STATE OF CONNECTICUT
SPECIAL EDUCATION DATA SYSTEM
(CT-SEDS)

STATEMENT OF WORK

CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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BACKGROUND

The Connecticut State Department of Education (CSDE) seeks to create and maintain a single, statewide, Web-based special education data management system (hereafter referred to as CT-SEDS) to increase efficiencies for the provision of the Individuals with Disabilities Education Act (IDEA 2004). The development of a CT-SEDS will (a) consolidate the timely collection and accurate reporting of student data and information, (b) significantly reduce fiscal and data reporting burdens on school districts, (c) streamline compliance and results monitoring of special education requirements; (d) provide a document repository and facilitate timely record transfer between LEAs, (e) support the adaptive development of IEPs, (f) ensure differentiated, secure access to student data (including a parent/guardian portal feature) and maintain access history, (g) allow for interoperability with existing State and Local data systems and other authorized vendor programs, and (h) provide for the creation of student and aggregate reports for multiple user levels including teacher, school, district and CSDE.

SCOPE OF SERVICES

The CSDE is seeking to develop a secure, Web-based special education data and IEP management system (CT-SEDS) for use by the CSDE and entities responsible for the implementation of the IDEA, and fully implemented no later than the 2022-23 school year. The solution must be user-friendly, adaptive and agile enough to respond to changing legislative mandates and satisfy reporting obligations at the local, state, and federal levels. The following system and service requirements must be included:

1. Provide dedicated project manager and systems analyst who will collaborate with assigned CSDE staff (including special education, data and IT) and LEA stakeholders and provide regular updates throughout the planning and development cycles, to best utilize CSDE and end user feedback regarding workflows, user interfaces, graphics, screen layout, quality assurance testing, compliance monitoring, and training content and design.
2. Guarantee the CT-SEDS is interoperable on a nearly real-time basis with existing CSDE data systems (e.g., Directory Manager (DM), Public School Information System (PSIS), Special Education Excess Cost Grant (SEEC-G), and assessment vendor upload system requirements). Current CSDE systems run on .NET 2.0 to 4.5 versions and are IS deployed. CSDE currently uses SIF 2.4 but plans to upgrade within the next year. Additionally CT-SEDS must interface with LEA Student Information Systems (SIS) (e.g., PowerSchool) and external Medicaid reimbursement data systems.
3. Provide unrestricted access for the CSDE to all data in the system, including the ability to access a sql server or similar type view of nightly refreshed data for analysis purposes and to import that data into the CSDE's data warehouse and longitudinal data system (EdSight).
4. Use the Connecticut State Assigned Student Identifier (SASID) as a unique student identifier where required.

5. Produce adaptive interfaces that will allow for the collection of all data and information currently collected via the following CSDE data systems: Special Education Data Application and Collection (SEDAC), Early Childhood Outcomes (ECO), Evaluation Timelines (ET), Due Process (DP), and Restraint and Seclusion (R/S).

6. The system must be adaptive and utilize prompts to guide users through the PPT Process from the point of referral, through evaluation, eligibility determination, and concluding with the creation of an IEP or SP. It should further allow for progress monitoring, progress reporting, and other critical PPT activities. The system should allow for the collection of the many critical data elements necessary for federal, state and public reporting that may be used for calculations and other data collection requirements, but are not official data elements necessary to populate the IEP itself.

7. Allow authorized users to create a complete digital copy of a student's IEP, IEP Amendment or SP and related documents (e.g., prior written notice (PWN), behavior intervention plans (BIP), language and communication plans (LCP)) via the CT-SEDS software for students with disabilities and students in the referral process. Related documents must include, but are not limited to, all CSDE forms related to PPT proceedings. The system must be flexible enough to adapt to required IEP, SP and special education form updates and changes. (See https://portal.ct.gov/SDE/Special-Education/Planning-and-Placement-Team-PPT-Process-and-Individualized-Education-Program-IEP-Forms/Documents.)

8. Protect a student's IEP or SP and related documents created, submitted and shared using the CT-SEDS from unauthorized access, use, modification, disclosure or destruction in accordance with current industry standards.

9. Provide 24-hour access for an unlimited number of authorized users to use the CT-SEDS, including a parent/guardian access portal.

10. Provide an electronic catalog of curriculum standards, early learning and development standards, and secondary transition standards endorsed by the CSDE.

11. Provide a document repository and retention module to archive records, allow for storage of historical information in an electronic "file cabinet" and auto-delete upon established official dates. Facilitate the migration of documents into the repository to retain required historical records.

12. Provide variable-level edit checks in addition to case management and data cleaning reports for the purpose of identifying potential inconsistencies and errors in data and ensure data quality and accuracy.

13. Provide an alert system to enable users to monitor special education compliance and due dates.

14. Provide an alert system to communicate with all authorized users regarding changes and updates to student records.

15. Utilize design elements that are compatible with and maintain most up-to-date and current FERPA security guidelines.

16. Enable the electronic sharing/viewing of records for a student who's IEP/SP is being implemented by another service provider who is not the LEA responsible for the student's education (e.g., Charter Schools, Regional Education Service Centers (RESCs), Magnet Schools, Academies, Approved Private Special Education Programs (APSEP)).

17. Enable the electronic transfer of records when a student transfers to a different school, program or district in an effort to facilitate uninterrupted services through the expedited sharing of student IEP/SP information between districts, including historical data, with the ability to add new documents to the student record.
18. The solution must integrate with individual school calendars.
19. Allow LEAs, Regional Boards of Education and the Connecticut Technical Education and Career System (CTECS) to access or purchase additional modules to supplement the CT-SEDS (e.g., Gifted and Talented, 504 Plans, MTSS/SRBI).
20. Develop and implement a training plan for a variety of CT-SEDS users including: CSDE staff, LEA staff, and other service providers (see User Roles section below). Training should include in-person and online modules. Provide a system specifications manual, user guide and Frequently Asked Questions (FAQ) documents. Online parent/guardian training guide should also be included.
21. Provide statewide CT-SEDS "help desk" support for selected CSDE and LEA users upon launching the pilot and for the duration of the contract.

The CSDE and LEAs will have current ownership, right, title, and interest in all data stored, generated, both historical and current.

Technical Requirements – Component 1

All work done under the resulting contract must meet all technical, security, accessibility and privacy standards in effect with the CSDE at the time of implementation including but not limited to those outlined below. Requirements and expectations regarding identity management, security and data confidentiality are addressed below.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
TR.1	Technical Requirements	Create a system that operates on multiple web browsers and commonly used operating systems. Vendor must host this system on a platform with the capacity to handle high usage.
TR. 2	Technical Requirements	Leverage role-based user access to system functionalities and available data.
TR.3	Technical Requirements	Develop data schemas with consideration for national common education data standards (CEDS) and CSDE's existing functional specifications.
TR.4	Technical Requirements	Provide functionality at state, district, school and program levels.
TR.5	Technical Requirements	Provide online help options that can be updated on an ongoing or as needed basis.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
TR.6	Technical Requirements	Employ high quality graphic user interface (GUI) tested for usability according to industry best practices and that is Section 508 compliant (accessibility compliance).
TR.7	Technical Requirements	Enhance data quality and accuracy by controlling for data conformity (e.g., phone number formats, dates) in accordance to industry best practices and CSDE approved formats.
TR.8	Technical Requirements	Rely on common printing solutions such as Adobe Acrobat or Nitro for printing functionality and exportable reports in multiple formats.
TR.9	Technical Requirements	Meet all technical, security, web accessibility and privacy standards in effect with the CSDE at the time of implementation, including but not limited to Section 508 and FERPA.
TR.10	Technical Requirements	Provide security functions to limit access to authorized users.
TR.11	Technical Requirements	Support integration with a single-sign-on authentication and provide role-based authorization controls to different aspects of the CT-SEDS. (For example: director in four LEAs should be able to sign in once and toggle access between locations.)
TR.12	Technical Requirements	Meet industry standard for accessing all browsers and platforms.
TR.13	Technical Requirements	Require necessary data elements to be compatible to CSDE formatting.
TR.14	Technical Requirements	Provide error messages that are user-friendly and advise of possible corrections. Ensure master list of all error messages and rules is compiled for CSDE review.
TR.15	Technical Requirements	Provide security for exceptions to system rules such as: teachers who teach at multiple schools, and students who are enrolled in multiple schools within or across districts.
TR.16	Technical Requirements	Maintain computerized audit trail of any user access (both read and write) to student records and user change logs for IEP revisions. Log must be printable and contain user name, date/time stamps, and purpose for access.
TR.17	Technical Requirements	Ensure document repository employs a data directory schema to organize files.
TR.18	Technical Requirements	Support the transfer, rescind transfer, and view notice of transfer of student records between schools, districts, and outside service providers. Transfer of records should be allowable as an entire

