transition goals and objectives prior to age ~~45~~ **14** ("or younger if appropriate") then all aspects of transition planning (e.g., page 5, page 6 and page 7's of the IEP completely filled out, all goals and objectives are based on an age-appropriate transition assessment, and student is invited to all PPTs where transition is being discussed) must be in place from that point forward.

? Can we report transition data for a student who is younger than the required data collection age?

The data would not be included in the analysis for compliance with IDEA.

? What if all five items are not complete?

The district will need to immediately reconvene a new transition planning PPT and develop an IEP for the student that has appropriate transition goals, objectives and services.

Student Invited to Attend the PPT

? At what age do you have to invite the student?

A student **MUST** be invited to attend ANY PPT where transition planning is being discussed. Typically this is the meeting when the student is age ~~45~~ **13** and the IEP that is to be in effect when the student turns ~~46~~ **14 (new legislation effective 7/1/2021)** is being written. If, however, the PPT determines that a younger student (e.g., age ~~14~~ or ~~15~~) is to be receiving transition services, whenever the transition goals and objectives are being discussed, the student **MUST** be invited. Given that the groundwork for appropriate transition planning needs to occur long before the student actually has written transition goals and objectives in his/her IEP, it is very appropriate at any age, to have a student attend and participate in his/her PPT, providing the parents and team members agree to encourage student participation in the process. The PPT is the place where the process of evaluating a student's progress both academically and functionally occurs and planning for the student's school career (as well as life after HS) occurs. It is critical that the student have input into planning his/her own life.

? What if we already held the Annual Review, planned transition services, but the student was not invited and did not attend the transition planning PPT?

If the student was not invited, the district must send out another invitation that includes the student, and hold a new transition planning PPT. All instructional AND support staff should be trained to make sure that ALL students are invited to the PPT where transition is being discussed.

? Are there any justifiable reasons to not invite the student?

According to IDEA, the student must be invited to any PPT where transition planning is being discussed. The following reasons do NOT negate the district's legal responsibility to invite all students ages 14-18 and older to the transition planning PPT:

- parent does not want the student to attend;
- student is out of state;
- student is hospitalized;
- student does not know he/she has a disability;
- student's disability is so disabling that he/she cannot participate; or
- student does not want to attend.

In order to be in compliance with the law, the district MUST invite the student to the transition planning PPT.

Agency Invited to Attend the PPT

? When do you have to consider inviting the outside or participating agency?

Any time a PPT includes transition planning, it is critical to have the team consider whether there is additional information or services that can be provided by an outside or participating agency to better inform the development of the IEP in terms of writing appropriate transition goals and objectives. While it may not be appropriate to invite an outside agency every year, there may be information that can be obtained and used to improve the transition goals and objectives. Other years, it might be appropriate to invite an agency representative. At any rate, it should be something that is seriously considered EVERY year that transition planning is being discussed.

? What if we did not consider inviting an Outside Agency?

In order to be in compliance, the district will need to re-hold the transition planning PPT with all the appropriate invitees having been considered prior to the meeting. The appropriate response must then be recorded on page 6, #4a of the IEP (i.e., "Yes with written consent"; "No, not appropriate"; or "No, no written consent was provided").

? What is considered to be an Outside Agency?

Page 9 of the IEP Manual (Revised 10/2010) describes how to complete the Agency Participation section of page 6 of the IEP. "Agencies" include the following state agencies and their contractors: BRS, DDS, DMHAS, BESB, and DPH. Other examples of Outside Agencies are: postsecondary education providers, vocational education providers, integrated employment providers (including supported employment), other adult service providers in addition to state agencies, and independent living or community organizations. Organizations and transitional/vocational programs (e.g., an "82" - or an Approved Private Special Education Program or other community provider) that are being explored as a placement or service provider (even if the district is paying for those services) would be considered an Outside/Participating Agency.

A representative from an Outside Agency is anyone who is not a paid employee of the district (consultant or contractor) providing services on behalf of the school district. Such individuals would not typically be entitled to review confidential student information and thus would require written permission from the parent(s) or student (if 18 or older) to be invited to a PPT.

The purpose of inviting a representative from an Outside Agency is to inform the development of the IEP and assist the district in providing appropriate transition services.

? Where can I find guidance with regard to calculating TWNDP for regular education classes?

This September 9, 2015 memorandum is to serve as clarification regarding how your district should count hours as time with nondisabled peers (TWNDP), as it relates to the participation of students with disabilities in various educational settings. [Determination of Time with Non-Disabled Peers](#)

Extended School Year Services Required

? What do I report in SEDAC if the PPT team determines Extended School Year Services is required, but the parent does not want Extended School Year Services

In SEDAC and on page 11 of the IEP the district should report Extended School Year Services (ESY) as “Required”. If the parent does not want ESY, the district should document this on page 2 of the IEP or via a follow-up letter to the parent documenting that ESY services are available for their student and that the parent refused the service.

Related Services

? Can I report speech and language service hours under special education?

This is from page 23 of the IEP manual:

Connecticut policy allows Speech/Language services to be a special education service or a related service. If Speech/Language is the primary service to the student, then it should be listed in the upper portion of the grid as a Special Education Service. If the Speech/Language service is assisting the student in benefiting from another special education service, then it should be listed in the lower portion of the grid as a Related Service. If the child’s disability is Speech or Language Impaired and the student has additional needs for specialized instruction, both speech and language services and specialized instruction are listed in the upper portion of the service delivery grid as special education services.

FAPE at Three

? What if the student’s birthday occurs during the summer, weekend or a holiday?