ITEM CODE	GROUP	COMPONENT DESCRIPTION
		student level file, including all associated data in the document repository, or as individually selected data/documents.
TR.19	Technical Requirements	Integrate instructional days specific to individual school calendars where students are served, in order to track timelines and communicate alerts for compliance or other reasons electronically within FERPA guidelines.
TR.20	Technical Requirements	Require FERPA confidentiality statement acknowledgement upon each sign-in to the CT-SEDS.
TR.21	Technical Requirements	Printing options should allow for standard printing, printing to secure/password protected PDF for FERPA compliant emailing, and options for translating all required documents into other languages per regulatory requirements.
TR.22	Technical Requirements	Allow for record creation for currently enrolled students from PSIS as well as Private Pay students referred and/or served; ensure continuity of indicators regarding Reporting, Attending, Nexus (IDEA fiscally responsible LEA for provision of special education and related services) and Resident District variables.
TR.23	Technical Requirements	A multilevel reporting component must fulfill several requirements. Statewide reports, LEA Aggregate Reports, School Reports, Data Cleaning Reports, Compliance Monitoring and Indicator Reports, Student-level current and longitudinal reports.
TR.24	Technical Requirements	Ensure nightly access by CSDE to all CT-SEDS data in the form of a sql server or equivalent view or download.
TR.25	Technical Requirements	Ensure integration with PSIS Registration for monitoring of SASID swaps – and process to link document repository items to correct student when SASID swaps occur in other systems.
TR.26	Technical Requirements	Guarantee the CT-SEDS is interoperable on a nearly real-time basis with existing CSDE data systems (e.g., DM, PSIS, SEEC-G,). Additionally CT-SEDS must interface with LEA SIS and external Medicaid reimbursement data systems.

State Monitoring Requirements – Component 2

Authorized CSDE employees will use the CT-SEDS system to conduct state level monitoring and management to facilitate and ensure compliance monitoring for mandated federal and state reporting needs. Data access will include aggregate views and calculations as well as the ability to view individual student records. The final product must include the following:

ITEM CODE	GROUP	COMPONENT DESCRIPTION
SM.1	State Monitoring	Access individual student records/data.
SM.2	State Monitoring	Access district and school-level aggregate data.
SM.3	State Monitoring	View progress of federal SPP/APR indicators in aggregate with drill down capability to district, school, program, and student level data/records. ▪ Indicator 5: Least Restrictive Environment (LRE) ▪ Indicator 6: LRE of Early Childhood ▪ Indicator 7: Early Childhood Outcomes ▪ Indicator 11: Evaluation Timelines ▪ Indicator 12: FAPE at age three ▪ Indicator 13: Secondary Transition ▪ Indicator 15: Resolution Meetings
SM.4	State Monitoring	View submission details in aggregate with drill down capability to district, school, program and student level data/records regarding compliance with federally mandated timelines for annual and reevaluation PPT meetings.
SM.5	State Monitoring	View submission details in aggregate with drill down capability to district, school, program and student level data/records regarding the use of emergency Restraint and Seclusion. Allow method for reporting serious injuries to state officials designated in statute.
SM.6	State Monitoring	System must calculate specific compliance measures and auto-generate notifications of non-compliance with corrective actions and allow for verification within the system (e.g., timely annual reviews, timely initial evaluations).
SM.7	State Monitoring	System must monitor reported data for completeness, internal consistency, year-to-year change and provide summary report for schools, districts, and the state regarding these measures (e.g., Developmental Delay by age 5, timely annual review completion, students missing from the CT-SEDS who are reported as special ed in PSIS, FAPE at age three).
SM.8	State Monitoring	Download student and parent/guardian contact information to be used for surveying requirements in the SPP/APR. ▪ Indicator 8: Parent Involvement Survey ▪ Indicator 14: Exiters Survey

ITEM CODE	GROUP	COMPONENT DESCRIPTION
SM.9	State Monitoring	Download student data documenting eligibility for participation on the state alternate assessment and access to accommodations for transfer to state testing vendor systems.
SM.10	State Monitoring	Documentation of information and monitoring timelines related to state complaint investigations, mediations, and hearing requests, including resolution meeting compliance. Allow for the collection, monitoring and reporting of federal due process data as required by OSEP and features to review district, issue or action.
SM.11	State Monitoring	Access all data in a secure, role-based manner.
SM.12	State Monitoring	Configure system for CSDE branding.
SM.13	State Monitoring	Maintain log of user access to student records and user change logs for IEP revisions. At a minimum, must contain user name, date/time stamps, and purpose for access. (see Confidential File Access Record ED628) https://portal.ct.gov/-/media/SDE/Special-Education/ED628.pdf

LEA Requirements – Component 3

Authorized LEA users will use the CT-SEDS system to fulfill mandated federal/state special education data management, monitoring, and oversight of the provision of special education and related services. Specifically, authorized LEA users will: (a) electronically maintain IEP, SP and other related data on appropriate students; (b) access and run necessary data cleaning and case management reports; (c) access student level records in their assigned district and school; (d) manage necessary administrative functions, related IEP documents and user system preferences; (e) maintain records related to the use of emergency restraint and seclusion, ECO assessments, evaluation timelines compliance, excess cost grant reimbursement; and resolution meetings; and (f) improve communication to promote engagement and accessibility between parents/guardians and LEAs by providing access to finalized student IEPs/SPs. It is important to note, that while some customization will be allowed in the areas of branding and the creation of IEP goals/objectives banks, this system is a Connecticut Data Management System that LEAs will not be permitted to customize for their own reports and edit checks. All such features will be approved by the CSDE and implemented statewide. LEA Users will be assigned role-based access to the system with specific permissions governing data accessibility. The following components are required:

ITEM CODE	GROUP	COMPONENT DESCRIPTION
LEA.1	LEA Requirements	Electronically maintain all special education data elements specific to all state and federal requirements, including IEPs and service verification.
LEA.2	LEA Requirements	Create/View/Store/Print IEPs, SP and related forms and documents (e.g., prior written notice, meeting invitation).
LEA.3	LEA Requirements	View historic documents from the student's confidential file (e.g., evaluation reports, IEPs, SPs, communication logs) that were submitted to the document repository. Ensure document repository employs a data directory schema to organize files.
LEA.4	LEA Requirements	Collect electronic signatures for IEP and related documents where appropriate and permitted in accordance with IDEA.
LEA.5	LEA Requirements	Incorporate related special education documents (e.g., BIP, LCP).
LEA.6	LEA Requirements	Access individual student records/data.
LEA.7	LEA Requirements	Access district, school, and program-level aggregate data.
LEA.8	LEA Requirements	View progress of SPP/APR federal indicators in aggregate with drill down capability to district, school, program, and student level data/records. ▪ Indicator 5: Least Restrictive Environment (LRE) ▪ Indicator 6: LRE of Early Childhood ▪ Indicator 7: Early Childhood Outcomes ▪ Indicator 11: Evaluation Timelines ▪ Indicator 12: FAPE at age three ▪ Indicator 13: Secondary Transition ▪ Indicator 15: Resolution Meetings
LEA.9	LEA Requirements	System must monitor data for completeness, internal consistency, year-to-year change, and provide summary report for schools, districts regarding these measures (e.g., Developmental Delay by age 5, timely annual review completion, students missing from the CT-SEDS who are reported in PSIS, FAPE at age three).
LEA.10	LEA Requirements	Access all data in a secure, role-based manner. (See User Roles – Component 4)
LEA.11	LEA Requirements	Access an electronic catalog of curriculum standards, early learning and development standards, and secondary transition standards endorsed by the CSDE.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
LEA.12	LEA Requirements	View, download and print student reports, and lists generated across various special education variables.
LEA.13	LEA Requirements	Create users and manage user profile information; Set permissions for users including organizational management of users, including but not limited to certifier, district writer, school writer, program implementer, parent/guardian user, and read-only access.
LEA.14	LEA Requirements	View dynamic and summative reports and graphs with drill down capabilities for specific compliance indicators and students.
LEA.15	LEA Requirements	View and download data cleaning reports customized by CSDE.
LEA.16	LEA Requirements	Support the transfer, rescind transfer, and view notice of transfer of student records between schools, districts, and outside service providers. Transfer of records should be allowable as an entire student level file, including all associated data in the document repository, or as individually selected data/documents.
LEA.17	LEA Requirements	Generate notices and send electronic alerts/notifications on specific records to authorized users with appropriate user permissions.
LEA.18	LEA Requirements	Allow for improved LEA communication with parents/guardians by providing system accessibility to finalized student IEPs and other documents within the repository.
LEA.19	LEA Requirements	Ability to email alerts to LEA and school team members, as well as families to access and review new documents in the repository.
LEA.20	LEA Requirements	Ability to email alerts to all applicable team members regarding scheduled meetings, evaluation due dates, upcoming compliance dates, and other configured announcements.
LEA.21	LEA Requirements	Allow LEAs, Regional Boards of Education and the CTECS the ability to access or purchase additional modules to supplement the CT-SEDS (e.g., Gifted and Talented, 504 Plans, MTSS/SRBI).
LEA.22	LEA Requirements	Configure system for local report branding.
LEA.23	LEA Requirements	CT-SEDS must interface with LEA SIS and external Medicaid reimbursement data systems.
LEA.24	LEA Requirements	Download student data documenting eligibility for participation on the state alternate assessment and access to accommodations for transfer to state testing vendor systems.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
LEA.25	LEA Requirements	Maintain computerized audit trail of user access to student records and user change logs for IEP revisions. Log must be printable and contain user name, date/time stamps, purpose for access, and IP address.
LEA.26	LEA Requirements	Allow LEAs to create district specific bank of IEP annual goals and short-term objectives.

User Roles – Component 4

Provide for creation of multi-level user roles based upon authoritative permissions. Provide configuration permissions to allow LEAs to control which user roles can and cannot finalize IEPs. All user access must be traceable and documented. Several required roles are outlined below.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
UR.1	User Roles	Vendor System Administrator Role: Set configurations for the whole system; create school and district level accounts; have the ability to create users and user account information; deactivate and restore user accounts; mark for deletion student IEP records that have been identified as invalid or inaccurate; and create new system roles as determined necessary by the CSDE.
UR.2	User Roles	CSDE System Administrator Role: Will have access to statewide student level data for the purpose of fulfilling state and federal reporting and monitoring responsibilities; create school and district level accounts; deactivate and restore user accounts; approve deletion of student records; and ability to assign levels of CSDE Reader/Monitor Role.
UR.3	User Roles	CSDE Reader Role: The default setting will be access to view aggregate state, district, school, and program reports.
UR.4	User Roles	CSDE Monitor Role: This role can be toggled on and off as job assignment requires. Monitor Role assigned for specific student, school, district and/or statewide student-level access. User will be allowed access to the specifically assigned student-level data for the purpose of fulfilling state and federal monitoring responsibilities.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
UR.5	User Roles	District Administrator/Certifier Role: Will have access to district-wide student level data; can create, deactivate and restore user accounts; can control case management, can certify data; this role should be assigned to the Director of Special Education.
UR.6	User Roles	District System Administrator Role: Will have access to district-wide student level data for the purpose of fulfilling state and local reporting and monitoring responsibilities; ability to create district, school, out-of-district service provider accounts, or assign account creation duties; can control case management; approving parent/guardian accounts; can deactivate and restore user accounts.
UR.7	User Roles	District Writer Role: Will have access to district-wide student level data for the purpose of fulfilling state and local reporting and monitoring responsibilities, writing/editing IEPs, and creating related documents/content.
UR.8	User Roles	School Administrator Role: Will have access to school-wide student level data for the purpose of fulfilling local reporting and monitoring responsibilities and writing/editing IEPs; could be responsible for creating school accounts if assigned by District System Administrator; can control case management; approving parent/guardian accounts; can deactivate and restore school and parent/guardian user accounts.
UR.9	User Roles	School Writer Role: Will have access to school-wide student level data for the purpose of writing IEPs and creating related documents/content.
UR.10	User Roles	Student-Level Writer Role: Will have access to specific student-level data for the purpose of writing IEPs, progress notes, and creating related documents/content.
UR.11	User Roles	Student-Level Reader Role: Will have access to specific student-level data for the purpose of reading/implementing IEPs.
UR.12	User Roles	Out-of-District Service Provider Writer Role: Will have access to specific student-level data for the purpose contributing to draft IEPs documents, updating progress monitoring data, and creating related documents/content. Cannot finalize IEPs.
UR.13	User Roles	Out of District Service Provider Reader Role: Will have access to specific student-level data for the purpose of reading/implementing IEPs.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
UR.14	User Roles	Parent/Guardian/Student Reader Role: Will have access to specific student-level data for the purpose of viewing finalized IEPs and related documents in the repository. Accounts will be applied for on-line by the parent/guardian and submitted to the District System Administrator or the School Administrator with access and approval permissions.

Required Modules within CT-SEDS – Component 5

Components of this system must include modules for PPT proceedings (including referral and eligibility), educational and health related evaluations (e.g. occupational therapy, speech/language), adaptive IEP and SP development, administrative activity documentation, restraint and seclusion documentation, consolidation of ECO data, and other progress monitoring data. Required modules include:

ITEM CODE	GROUP	COMPONENT DESCRIPTION
RM.1	Required Modules	Case Management must interact with PSIS Registration. All students with an IEP or SP must have a PSIS registration record which is the "sole source of truth" for student demographic data (Date of Birth/Race/Gender/EL Status/etc.). https://portal.ct.gov/SDE/Performance/Data-Collection-Help-Sites/PSIS-Help-Site/Documentation
RM.2	Required Modules	Integration with PSIS Registration for monitoring of SASID swaps – and process to link document repository items to correct student when SASID swaps occur in other systems. See above link for details.
RM.3	Required Modules	Case Management must interact with CSDE Directory Manager system. This system is the "facilities" collection for the state and assigns codes for all schools and programs where students can be reported. https://portal.ct.gov/SDE/Performance/Data-Collection-Help-Sites/Directory-Manager-Help-Site/Documentation
RM.4	Required Modules	Process to accept nightly upload of Office of Early Childhood (OEC) – Birth to Three System data regarding IDEA Part C notification reports. See SEDAC User Guide for details. https://portal.ct.gov/SDE/Performance/Data-Collection-Help-Sites/SEDAC-Help-Site/Documentation

ITEM CODE	GROUP	COMPONENT DESCRIPTION
RM.5	Required Modules	Referral/Evaluation and Evaluation Timelines (ET) Compliance See current ET User Guide for details. Note: CSDE will be adding additional data fields and monitoring to this module. https://portal.ct.gov/SDE/Performance/Data-Collection-Help-Sites/Evaluation-Timelines-Help-Site/Documentation
RM.6	Required Modules	Individualized Education Program (IEP) The new CT IEP module must be adaptive and utilize prompts to guide users through the IEP Development Process. The System should allow for the collection of all critical data elements necessary for federal, state and public reporting in addition to other data elements that may not be official data elements required within the IEP itself but are necessary for calculations, monitoring or other activities. The adaptive nature of the IEP should allow for printing of applicable sections and suppression of unnecessary components that do not apply to the individual student and their program. See Appendix C (IEP).
RM.7	Required Modules	Services Plan (SP) See adaptive notes above in IEP and Appendix D.
RM.8	Required Modules	Early Childhood Outcomes (ECO) data collection and reporting See current ECO User Guide for details. Note: CSDE will be completely redesigning the entire ECO assessment and collection within the next 18-24 months. More details to come. https://portal.ct.gov/SDE/Performance/Data-Collection-Help-Sites/ECO-Help-Site/Documentation
RM.9	Required Modules	Restraint/Seclusion See current R/S User Guide for details. https://portal.ct.gov/SDE/Performance/Data-Collection-Help-Sites/Restraint-and-Seclusion-Help-Site/Documentation
RM.10	Required Modules	Due Process Need module that will allow for the documentation of required information collected through state complaint investigations, mediations, and hearing requests, including resolution meeting compliance. Module should monitor federal timelines related to report issue dates and verification of correction of non-compliance. Allow for reporting of federal due process data and drill down into issues/topics by type of due process action, by district, and by student.
RM.11	Required Modules	Statewide Assessment Eligibility and Accommodations Testing Designated Supports/Accommodations Form https://ct.portal.airast.org/core/fileparse.php/51/urlt/2019-20-AccommodationsForm_9.3.19_MASTER.pdf