According to Section 300.101(b) of IDEA, the district must hold the PPT to develop the first IEP prior to the student’s 3rd birthday with consideration of the summer vacations, weekends or holidays. If the district will not hold PPTs during these times, they must schedule and hold the meetings with enough lead time in order to meet FAPE requirements by the student’s 3rd birthday.

Upload Student Records

? What fields do I need to match in PSIS when I upload IEP student data for the SEDAC OCTOBER CHILD COUNT?

It is important to remember, the NEXUS DISTRICT and SPECIAL EDUCATION indicator of **Y-YES** are used from PSIS OCTOBER COLLECTION to determine the list of students displayed for your district.

The following fields in your upload file must match PSIS OCTOBER COLLECTION:

- SASID
- DATE OF BIRTH
- FACILITY CODE 1

? What fields do I need to match in PSIS when I upload IEP student data for the SEDAC ACTIVE ROSTER?

It is important to remember, the NEXUS DISTRICT is used from PSIS REGISTRATION to determine the list of students displayed for your district.

The following fields in your upload file must match PSIS REGISTRATION:

- SASID
- DATE OF BIRTH

? What fields do I need to match in PSIS when I upload Services Plan student data for SEDAC OCTOBER CHILD COUNT and ACTIVE ROSTER?

It is important to remember, prior to entry to SEDAC the district where the private school is located must register and unregister the student in PSIS REGISTRATION so that their town is listed as Nexus District.

The following fields in your upload file must match PSIS REGISTRATION:

- SASID
- LAST NAME
- DATE OF BIRTH

? Can you tell me if any vendor supports uploading student information directly into SEDAC?

If the question is interpreted as the vendor program automatically submitting data to SEDAC without any actions taken by the LEA, the answer is no. The SDE does not allow this, as it would move the responsibility for timely and accurate data submission from the LEA to the Vendor.

If the question is interpreted as the vendor program providing the capability for an LEA to create an output file that can then be directly uploaded to SEDAC, then the answer is yes, there are several vendors that provide this feature.

IEP Student Exits

? We have a student who Return to General Education in May, should they be reported in the PSIS June Collection as SPECIAL EDUCATION = “Yes”?

If the official Return to General Education Date on page 3 of the IEP in the Exit Information section is a date BEFORE the last day of school, then the student should be marked SPECIAL EDUCATION = “NO” in the June PSIS Collection. It is critical though that you also enter the Nexus District Exit Date in PSIS Registration, or you will receive an error.

? We have an IEP student who met the academic requirements for graduation and participated in the graduation ceremony but did NOT take receipt of the diploma in order to maintain eligibility for special education and related services. The student will exit no later than the year in which they turn twenty-one (21) years of age. Do we exit the student as a GRADUATE or REACHED MAXIMUM AGE?

The PSIS Data Manager needs to withdrawal the student from PSIS Registration at the time the student takes receipt of their diploma as **GRADUATED WITH REGULAR, ADVANCED, INTERNATIONAL BACCALAUREATE, OR OTHER TYPE OF DIPLOMA (15)**.

? When would a district use the Exit Reason REACHED MAXIMUM AGE (PSIS code 20)?

The only time a district would use REACHED MAXIMUM AGE is when a student is exiting due to age. The student has NOT received a:

- regular high school diploma upon completion of state and local requirements for both coursework and assessment or a high school diploma from a program other than the regular school program (PSIS Exit Code 15); or
- a certificate of completion or attendance (PSIS Exit Code 16).

Citation of Noncompliance

? What does a citation of noncompliance mean for our district?

It is the responsibility of the CSDE to identify and notify LEAs in regards to noncompliance with federal and/or state special education statutes/regulations, which includes the citation of the statutes(s)/regulation(s). The CSDE is also obligated to verify the correction of noncompliance and “close out” the noncompliance as soon as possible and in no case later than one year from notification.

Please note that unless the CSDE sees an inordinate number of instances of noncompliance around the same regulation, the issuance of the notification is for the purposes of documenting the noncompliance, its subsequent correction and most importantly, assuring that the student received the services required under law. Outside of the correction of individual student noncompliance, there is no other consequence to the district. These types of noncompliance are counted and reported ONLY at the state-level in the Annual Performance Report (APR) to the Federal DoE. There are three instances when a district would feel any impact of data related noncompliance on their District-Level APR, under Indicator 20, timely and accurate reporting of data: 1) failure to meet timely and accurate deadlines for any data collection, 2) failure to pass the desk audit and 3) a citation of Systemic Noncompliance for a pattern of citations around the same regulation that points to a need for systemic remedies as evidenced by the failure to substantially comply with the law.

We are aware that districts are sometimes identified for student-level noncompliance that actually occurred while the student was under the jurisdiction of another school district. The noncompliance notification will continue to be given to the district where the student is currently enrolled, as that district is the only one who can complete the federally mandated correction of noncompliance. We are cognizant of the fact that this “feels unfair” and that is why individual student citations (unless their frequency rises to the level of systemic) do not impact a district’s APR Determination or any other monitoring by the department.

There are two instances where student level noncompliance would impact the district APR: failure to reach 100% compliance with indicators #12 (FAPE at age 3) and #13 (Secondary Transition Goals and Objectives). These citations of APR Indicator noncompliance would be further reviewed by the Bureau of Special Education (Andrea Brinnel and Alycia Trakas respectively) for appropriate policies, practices and procedures as well as correct implementation of the regulation.

CSDE's Statement of Nondiscrimination

The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Connecticut State Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of **race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Connecticut State Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.** Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to:

Levy Gillespie
Equal Employment Opportunity Director/American with Disabilities Act Coordinator
Connecticut State Department of Education
450 Columbus Boulevard, Suite 607
Hartford, CT 06103
860-807-2071
Levy.Gillespie@ct.gov