ITEM CODE	GROUP	COMPONENT DESCRIPTION
		Alternate Assessment Eligibility Form https://ct.portal.airast.org/core/fileparse.php/51/urlt/201920-Alternate-Assessment-Eligibility-Form-81419-MASTER-1.pdf
RM.12	Required Modules	SEEC-G Module Provide for the export of required data for LEAs to document requirements and apply for excess cost reimbursement from the CSDE Grants system (SEEC-G).
RM.13	Required Modules	Document Repository Module Provide a document repository and retention module with auto-delete functionality in order to archive records and other historical information.
RM.14	Required Modules	Progress monitoring and student progress reporting section This module should allow districts to track and document student progress on IEP goals and objectives with report generating capability for required progress reporting to parents/guardians.
RM.15	Required Modules	Comprehensive district, school, and student reports section Reports will need to be designed that reproduce existing reports within each separate data system (see above user guide links) and additional new reports recommended by CSDE staff and LEA stakeholders.
RM.16	Required Modules	Data Verification Reports This module will be interwoven into each of the other data collection modules/components of the CT-SEDS. This module should identify data quality issues at multiple levels including student, school, and district. Data quality monitoring should allow for multi-year monitoring aligned to current variable specific edit checks.
RM.17	Required Modules	Student Record Management Module This module should allow the Nexus LEA to assign access and controls to student data, IEPs and users. Furthermore, the module should allow the Nexus LEA to allow access to users in outplacement and service provider locations, assign level of access, and reader/writer capabilities. Finalization of all IEPs must be controlled by a Nexus LEA user.
RM.18	Required Modules	Record Management Module must include the ability for LEAs to review the current active user list and inactivate users who may have left the district or lost permissions.

Optional Modules available to LEAs – Component 6

These components must be made available to LEAs either at no cost or as an option for purchase.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
OM.1	Optional Modules	Section 504 Accommodation Plans
OM.2	Optional Modules	Multi-tiered Systems of Support/Scientific Research-Based Interventions (MTSS/SRBI) Management Including a student intervention plan, progress monitoring, and report generation.
OM.3	Optional Modules	Gifted and Talented
OM.4	Optional Modules	Medicaid Billing Software Compatibility (e.g., CompuClaim)

Case Management – Component 7

Used primarily for managing various processes for individual student records. Through Case Management, appropriate user roles can create caseloads for the purpose of conducting and documenting evaluations, preparing and finalizing IEPs, reviewing historical documentation, entering service provision data, and monitoring student progress. The case management system will present historical student records to users with valid access. Additional case management requirements are outlined below.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
CM.1	Case Management	System should access PSIS Registration to allow users to look up and assign students to the CT-SEDS who are newly referred or newly enrolled in the LEA.
CM.2	Case Management	Integrate with PSIS Registration to look up student for immediate access to demographic student data (e.g., current enrolled school for documenting R/S incident data).
CM.3	Case Management	Create caseloads per user account specific to each module, giving access to historical files. Caseloads are relevant to evaluations, IEPs, SPs, Progress Monitoring, etc.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
CM.4	Case Management	Modify and merge caseloads, immediately revising access parameters.
CM.5	Case Management	Select across modules any caseload action relevant to students on a teacher of record's caseload. This includes student records, student information, current and historical IEPs, security access for other users, reassign students to another teacher of record, remove a student from caseload list, student access log information, progress on goals, and reporting.
CM.6	Case Management	View log of every instance of access, including user, date/time and purpose.
CM.7	Case Management	Add access of particular student records to users at multiple schools or districts, including outside service providers.
CM.8	Case Management	View student demographic information that is dynamically integrated with the original PSIS data source.
CM.9	Case Management	Access student records once a transfer to another school is registered in the PSIS Registration database.
CM.10	Case Management	View student lists based on the multiple search criteria including but not limited to: school, grade, LRE, age, accommodations, testing eligibility.

User Support – Component 8

Statewide training and technical assistance must be developed to support all levels of CT-SEDS users. Develop and implement a training plan for a variety of CT-SEDS users including: CSDE staff, LEA staff, and other service providers (see User Roles section above). Training should include in-person and online modules as well as ongoing webinars. Provide a system specifications manual, user guide, and FAQ documents. An online parent/guardian training module and user guide should also be included. Provide statewide CT-SEDS "help desk" support for CSDE and District Administrator and Writer roles.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
US.1	User Support	Online User Guides consisting of Manuals, Step-by-Step Procedures, FAQs and Appendices.
US.2	User Support	On-line training/certification requirement for all new users by role (Reader/Writer/Certifier) and module (IEP vs R/S vs Due Process).

ITEM CODE	GROUP	COMPONENT DESCRIPTION
US.3	User Support	On-line training modules and/or tutorials available 24/7/365.
US.4	User Support	Integrated technical support for each data field linked to the corresponding section in the user guide.
US.5	User Support	Help Desk Provide CT-SEDS support for both CSDE Administrator-Level Users and District-Level Users. Help desk should be available for users within regular Eastern Standard Time operating hours.
US.6	User Support	Training plan for CSDE staff and LEAs for both the pilot year (2021-22) and the statewide rollout of the CT-SEDS (2022-23).
US.7	User Support	Develop a train-the-trainer module to increase LEA capacity to train school-level users (reader and writer roles) in the CT-SEDS.
US.8	User Support	On-going statewide training plan for new users after full implementation (2023-24 and 2024-25).
US.9	User Support	Statewide communication plan for updates and system enhancements.

Required Documents linked to IEP/SP – Component 9

ITEM CODE	GROUP	COMPONENT DESCRIPTION
RD.1	Required Documents	**New** PPT Record of Meeting (Draft) See Appendix B
RD.2	Required Documents	**New** Adaptive IEP Template (Draft) See Appendix C
RD.3	Required Documents	**New** Adaptive Services Plan Template (Draft) See Appendix D
RD.4	Required Documents	**New** Prior Written Notice (Draft) See Appendix E
RD.5	Required Documents	Testing Designated Supports/Accommodations Form https://ct.portal.airast.org/core/fileparse.php/51/urlt/2019-20-AccommodationsForm_9.3.19_MASTER.pdf
RD.6	Required Documents	Alternate Assessment Eligibility Form https://ct.portal.airast.org/core/fileparse.php/51/urlt/201920-Alternate-Assessment-Eligibility-Form-81419-MASTER-1.pdf

ITEM CODE	GROUP	COMPONENT DESCRIPTION
RD.7	Required Documents	Referral to Determine Eligibility for Special Education and Related Services (ED621) https://portal.ct.gov/-/media/SDE/Special-Education/ED621.pdf
RD.8	Required Documents	Parent Notice of Referral to Determine Eligibility for Special Education and Related Services (ED622) https://portal.ct.gov/-/media/SDE/Special-Education/ED622.pdf
RD.9	Required Documents	Notice of Planning and Placement Team Meeting (ED623) https://portal.ct.gov/-/media/SDE/Special-Education/ED623.pdf
RD.10	Required Documents	Documentation of Attempts to Seek Parent/Guardian Participation (ED624) https://portal.ct.gov/-/media/SDE/Special-Education/ED624.pdf
RD.11	Required Documents	Notice and Consent to Conduct an Initial Evaluation (ED625) https://portal.ct.gov/-/media/SDE/Special-Education/ED625.pdf
RD.12	Required Documents	Consent for the Initial Provision of Special Education (ED626) https://portal.ct.gov/-/media/SDE/Special-Education/ED626.pdf
RD.13	Required Documents	Notice and Consent to Conduct a Reevaluation (ED627) https://portal.ct.gov/-/media/SDE/Special-Education/ED627.pdf
RD.14	Required Documents	Multidisciplinary Evaluation Report for Students Suspected of Having a Specific Learning Disability (ED629) https://portal.ct.gov/-/media/SDE/Special-Education/ED629P.pdf
RD.15	Required Documents	Reading Worksheet (ED630) https://portal.ct.gov/-/media/SDE/Special-Education/ED630.pdf
RD.16	Required Documents	Mathematics Worksheet (ED631) https://portal.ct.gov/-/media/SDE/Special-Education/ED631.pdf
RD.17	Required Documents	Written Expression Worksheet (ED636) https://portal.ct.gov/-/media/SDE/Special-Education/ED636.pdf
RD.18	Required Documents	Least Restrictive Environment (LRE) Procedural Checklist (ED632) https://portal.ct.gov/-/media/SDE/Special-Education/ED632.pdf
RD.19	Required Documents	Planning and Placement Team (PPT) Attendance (ED633) https://portal.ct.gov/-/media/SDE/Special-Education/ED633.pdf
RD.20	Required Documents	Agreement to Change an Individualized Education Program without Convening a Planning and Placement Team Meeting (ED634) https://portal.ct.gov/-/media/SDE/Special-Education/ED634.pdf
RD.21	Required Documents	Summary of Performance (ED635) https://portal.ct.gov/-/media/SDE/Special-Education/ED635.pdf

ITEM CODE	GROUP	COMPONENT DESCRIPTION
RD.22	Required Documents	Mutual Agreement to Extend Evaluation Timeline for Determining Special Education Eligibility for a Student with a Specific Learning Disability (ED637) https://portal.ct.gov/-/media/SDE/Special-Education/ED637.pdf
RD.23	Required Documents	Language and Communication Plan (ED638) https://portal.ct.gov/-/media/SDE/Special-Education/ED638.pdf

WORK PLAN

A Work Plan should detail the specific methods, tasks, and activities proposed to be undertaken in order to fulfill the scope of the work described. Any anticipated, theoretical or practical problems associated with the completion of the project must be discussed. Solutions, alternatives, or contingency plans related to these problems must also be proposed. Additionally, the Work Plan must include task initiation and completion schedules, as well as responder's proposed staff assignments. The responder shall list and identify subcontractors, if any, and delineate their role(s) in relation to the Work Plan. Describe the project management methodology that will be used throughout this implementation. Provide a sample project plan with anticipated timelines.

Below are the CSDE's anticipated rollout and contract coverage dates.
- 2019-2020: Vendor Selection and System Specifications Writing
- 2020-2021: CT-SEDS Build
- 2021-2022: Pilot CT-SEDS and User Training
- 2022-2023: Full Statewide Implementation of CT-SEDS
- 2023-2024: CT-SEDS – Year 2
- 2024-2025: CT-SEDS – Year 3

All proposals responding to this statement of work should address each of the items detailed below. **To be considered for this procurement, all work plans/proposals in PDF format must be received from an approved reseller by Ajit Gopalakrishnan ajit.gopalakrishnan@ct.gov no later than 5 p.m. on Monday, March 2, 2020.**

A. **Qualifications and Experience**
   a. Demonstrated ability to provide services: Organization's experience
      i. Provide a detailed explanation of the experience your organization has to support the CSDE in the above activities as outlined.
      ii. Provide a reference list with contact information for states and districts where your organization has implemented similar multifaceted systems.

iii. Highlight your experience in the field of education data systems, including special education.
  b. Demonstrated ability to provide Training and Support to CSDE and LEAs
      i. Provide a detailed explanation describing how the entity proposes to implement, train and support CSDE staff and LEAs through a scheduled system rollout of the CT-SEDS. Provide a sample project implementation and training plan which includes specific project phases, milestones, roles, and responsibilities of all parties involved.
      ii. Describe in detail the onsite in-person regional training methodology to be deployed, including the groups to be trained, training group size, topics covered, expected outcomes, training session duration, and training delivery methods.
      iii. Describe in detail any ongoing 'online' training modules for skill refreshers, new staff member certification and/or new system features.
      iv. Develop a train-the-trainer module to increase LEA capacity to train school-level users (reader and writer roles) in the CT-SEDS.
      v. Provide a detailed explanation of how your organization can facilitate the training of LEA and School staff for the migration of historical IEP and related documents into the CT-SEDS repository to retain necessary historical records.

B. Required Elements in the Proposal
  a. Work Plan
      i. Specific Tasks and Activities
      ii. Schedule - Task initiation dates and completion dates
          1. Planning
          2. Development of each component/module (2020-21)
          3. Testing
          4. Training
          5. Piloting (2021-22)
          6. Full statewide implementation (2022-23 through 2024-25)
  b. Component/Module Sections
      i. Technical Requirements and Security
      ii. State Monitoring
      iii. LEA Requirements including Parent/Guardian Portal
      iv. User Roles
      v. Required Modules
          1. Integration with Other CSDE Data Structures
          2. Initial Evaluation and Eligibility Determination (ET)
          3. IEP/SP
          4. Early Childhood Outcomes (ECO)
          5. Restraint and Seclusion (R/S)
          6. Due Process (DP)
          7. Statewide Assessments
          8. SEEC-G
          9. Document Repository
          10. Progress Monitoring
          11. Comprehensive District, School & Student Reports
          12. Date Verification & Monitoring

13. User Access/Records Management
vi. Optional Modules
vii. Case Management
viii. User Support/Help Desk
ix. Required Documents

C. Organizational Resources
a. Provide a detailed explanation of the resources you will use to provide all requested services. Include individual resumes for the personnel that are to be assigned to the project. Indicate the role or assignment of each individual to the project.
b. CSDE must be notified and approve any changes to key staff assignments after the contract award and for the duration of the contract period.
c. The responder must clearly document the existence of adequate facilities and personnel to successfully conduct the tasks within the specified timelines. Corporate competence may be substantiated by providing evidence of credibility for other clients involving similar services.
d. Provide information regarding any known subcontractors the responder anticipates utilizing, including the proposed products or services to be provided by a subcontractor and the subcontractor's related qualifications and experience.

D. Budget
a. Provide budget narrative and an itemized, detailed budget including costs associated with the completion of each major component area outlined in the statement of work as well as overall total costs.
b. Provide your cost proposal to the state by including a breakdown of all costs, including but not limited to the portion of vendor salaries being funded, consultants, implementation, training, help desk, scheduled maintenance, etc.
c. The cost information should be cross referenced to the technical requirements in order to facilitate the determination of costs associated with each major requirement and activity.
d. Upfront costs, such as start-up or implementation costs must be separate from maintenance and support costs, technology upgrades, and new feature enhancements.
e. Be sure to include any software licensing costs of third party software used in the solution, if applicable.

E. Organizational information
a. Financial stability: Provide any documentation that supports the organizations past, present, and future financial stability. This may include any financial support up to and including audited financial statements.
b. Quality assurance: Provide a narrative and evidence that describes what your organization does to maintain the high quality of its products and services.

APPENDICES

CSDE forms related to special education and the IEP in the State of Connecticut can be accessed at the provided web address:
(See https://portal.ct.gov/SDE/Special-Education/Planning-and-Placement-Team-PPT-Process-and-Individualized-Education-Program-IEP-Forms/Documents)

- Appendix A
  PPT Record of Meeting (Draft)

- Appendix B
  Adaptive Individualized Education Program (IEP) Template (Draft)

- Appendix C
  Services Plan (SP) Template (Draft)

- Appendix D
  Prior Written Notice (Draft)

- Appendix E
  PPT Meeting Summary (Draft)

Appendix A
PPT Record of Meeting (Draft)

Planning and Placement Team (PPT)
Record of Meeting

Select one of the following:

☐ The student does not have an individualized education program (IEP) at this time.

☐ The student's IEP dated _____/_____/_____ was reviewed and is <u>not</u> being revised. <mark>See attached.</mark>
☐ Restraint/Seclusion Review Meeting
☐ Diagnostic Placement Review

Meeting Date:	Student Name:
Reason for Meeting:	SASID:
Parent Name:	Student Address:
Parent Contact Information:	Surrogate Parent:
Case Manager:	

Planning and Placement Team (PPT Members Present

Name	Role
(Additional rows will be added as needed)	

(Note: If a required member of the PPT is not present, the ED633 is required to conduct the PPT meeting.)

Recommendations

The PPT recommends the following: 1. 2. 3. (*and more, if needed*)

Resources

The following documents were provided to the parent(s) at this meeting:

☐ 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
☐ Other:_____

For assistance with understanding the provisions of the IDEA, please contact the district's special education director or the Connecticut Parent Advocacy Center (CPAC) at 1-800-445-2711.

Appendix B
Adaptive Individualized Education Program (IEP) (Draft)

Individualized Education Program
[District Name] Public Schools

Student Name:	Meeting Date:
SASID:	Reason for Meeting/Amendment:
Date of Birth:	Parent/Guardian Name:
Current Grade:	Primary Disability:
Current Enrolled School:	School Next Year:
Most Recent Evaluation Date:	Next Reevaluation Date:
Most Recent Annual Review Date:	Next Annual Review Date:
Case Manager:	Surrogate Parent:

Planning and Placement Team (PPT) Members Present

Name	Role
(Additional rows will be added as needed)	

(Note: If a required member of the PPT is not present, the ED633 is required to conduct the PPT meeting.)

Student Profile (Students age 14 and above)
Briefly describe the student's recent accomplishments, preferences and future goals (in and out of school).

Enter Profile Here

Special Considerations

Factors the PPT must consider before developing the individualized education program (IEP):

Does the student exhibit behaviors that impede learning for self or others?
☐ No
☐ Yes (check all that apply)
    ☐ IEP goal(s) and objectives will be developed to address the behavior.
    ☐ A behavioral intervention plan based on a functional behavior assessment has been developed.
    ☐ Other:_____

Is the student deaf or hard of hearing?
☐ No
☐ Yes – Language and Communication Plan (Form ED638) is **required**.

Is the student blind or visually impaired?
☐ No
☐ Yes
    ☐ Instruction in braille or use of braille is being provided, as required.
    ☐ The PPT determined, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future need for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for this student.

Does the student have limited English proficiency?
☐ No
☐ Yes – The student's native language is: *(Populate with PSIS native language data).* The PPT considered the language needs of the student as they relate to the student's IEP and recommends the following: _____

Does the student require accessible educational materials (AEM)?
☐ No
☐ Yes – The PPT determined that the student has a print-related disability (e.g., SLD/Dyslexia, blind/VI, physical limitations). See annual goals/objectives and/or accommodations for details.

Does the student require an alternative mode of communication?
☐ No
☐ Yes – The PPT reviewed the communication needs of the student. See annual goals/objectives and accommodations for details.

Present Levels of Academic Achievement and Annual Goal(s) and Objectives

Academic/Cognitive Achievement
(e.g., Reading, Writing, Mathematics)

Parent and Student Input/Concerns:
Data/Assessment Information:

Area:
Present Level of Performance:
Strengths:
Concerns/Needs:
Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities:

	Evaluation Schedule *When Progress will be Measured*
Annual Goal # _____ (Include Evaluation Criteria and Method)	
Short-term Objectives/Benchmarks (Include Evaluation Criteria and Method)	Evaluation Schedule
1.	
2.	
3. *(and more, if needed)*	
CT Core Standards Aligned to this Goal: (*Pre-K=Early Learning Development Standards*)	

Supplementary Aids and Services:	Service Information		
	Frequency	Location	Duration
Accommodations-			
Modifications-			
Assistive Technology-			
Additional rows added as needed (if service information is different)			
Related Service(s) necessary to achieve this goal (if any)-			

Present Levels of Functional Performance and Annual Goal(s) and Objectives

Functional Performance
(e.g., Communication, Behavioral/Social/Emotional, Fine Motor, Gross Motor, Activities of Daily Living)
Parent and Student Input/Concerns:
Data/Assessment Information:

Area:
Present Level of Performance:
Strengths:
Concerns/Needs:
Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities:

	Evaluation Schedule *When Progress will be Measured*
Annual Goal # _____ (Include Evaluation Criteria and Method)	
Short-term Objectives/Benchmarks (Include Evaluation Criteria and Method)	Evaluation Schedule
1.	
2.	
3. *(and more, if needed)*	
CT Core Standards Aligned to this Goal: (*Pre-K=Early Learning Development Standards*)	

Supplementary Aids and Services:	Service Information		
	Frequency	Location	Duration
Accommodations-			
Modifications-			
Assistive Technology-			
Additional rows added as needed (if service information is different)			
Related Service(s) necessary to achieve this goal (if any)-			

Transition Planning

(Required for students for whom this IEP will be in effect when the student turns 16, or younger if appropriate)
(Required for students with a primary disability of Autism for whom this IEP will be in effect when the student turns 14)
(Required for all students 16 years of age or older)

Is the PPT developing post-secondary/transition goals and services for the student?

☐ No

☐ Yes

1. Transition Assessment(s):_____ Date(s):_____

   Assessment Data Summary:_____
   _____

2. Does the student require specially designed instruction to support independent living skills?
   ☐ Yes, transition services should address independent living skills
   ☐ No, transition services to support independent living skills are not needed

3. Is the student in attendance at the meeting?
   ☐ Yes
   ☐ No
   Summary of the student's preferences and interests:_____
   _____

4. Were any outside agencies invited to attend the PPT meeting?
   ☐ Yes, written consent was provided. Name of agency/agencies:_____
   ☐ No, written consent was not provided
   ☐ No, not appropriate

Transition Services

Postsecondary Outcome Goal Statements:

Postsecondary Education or Training:

Employment:

Independent Living Skills: *(if appropriate)*

Course of Study:

☐ **Course of study:** *A description of coursework and/or activities to achieve the student's postsecondary outcome goals, from the student's current year to the anticipated exit year (**incl. exit criteria**).*

☐ **The student has completed academic requirements.** No academic course of study is required and the student's IEP includes only transition goals and services.

Transition Annual Goals

| Strengths: |
| Concerns/Needs: |

Postsecondary Education or Training	<ins>Evaluation Schedule</ins> *When Progress will be Measured*
Annual Goal (Include Evaluation Criteria and Method)	
Short-term Objectives/Benchmarks (Include Evaluation Criteria and Method)	Evaluation Schedule
1.	
2.	

| CT Core Standards Aligned to this Goal: |
| (*CT CORE Transition Skills*) |
| Accommodations/Modifications/Assistive Technology: |
| The Education/Training Annual Goal is addressed through Annual Goal # (*Enter Annual Goal #*) |

Employment	<ins>Evaluation Schedule</ins> *When Progress will be Measured*
Annual Goal (Include Evaluation Criteria and Method)	
Short-term Objectives/Benchmarks (Include Evaluation Criteria and Method)	Evaluation Schedule
1.	
2.	

| CT Core Standards Aligned to this Goal: |
| (*CT CORE Transition Skills*) |
| Accommodations/Modifications/Assistive Technology: |
| The Employment Annual Goal is addressed through Annual Goal # (*Enter Annual Goal #*) |

Independent Living Skills (*Will appear if there is a Postsecondary Outcome Goal Statement for Independent Living Skills*)	<ins>Evaluation Schedule</ins> *When Progress will be Measured*
Annual Goal (Include Evaluation Criteria and Method)	
Short-term Objectives/Benchmarks (Include Evaluation Criteria and Method)	Evaluation Schedule
1.	
2.	

| CT Core Standards Aligned to this Goal: |
| (*CT CORE Transition Skills*) |
| Accommodations/Modifications/Assistive Technology: |
| The Independent Living Annual Goal is addressed through Annual Goal # (*Enter Annual Goal #*) |

Additional Supports and Services

Are any additional accommodations, modifications or assistive technology supports needed beyond those listed with specific annual goals?

☐ No

☐ Yes

(*If Yes, the following will appear*)

Area (e.g., Organization, Environment):			
		Service Information	
Supplemental Aids and Services:	Frequency	Location	Duration
Accommodations-			
Modifications-			
Assistive Technology-			
Additional rows added as needed (if service information is different)			

Special Education and Related Services

Special Education Services	Goal(s) #	Frequency	Responsible Staff	Service Implementer	Start Date (mm/dd/yyyy)	End Date (mm/dd/yyyy)	Site*	If needed, description of Instructional Service Delivery (e.g. small group, team taught classes, etc.)
Related Services								

*Instructional Site Codes:

1. General Education Classroom   2. Resource Room
3. Separate Classroom   4. Related Service Room
5. Community-Based Setting   6. Homebound or Hospitalized Instruction
7. Instruction Conducted in the Home   8. Other

Are supports required for school personnel to implement this IEP?

☐ No

☐ Yes

(If Yes, the following will appear)

Indirect Services

Supports required for school personnel to implement this IEP include:

Service	Goal(s)#	Frequency	Responsible Staff	Start Date (mm/dd/yyyy)	End Date (mm/dd/yyyy)

Are extended school year (ESY) services required for the Student to receive FAPE?

☐ No

☐ Yes

(If Yes, the following will appear)

ESY Services

Special Education Services	Goal(s) #	Frequency	Responsible Staff	Service Implementer	Start Date (mm/dd/yyyy)	End Date (mm/dd/yyyy)	Site*	If needed, description of Instructional Service Delivery (e.g. small group, team taught classes, etc.)
Related Services								

Indirect Services for ESY (if needed):

Supports required for school personnel to implement this IEP include:

Service	Goal(s)#	Frequency	Responsible Staff	Start Date (mm/dd/yyyy)	End Date (mm/dd/yyyy)

Transportation

Does the Student require special transportation as a related service?

☐No – Regular Transportation

☐Yes – Special Transportation will be provided with the following:

☐Services and Supports:_____

☐Specialized Equipment:_____

☐Vehicle requirements:_____

Removal from the General Education Environment

Total School Hours/Week:

Special Education Hours/Week:

Hours per week the student will spend with non-disabled peers:

Percentage of time with non-disabled peers (TWNDP):*Calculated as Hrs. per week with non-disabled peers ÷ Total School Hrs.*

If TWNDP = < 100, the following will appear:

1. Explain the extent to which the student will not participate in general education classes and non-academic activities with non-disabled peers:_____
   _____

2. Justification for the removal from the general education environment:_____
   _____

3. Will the student be removed from the general education environment for 60% or more of the time?
   ☐ No
   ☐ Yes – The LRE Checklist (ED632) is **required**.

District and State Testing Information

English Language Proficiency (ELP) Assessment

Has the student been identified as an English Learner?
   ☐ No
   ☐ Yes - English Language Proficiency Assessment is **required** for all English Learners Grades K-12.

   Accommodations:
   ☐ No accommodations will be provided
   ☐ Accommodations will provided as specified:_____
   ☐ Student will participate in the Alternate ELP Assessment (if available).

Districtwide Assessments

☐ No districtwide assessments are scheduled during the term of this IEP

☐ The student will participate in Standard District Assessment(s):____*Enter name of assessment(s)*_____

   Accommodations:
   ☐ No accommodations will be provided
   ☐ Accommodations will provided as specified:_____

☐ The student will participate in Alternate District Assessment(s):____*Enter name of assessment(s)*_____

Statewide Assessments

What grade will the student be in during the next statewide assessment testing window?

Pre-K   K   1   2   3   4   5   6   7   8   9   10   11   12

Is the student being considered for participation in the Connecticut Alternate Assessment system?

☐ No

☐ Yes – The *Alternate Assessment Eligibility Form* is **required**. The form must be used to determine the student's eligibility to participate in the Alternate Assessment system.

(If EL=No and Grade Pre-K, K, 1, 2, 9, 10, or 12 is selected, the following will appear)

No statewide assessments are scheduled during the term of this IEP.

(If EL=Yes and Grade Pre-K, K, 1, 2, 9, 10, or 12 is selected, the following will appear)

The student will participate in the ELP Assessment. (Note: This will not appear if Pre-K is selected)

(If EL=No and Grade 3, 4, 6, or 7 is selected, the following will appear)

☐ The student will participate in the Smarter Balanced Assessment.
☐ The student will participate in the CTAA.

(If EL=Yes and Grade 3, 4, 6, or 7 is selected, the following will appear)

☐ The student will participate in the ELP and Smarter Balanced Assessments.
☐ The student will participate in the ELP Assessment and CTAA.

(If EL=No and Grade 5 or 8 is selected, the following will appear)

☐ The student will participate in the Smarter Balanced and NGSS Assessments.
☐ The student will participate in the CTAA and CTAS.

(If EL=Yes and Grade 5 or 8 is selected, the following will appear)

☐ The student will participate in the ELP, Smarter Balanced and NGSS Assessments.
☐ The student will participate in the ELP Assessment, CTAA and CTAS.

(If EL=No and Grade 11 is selected, the following will appear)

☐ The student will participate in the CT School Day SAT and NGSS Assessments.
☐ The student will participate in the CTAA and CTAS.

(If EL=Yes and Grade 11 is selected, the following will appear)

☐ The student will participate in the ELP, CT School Day SAT and NGSS Assessments.
☐ The student will participate in the ELP Assessment, CTAA and CTAS.

(If Alternate District Assessment(s) or Alternate Assessment System is selected, the following will appear)

Alternate assessments must be specified and a statement provided for each as to why the student cannot participate in the standard assessment and why the particular alternate assessment selected is appropriate for the student.

Enter Statement Here

"Student has an intellectual impairment, adaptive behavior well below age-level expectations and requires intensive instruction and significant supports."

Administration Options – Accommodations

(If grade 3, 4, 6, or 7 Smarter Balanced Assessment is selected, the following will appear)

☐ The student is participating in the Smarter Balanced Assessment and no accommodations are needed.

☐ The student is participating in the Smarter Balanced Assessment and requires designated supports and/or accommodations (The *Test Designated Supports/Accommodations* form is required).

(If grade 5 or 8 Smarter Balanced and NGSS is selected, the following will appear)

☐ The student is participating in the Smarter Balanced and NGSS and no accommodations are needed.

☐ The student is participating in the Smarter Balanced and NGSS and requires designated supports and/or accommodations (The *Test Designated Supports/Accommodations* form is required).

(If grade 11 CT School Day SAT and NGSS is selected, the following will appear)

☐ The student will participate in the CT School Day SAT and NGSS and no accommodations are needed.

☐ The student is participating in the CT School Day SAT and NGSS. SAT accommodations will be requested through the College Board and NGSS accommodations will be requested through TIDE.

Transfer of Rights

At least one year prior to reaching the age of 18, students must be informed of their rights under IDEA that will transfer at age 18.

Will the student be 17 within one year from today's date?
- ☐ No
- ☐ Yes

    ☐ The student has been informed of the rights under IDEA, which will transfer to the student at age 18.
    ☐ No IDEA rights will transfer. Date of supporting documentation:_____

Progress Reporting

A report of progress toward meeting the Annual Goals and Short Term Objectives included in this IEP will be sent to the parent(s):

☐ Consistent with general education grade-level report cards

☐ Other: _____

Recommendations

The PPT recommends the following service(s) and placement for the student:

1.

2.

3. (*and more, if needed*)

Resources

The following documents were provided to the parent(s) at this meeting <mark>or sent to the parent(s) electronically</mark>:

- ☐ 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:_____

For assistance with understanding the provisions of the IDEA, please contact the district's special education director or the Connecticut Parent Advocacy Center (CPAC) at 1-800-445-2711.

Appendix C
Services Plan (SP) (Draft)

Services Plan
[District Name] Public Schools

Student Name:	Meeting Date:
SASID:	Reason for Meeting/Amendment:
Date of Birth:	Parent/Guardian Name:
Current Grade:	Primary Disability:
Current Enrolled School:	School Next Year:
Most Recent Evaluation Date:	Next Reevaluation Date:
Most Recent Annual Review Date:	Next Annual Review Date:
Case Manager:	Surrogate Parent:

Planning and Placement Team (PPT) Members Present

Name	Role
(Additional rows will be added as needed)	

(Note: If a required member of the PPT is not present, the ED633 is required to conduct the PPT meeting.)

Student Profile (optional)
Briefly describe the child's recent accomplishments, preferences and future goals (in and out of school).

Enter Profile Here

Special Considerations

Factors the PPT must consider before developing the individualized education program (IEP):

Does the student exhibit behaviors that impede learning for self or others?
   ☐ No
   ☐ Yes (check all that apply)
      ☐ IEP goal(s) and objectives will be developed to address the behavior.
      ☐ A behavioral intervention plan based on a functional behavior assessment has been developed.
      ☐ Other:_____

Is the student deaf or hard of hearing?
   ☐ No
   ☐ Yes – Language and Communication Plan (Form ED638) is **required**.

Is the student blind or visually impaired?
   ☐ No
   ☐ Yes
      ☐ Instruction in braille or use of braille is being provided, as required.
      ☐ The PPT determined, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future need for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for this student.

Does the student have limited English proficiency?
   ☐ No
   ☐ Yes – The PPT considered the language needs of the student as they relate to the student's IEP and recommends the following: _____

Does the student require accessible educational materials (AEM)?
   ☐ No
   ☐ Yes – The PPT determined that the student has a print-related disability (e.g., SLD/Dyslexia, blind/VI, physical limitations). See annual goals/objectives and/or accommodations for details.

Does the student require an alternative mode of communication?
   ☐ No
   ☐ Yes – The PPT reviewed the communication needs of the student. See annual goals/objectives and accommodations for details.

Present Levels of Academic Achievement and Annual Goal(s) and Objectives

Academic/Cognitive Achievement
(e.g., Reading, Writing, Mathematics)

Parent and Student Input/Concerns:
Data/Assessment Information:

Area:
Present Level of Performance:
Strengths:
Concerns/Needs:
Impact Statement:

	Evaluation Schedule *When Progress will be Measured*
Annual Goal # _____ (Include Evaluation Criteria and Method)	
Short-term Objectives/Benchmarks (Include Evaluation Criteria and Method)	Evaluation Schedule
1.	
2.	
3. *(and more, if needed)*	
CT Core Standards Aligned to this Goal: (*Pre-K=Early Learning Development Standards*)	

Supplementary Aids and Services:	Service Information		
	Frequency	Location	Duration
Accommodations-			
Modifications-			
Assistive Technology-			
Additional rows added as needed (if service information is different)			
Related Service(s) necessary to achieve this goal (if any)-			

Present Levels of Functional Performance and Annual Goal(s) and Objectives

Functional Performance
(e.g., Communication, Behavioral/Social/Emotional, Fine Motor, Gross Motor, Activities of Daily Living)
Parent and Student Input/Concerns:
Data/Assessment Information:

Area:
Present Level of Performance:
Strengths:
Concerns/Needs:
Impact Statement:

	Evaluation Schedule *When Progress will be Measured*
Annual Goal # _____ (Include Evaluation Criteria and Method)	
Short-term Objectives/Benchmarks (Include Evaluation Criteria and Method)	Evaluation Schedule
1.	
2.	
3. *(and more, if needed)*	
CT Core Standards Aligned to this Goal: (*Pre-K=Early Learning Development Standards*)	

Supplementary Aids and Services:	Service Information		
	Frequency	Location	Duration
Accommodations-			
Modifications-			
Assistive Technology-			
Additional rows added as needed (if service information is different)			
Related Service(s) necessary to achieve this goal (if any)-			

Additional Supports and Services

Are any additional accommodations, modifications or assistive technology supports needed?

☐ No

☐ Yes

(*If Yes, the following will appear*)

Area (e.g., Organization, Physical Environment):			
		Service Information	
Supplemental Aids and Services:	Frequency	Location	Duration
Accommodations-			
Modifications-			
Assistive Technology-			
Additional rows added as needed (if service information is different)			

Special Education and Related Services

Special Education Services	Goal(s) #	Frequency	Responsible Staff	Service Implementer	Start Date (mm/dd/yyyy)	End Date (mm/dd/yyyy)	Site*	If needed, description of Instructional Service Delivery (e.g. small group, team taught classes, etc.)
Related Services								

*Instructional Site Codes:

1. General Education Classroom   2. Resource Room
3. Separate Classroom   4. Related Service Room
5. Community-Based Setting   6. Homebound or Hospitalized Instruction
7. Instruction Conducted in the Home   8. Other

Are supports required for school personnel to implement this IEP?

☐ No

☐ Yes

(*If Yes, the following will appear*)

Indirect Services

Supports required for school personnel to implement this IEP include:

Service	Goal(s)#	Frequency	Responsible Staff	Start Date (mm/dd/yyyy)	End Date (mm/dd/yyyy)

Are extended school year (ESY) services required for the Student to receive FAPE?
☐ No
☐ Yes

(*If Yes, the following will appear*)

ESY Services

Special Education Services	Goal(s) #	Frequency	Responsible Staff	Service Implementer	Start Date (mm/dd/yyyy)	End Date (mm/dd/yyyy)	Site*	If needed, description of Instructional Service Delivery (e.g. small group, team taught classes, etc.)
Related Services								

Indirect Services for ESY (if needed):
Supports required for school personnel to implement this IEP include:

Service	Goal(s)#	Frequency	Responsible Staff	Start Date (mm/dd/yyyy)	End Date (mm/dd/yyyy)

Transportation

Does the Student require special transportation as a related service?

☐Not Applicable

☐Yes – Special Transportation will be provided with the following:

    ☐Services and Supports:_____

    ☐Specialized Equipment:_____

    ☐Vehicle requirements:_____

Removal from the General Education Environment

Total School Hours/Week:

Special Education Hours/Week:

Hours per week the student will spend with non-disabled peers:

Percentage of time with non-disabled peers (TWNDP):*Calculated as Hrs. per week with non-disabled peers ÷ Total School Hrs.*

If TWNDP = < 100, the following will appear:

1. Explain the extent to which the student will not participate in general education classes and non-academic activities with non-disabled peers:_____
   _____

2. Justification for the removal from the general education environment:_____
   _____

3. Will the student be removed from the general education environment for 60% or more of the time?
   ☐ No
   ☐ Yes – The LRE Checklist (ED632) is **required**.

Transfer of Rights

At least one year prior to reaching the age of 18, students must be informed of their rights under IDEA that will transfer at age 18.

Will the student be 17 within one year from today's date?
☐ No
☐ Yes

    ☐ The student has been informed of the rights under IDEA, which will transfer to the student at age 18.
    ☐ No IDEA rights will transfer. Date of supporting documentation:_____

Progress Reporting

A report of progress toward meeting the Annual Goals and Short Term Objectives included in this IEP will be sent to the parent(s):

    ☐ Consistent with general education grade-level report cards

    ☐ Other: _____

Recommendations

The PPT recommends the following service(s) and placement for the student:

    1.

    2.

    3. (*and more, if needed*)

Resources

The following documents were provided to the parent(s) at this meeting:
    ☐ 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:_____

Appendix D
Prior Written Notice (Draft)

Prior Written Notice [DRAFT]

(34 C.F.R. § 300.503)

Date:_____

To:_____   Re:_____
Parent/Guardian/Adult Student   *Student Name*

SASID:_____

(Insert District Name) Public Schools is providing notice of the following: (*select one of each of the following*)

1. ☐ proposal   to   2. ☐ initiate   an/the   3. ☐ identification
   ☐ refusal   ☐ change   ☐ evaluation
                                                       ☐ educational placement
                                                         ☐ provision of FAPE

Description of the proposed or refused action:
The reason for proposing or refusing to take action is:
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:
Date this action will take effect:

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:

Reason for rejecting other options:
- ☐ The student would not receive an appropriate program in the least restrictive environment.
- ☐ Other:

Other factors that are relevant to this action:
- ☐ There are no other factors that are relevant to the PPT decision
- ☐ Other:

PLEASE NOTE:

*Parents of a child with a disability have protection under the procedural safeguards of the IDEA, and a copy of the procedural safeguards can be obtained by contacting (Insert District Contact Name and Telephone Number or E-mail Address).

*This notice must be provided in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so.

*For assistance with understanding the provisions of the IDEA, please contact the district's special education director or the Connecticut Parent Advocacy Center (CPAC) at 1-800-445-2722.

WAIVER: I waive the 10 day waiting period before implementation of the individualized education program (IEP) and agree that the

IEP will be implemented on: _____.   _____
(date)   *(Parent/Guardian/Adult Student signature)*

This notice was: ☐ provided to Parent at the PPT meeting   ☐ hand delivered   ☐ mailed   ☐ e-mailed
34 C.F.R. § 300.503 Prior notice by the public agency; content of notice.

(a) *Notice.* Written notice that meets the requirements of paragraph (b) of this section must be given to the parents of a child with a disability a reasonable time before the public agency -

(1) Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; or

(2) Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.

(b) *Content of notice.* The notice required under paragraph (a) of this section must include -

(1) A description of the action proposed or refused by the agency;

(2) An explanation of why the agency proposes or refuses to take the action;

(3) A description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action;

(4) A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;

(5) Sources for parents to contact to obtain assistance in understanding the provisions of this part;

(6) A description of other options that the IEP Team considered and the reasons why those options were rejected; and

(7) A description of other factors that are relevant to the agency's proposal or refusal.

(c) *Notice in understandable language.*

(1) The notice required under paragraph (a) of this section must be -

(i) Written in language understandable to the general public; and

(ii) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.

(2) If the native language or other mode of communication of the parent is not a written language, the public agency must take steps to ensure -

(i) That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;

(ii) That the parent understands the content of the notice; and

(iii) That there is written evidence that the requirements in paragraphs (c)(2)(i) and (ii) of this section have been met.

(Authority: 20 U.S.C. 1415(b)(3) and (4), 1415(c)(1), 1414(b)(1))

Appendix E
PPT Meeting Summary (Draft)

Planning and Placement Team (PPT)
Meeting Summary

Meeting Date: Student Name:

Reason for Meeting: SASID:

Meeting Summary: