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Individualized Education Program and Progress Reporting Manual

Individualized Education Program (IEP) Process

When entering the IEP Process, the first page serves as a landing page for all items that are required to create an IEP. The page may look different for some students, depending on age or eligibility. To enter any of the pages, simply click on the box of the page the user wants to open.

Notice some visual cues for each subpage:

-Gray indicates the page has not yet been addressed

-Red indicates the page has been started, but not all required information is completed

-Green indicates that all minimally required information has been completed. Select the box for a sub-page to edit the information on that page

Please note that Draft IEPs can be created at any time on the Create Prior Written Notice and IEP page, regardless of if all sub-pages are green. Creating a FINAL IEP requires that all required information on each page is complete.

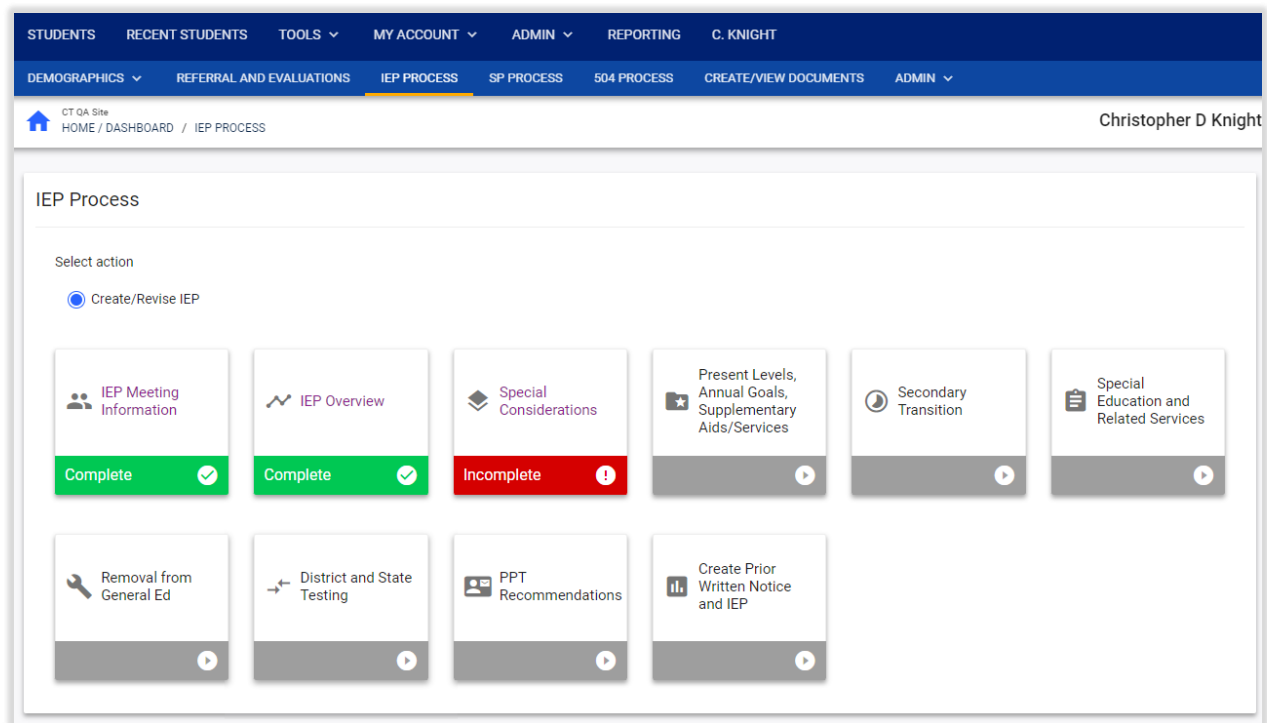


Figure 1: IEP Process Tiles

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

The upper right orange arrow pointing to the left is the Back button, which will either take the user to the previous page in the IEP process, or in the case of the IEP Overview page (the first process page) it will take the user back to the process landing page but will NOT SAVE the data entered on the page.

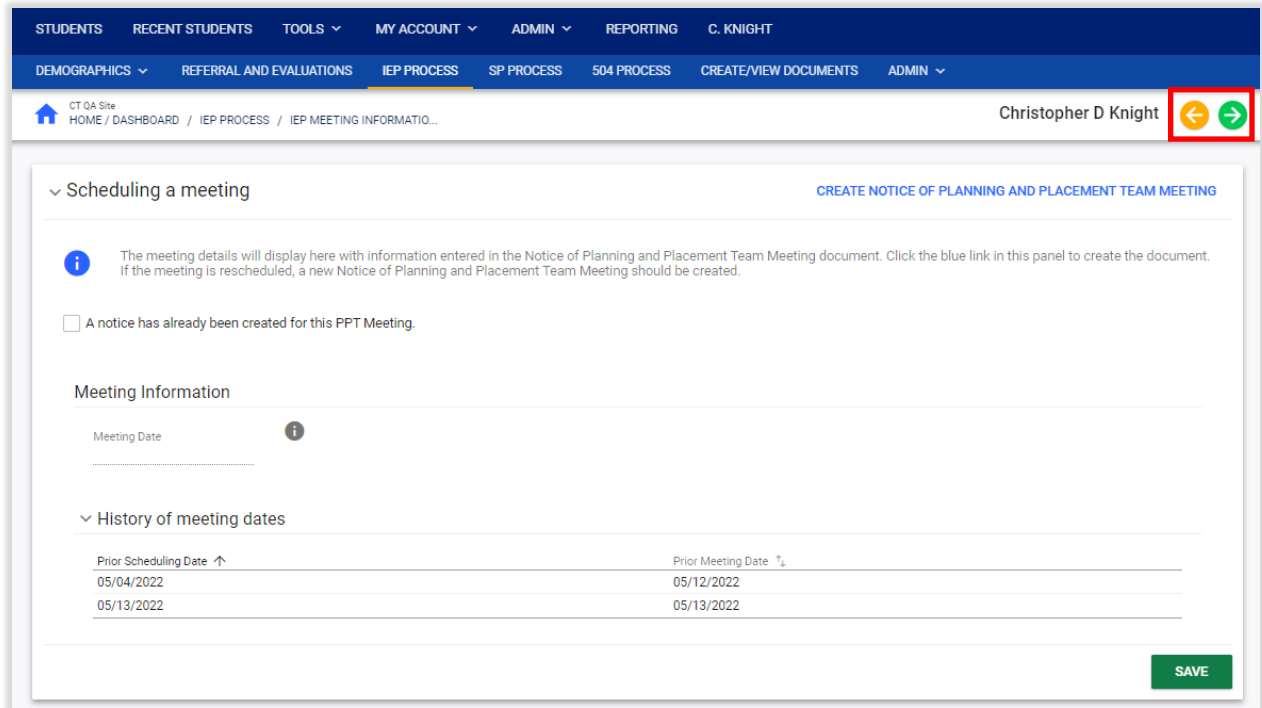


Figure 2: IEP Process Page Navigation

To move to any of the other pages in the IEP process, click on the blue arrow at the right of the page, which will open a side navigation panel of the process tiles. The user can navigate to any of the pages in the IEP process from here.

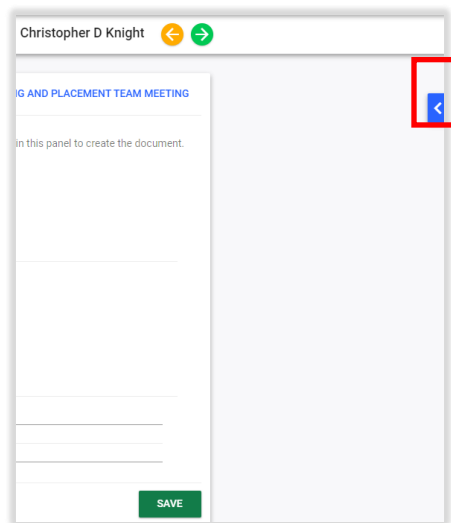


Figure 3: Blue Side Navigation Panel Arrow

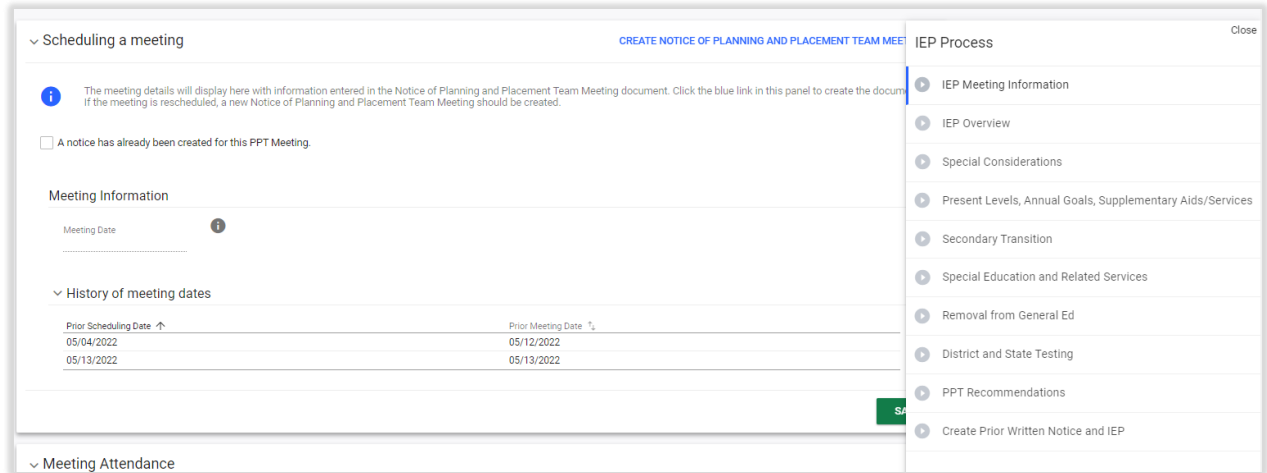


Figure 4: Side Navigation Panel

Note: Users can view the status of each process page within this side menu bar as well. To exit this menu, click the Close in the top right corner.

1.2 Create/Revise IEP

1.1.1 IEP Meeting Information

The IEP Meeting Information is the initial tile of the IEP Process. On this page, the user can create a Notice of Planning and Placement Team Meeting Notice and record meeting attendance.

▼ Scheduling a meeting
[CREATE NOTICE OF PLANNING AND PLACEMENT TEAM MEETING](#)

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

A notice has already been created for this PPT Meeting.

Meeting Information

Meeting Date ⓘ

▼ History of meeting dates

Prior Scheduling Date ↑	Prior Meeting Date ↑
05/04/2022	05/12/2022
05/13/2022	05/13/2022

SAVE

▼ Meeting Attendance

ⓘ Indicate who attended the meeting. Add any participants who attended the meeting but were not included on the Notice of PPT Meeting.

Role	Name	Attended IEP Meeting	Included on Invitation
Additional Participant Title	Additional Participant Name	<input type="checkbox"/>	No

ADD MORE

SAVE

Figure 5: IEP Meeting Information Page

▼ Meeting Attendance Excusal

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

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

SAVE

Figure 6: IEP Meeting Information Page

1.1.1.1. Schedule a Meeting

To schedule a PPT Meeting, the user navigates to the Scheduling a Meeting Panel and clicks on the blue link in the upper right corner **CREATE NOTICE OF PLANNING AND PLACEMENT MEETING**. This will open a pop-up panel that will allow the user to enter PPT Meeting details. The user will select the purpose of the meeting and indicate individuals invited. If applicable, the user can select checkboxes to address the meeting notice to the adult student or indicate that the team will address transition goals. Once completed, the meeting notice should be saved by clicking on the **SAVE** button. A draft document can be

created by clicking **CREATE DRAFT** and a final document can be created by clicking **CREATE FINAL** or the pop-up panel can be closed to return to the IEP Meeting page by clicking the **CLOSE** button.

Create Notice of Planning and Placement Team Meeting

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

Scheduling Date
05/13/2022

The meeting date will be held on mm/dd/yyyy at Hours 2 Minutes 00 AM/PM PM Meeting Location or alternate means of meeting Plainfield High School, 105 Putnam Rd, Central Village, CT, 06332

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

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

The purpose of this meeting is

Initial Evaluation

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

IEP

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

ISP

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

Figure 7: Create Notice of PPT Meeting

Non-Initial Evaluation

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

Additional Meeting Purpose Information

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

Transition Planning

The team will develop, review, or revise transition goals and objectives (transition planning)

Individuals Invited

Christopher D Knight

Parent/Guardian(s)
Laura Knight

Student's General Education Teacher
John Nowel

Student will not be participating in the general education environment

Special Education Teacher or Provider
Samantha Testani

Administrator or Designee
David Hotchman

School Psychologist
Hannah Monitor

ADD MORE

Sender Name Samantha Testani	Sender Title Title
Sender Phone 999-000-1111	Sender Email emailtest@email.com

Figure 8: Create Notice of PPT Meeting

Procedural Safeguards

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

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

Parent Notice

- A copy of this notice has been sent to the parent(s). (This is required if rights under IDEA have been transferred to the student at age 18. When rights transfer, meeting notices must be sent to the student with a copy to the parents.)
- Include Spanish Translated Document

CLOSE
SAVE
CREATE DRAFT
CREATE FINAL

Figure 9: Create Notice of PPT Meeting

If the user has previously created the Notice of Planning and Placement Team Meeting, check the checkbox labeled “A notice has already been created for this PPT Meeting” on the Scheduling a meeting Panel. Under Meeting Information, a drop-down will allow the user to choose the meeting notice by

selecting the appropriate date already created in the Referral/Evaluation Process. Please note that the scheduled meetings will appear in the History of Meeting Dates in consecutive order.

⌵ Scheduling a meeting [CREATE NOTICE OF PLANNING AND PLACEMENT TEAM MEETING](#)

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

A notice has already been created for this PPT Meeting.

Meeting Information

Meeting Date i
 05/13/2022 ⌵

Meeting Purpose(s)
 Review initial evaluation results and determine eligibility for special education and if eligible develop IEP (or ISP if offered)

⌵ History of meeting dates

Prior Scheduling Date ↑	Prior Meeting Date ⌵
05/04/2022	05/12/2022
05/13/2022	05/13/2022

SAVE

Figure 10: Scheduling a Meeting Panel

1.1.1.2. Meeting Attendance

The Meeting Attendance Panel allows the user to select who attended the meeting and add any additional participants who were not initially listed on the Notice of Planning and Placement Team meeting document if unexpected participants, like a parent advocate, attended. Please note that this panel works in conjunction with the Meeting Attendance Excusal Panel below it.

⌵ Meeting Attendance

i Indicate who attended the meeting. Add any participants who attended the meeting but were not included on the Notice of PPT Meeting.

Role	Name	Attended IEP Meeting	Included on Invitation
Parent/Guardian	Laura Knight	<input type="checkbox"/>	Yes
Student's General Education Teacher	John Nowel	<input type="checkbox"/>	Yes
Special Education Teacher or Provider	Samantha Testani	<input type="checkbox"/>	Yes
Administrator or Designee	David Hotchman	<input type="checkbox"/>	Yes
Additional Participant Title	Additional Participant Name	<input type="checkbox"/>	No

ADD MORE

SAVE

Figure 11: Meeting Attendance Panel

1.1.1.3. Summary of PPT Meeting

The user has the option to create a Summary of Planning and Placement Team (PPT) Meeting document during or after the meeting. To create the document, the user navigates to student’s Create/View Documents page outside of the IEP Process.

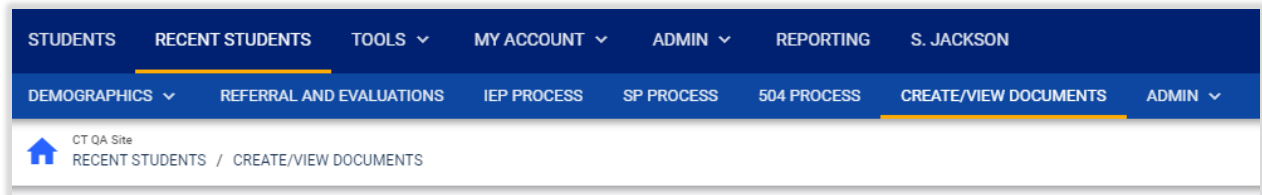


Figure 12: Create/View Documents

The user will be able to select the Summary of Planning and Placement Team (PPT) Meeting document and click **CREATE DRAFT (WILL BE SAVED FOR 30 DAYS)** to create a draft document or click **CREATE FINAL DOCUMENT (WILL BE SAVED)** to create a final document.

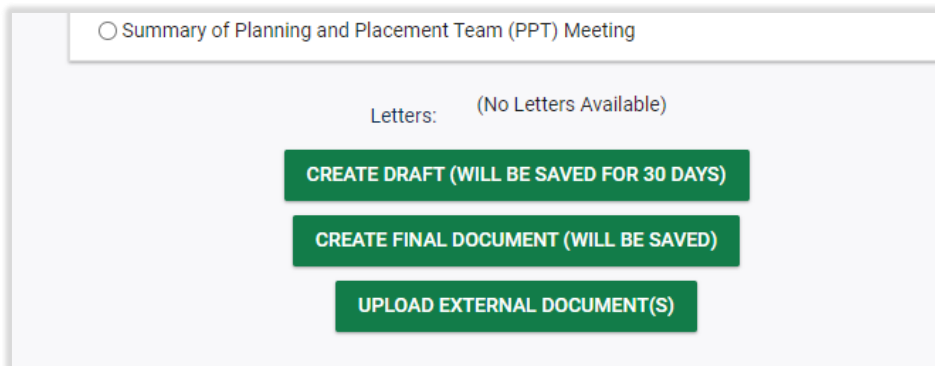


Figure 13: Summary of Planning and Placement (PPT) Meeting

The user will check the box for the appropriate PPT Meeting Notice. This will open a text box for the user to type the Summary. The user can click **SAVE** at any time to save work and remain on the page. To create the draft or final document click on either **CREATE DRAFT DOCUMENT** or **CREATE FINAL DOCUMENT** which will appear depending on what option the user selected on the previous page.

The following information is required before you can create this Draft Document

Summary of Planning and Placement Team (PPT) Meeting

Create Summary of PPT Meeting

Select Associated PPT Meeting Notice

Select	Date Created	Meeting Date	Meeting Purpose(s)	Document ID
<input checked="" type="checkbox"/>	05/19/2022	05/19/2022	Conduct an ISP Annual Review	13473
<input type="checkbox"/>	05/19/2022	05/18/2022	Review or Revise the ISP	13468

Meeting Date:
05/19/2022

Meeting Purpose(s)
Conduct an ISP Annual Review

Summary

[SAVE](#)

Include a Spanish version of the document

[CREATE DRAFT DOCUMENT](#)

Figure 14: Summary of Planning and Placement Team (PPT) Meeting

After clicking **CREATE DRAFT DOCUMENT** or **CREATE FINAL DOCUMENT**. The user will be able to view the document created by clicking on view.

CT QA Site Sonia B Jackson

RECENT STUDENTS / CREATE/VIEW DOCUMENTS

Summary of Planning and Placement Team (PPT) Meeting: [view](#)

Figure 15: View Document

The user can also navigate back to the Create/View Documents page and view the created document.

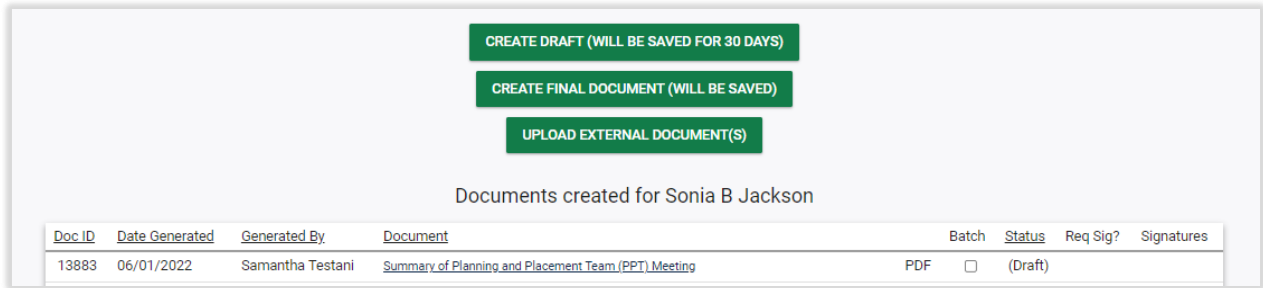


Figure 16: View Created Documents

1.1.1.4. Meeting Excusal

If an attendee did not attend as planned, check the checkbox labeled “At least one of the required participants was not in attendance at the PPT Meeting” on the Meeting Attendance Excusal Panel.

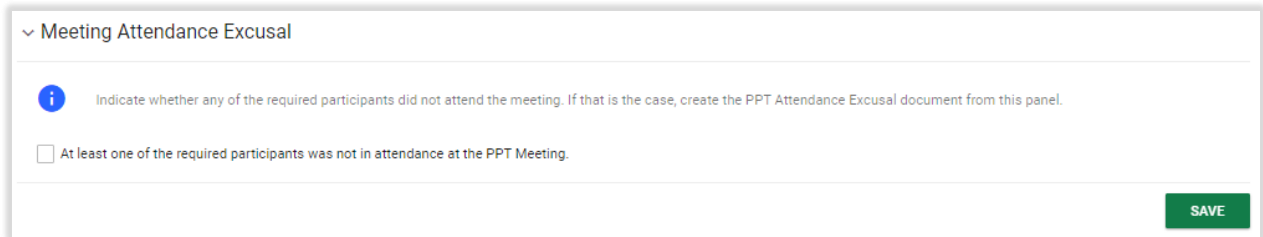


Figure 17: Meeting Attendance Excusal Panel

Once checked, it will require the user to create a PPT Attendance Excusal Document by clicking on the blue link in the upper right corner **CREATE PPT ATTENDANCE EXCUSAL DOCUMENT**.

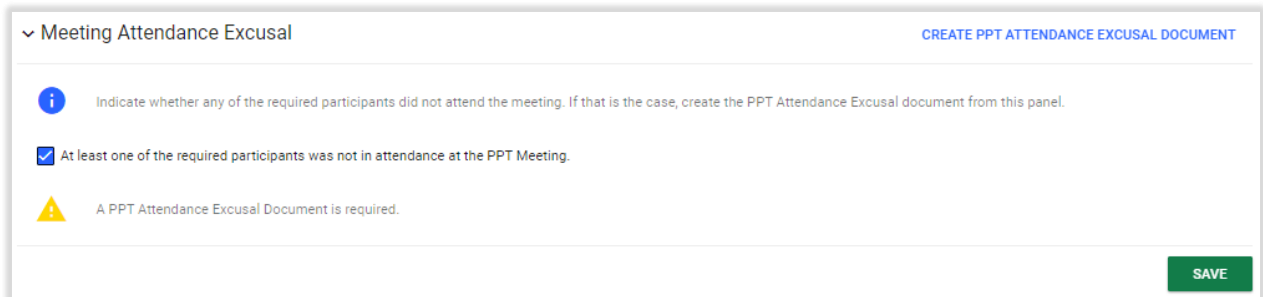


Figure 18: Meeting Attendance Excusal Panel

This will open a pop-up panel that allows the user to pick the related meeting and the team member to be excused. Finally, the reason for excusal will have to be checked. The user can save the information entered by clicking the **SAVE** button or close this panel and not save by clicking **CLOSE**. To proceed, the user can create a draft by clicking the **CREATE DRAFT** to review the document. Once satisfied the information is correct, the user will need click **CREATE FINAL** to generate a final document for signatures and complete this step of the IEP Process.

Create Planning and Placement Team (PPT) Attendance Excusal Document

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

▼ Select Associated PPT Meeting Notice

Select	Date Created	Meeting Date	Meeting Purpose(s)	Document ID
<input checked="" type="checkbox"/>	05/13/2022	05/13/2022	Review initial evaluation results and determine eligibility for special education and if eligible develop IEP (or ISP if offered).	13324
<input type="checkbox"/>	05/13/2022	05/12/2022		13314

SHOW ALL

Meeting Date
05/13/2022

Team member to be excused

Select	Title	Name
<input type="checkbox"/>	Administrator	David Hotchman
<input checked="" type="checkbox"/>	Student's General Education Teacher	John Nowel
<input type="checkbox"/>	Special Education Teacher	Samantha Testani

Reason for excusal

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

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

Include Spanish Translated Document

Figure 19: Create PPT Attendance Excusal Document

1.1.1.5. Documents

In the Documents panel, the user can see all documents created in this part of the process including the Notice of PPT Meeting and PPT Attendance Excusal Document. The fields that indicate the type of documents listed are Doc ID, Date Generated, Generated By, and Document (title). The Status indicates whether the document is a final or a draft. The “Include in Batch” checkbox allows the user to group multiple documents together into one PDF file which can be downloaded by clicking the **CREATE DOCUMENT BATCH** button.

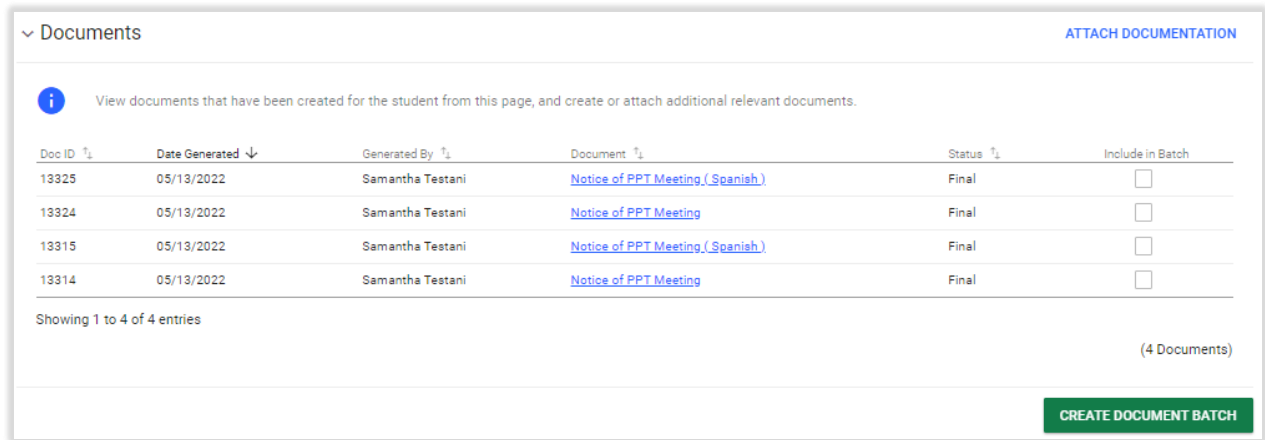


Figure 20: Documents Panel

If the user clicks on the blue link in the upper right corner **ATTACH DOCUMENTATION**, this opens a pop-up panel “Attach External Documents Using CT-SEDS Paperclip” that allows the user to upload any additional documentation by clicking the arrow to select a file to upload and clicking the **UPLOAD FILES** button. To exit without uploading, click on the X in the top right corner or click the green **CLOSE** button.

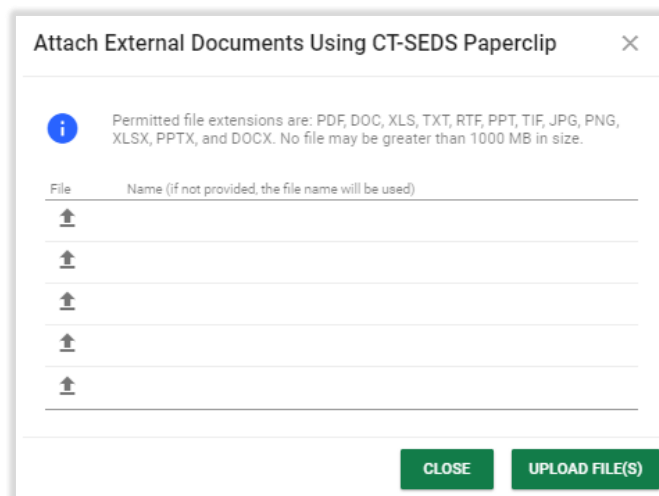


Figure 21: Attach External Documents

1.1.1.6. Creating Documents and the Parent Portal

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

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

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

Only certain administrative users can remove finalized documents, so the draft feature should be used to check work. Please note, any final document could go to parents via the Parent Portal.

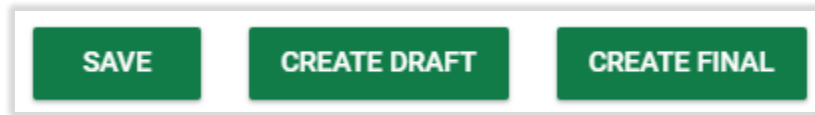


Figure 22: Document Creation Options

1.1.2. IEP Overview

1.1.2.1. Demographic and Parent

The first section in the IEP Process is the Demographic and Parent page which displays information on the Parent/Guardian(s) who will participate in the IEP team meeting. Note: The Parent/Guardian(s) and Case Manager information is view only on this page. To edit this information, navigate to the “Team” page on the student menu bar.

Demographic and Parent

Student Name	DOB	Age	Grade	District ID	SASID
Christopher D Knight	07/06/2007	14	11	CT849230657	5738693305

Gender	Primary Language	School
M	English	Plainfield High School (1096111)

Is the student an English Learner (EL)?

Yes No

Parent/Guardian(s)
Laura Knight

Case Manager
Samantha Testani

SAVE

Figure 23: Demographic and Parent Panel

1.1.2.2. IEP Information

The IEP information panel pulls in the PPT Meeting Date from what the user entered on the previous page and allows the user to review and edit the IEP Start and IEP End Dates. Establishing these dates will drive compliance throughout the process by confirming all service and goal dates fall within these parameters.

IEP Information

i Enter the meeting date and IEP Start and End Date. The IEP Start Date is the implementation date for this IEP, and will be used to populate the Prior Written Notice "Date the action will take effect" field.

IEP Dates

PPT Meeting Date 05/13/2022	IEP Start Date i 06/03/2022	IEP End Date 06/02/2023
--------------------------------	---------------------------------------	----------------------------

SAVE

Figure 24: IEP Information Panel

1.1.2.3. Revert Workspace

The Revert Workspace function is an optional step for the IEP but required for an IEP Amendment. It allows the user to revert all the pages in the IEP Process back to what was entered when the most recent IEP was finalized. This is done by clicking the blue link in the upper right corner **REVERT IEP WORKSPACE TO CURRENT IEP**.

Revert Workspace Data [REVERT IEP WORKSPACE TO CURRENT IEP](#)

i To revert the workspace data to the data from the currently valid IEP, click "Revert IEP Workspace to Current IEP". **IMPORTANT:** This action will clear any changes that have been made in the workspace since the current IEP was finalized. To avoid losing any valid draft data, navigate to the "Create PWN and IEP" section of the process, create a Draft of the IEP, and download and save the PDF to reference the changes at a later date.

Figure 25: Revert Workspace Data Panel

This will generate a pop-up panel that the user can click the green **CONFIRM** button to make these changes or the **CLOSE** button to exit without making changes. The **CONFIRM** button will clear any changes that have been made in the workspace since the last IEP was finalized.

Confirm Revert Workspace Data ✕

Are you sure you want to revert the IEP Workspace to the currently valid IEP data?

IEP created on (Meeting Date: , Start and End Dates: -)

! This action will clear any changes that have been made in the workspace since the current IEP was finalized. To avoid losing any valid draft data, navigate to the "Create PWN and IEP" section of the process, create a Draft of the IEP, and download and save the PDF to reference the changes at a later date.

CLOSE **CONFIRM**

Figure 26: Confirm Revert Workspace Data

IMPORTANT NOTE: Before reverting the workspace, in order to save any information that may have been added since the last IEP was finalized, the user can navigate to the Create PWN and IEP section of the process, create a draft of the IEP, and download and save the PDF to reference the changes at a later date.

1.1.3. Special Considerations

The Special Considerations page captures the factors that are considered when developing the IEP. The user can select the checkboxes that indicate factors that affect the development of the IEP. The Limited English Proficiency checkbox will automatically populate if the student is an English Learner or not (this is selected on the Demographic page). If the student is an English Learner, the additional fields will appear and require a text box answer for the PPT Language Needs Recommendations.

▼ Special Considerations

i The following factors must be considered by the PPT before developing the individualized education program (IEP).

▼ Does the student exhibit behaviors that impede learning for self or others?

Yes (Required) No

▼ Is the student deaf or hard of hearing?

Yes (Required) No

▼ Is the student blind or visually impaired?

Yes (Required) No

▼ Does the student have limited English proficiency? (Student qualifies as an EL)

Yes No

Student's native language
English

The PPT considered the language needs of the student as they relate to the student's IEP and recommends the following

Describe

(Required)

▼ Does the student require accessible educational materials (AEM)?

Yes (Required) No

▼ Does the student require an alternative mode of communication?

Yes (Required) No

SAVE

Figure 27: Special Considerations Panel

At the bottom of the page is the Documents Panel. If the user clicks on the blue link in the upper right corner **ATTACH DOCUMENTATION**, this opens a pop-up panel “Attach External Documents Using CT-

SEDS Paperclip” that allows the user to upload any additional documentation by using the arrow to upload the file and clicking the **UPLOAD FILES** button.

The screenshot shows a panel titled "Documents" with a dropdown arrow on the left and a blue "ATTACH DOCUMENTATION" link on the right. Below the title bar, there is a yellow warning icon and the text "No documents have been generated yet for this student." At the bottom right of the panel, there is a green button labeled "CREATE DOCUMENT BATCH".

Figure 28: Documents Panel

1.1.3.1. Language and Communication Plan

If the student is deaf/hard of hearing and this box is checked on the Special Considerations panel, the Language and Communication Plan panel will appear. On this panel, all required fields should be completed and saved.

The screenshot shows the "Language and Communication Plan" form. It starts with an information icon and a note: "A Language and Communication Plan is required for the student. Complete the fields here. The Language and Communication Plan document will be generated when the IEP document is generated at the end of the process." Below this is a paragraph: "Regardless of the amount of the student's residual hearing, the ability of the parent(s) to communicate or the student's experience with other communication modes, the PPT team has provided educational opportunity and considered the following." The form contains four main sections:

- 1a. The language and communication needs of the student through:** Three checkboxes: "Assessment (Required)", "Discussion", and "Observation".
- 1b. The student's primary language/communication mode is one or more of the following:** Four checkboxes: "Spoken Language (Required)", "American Sign Language", "English-Based Manual or Sign System", and "Other".
- 2. The availability of deaf/hard of hearing adult role models and a peer group of the student's communication mode or language.** A text area labeled "Determination/Action Plan" with a "Describe" prompt and a "(Required)" label.
- 3. All educational options available for the student, the explanation of which has been provided by the PPT team.** A text area labeled "Options Discussed" with a "Describe" prompt and a "(Required)" label.
- 4. The required certification and qualifications of teachers, *interpreters and other personnel to deliver the LCP, as well as the proficiency in, and the ability to, accommodate for the student's primary communication mode or language.** A text area labeled "Determination/Action Plan" with a "Describe" prompt and a "(Required)" label. A footnote below reads: "*Includes American Sign Language interpreter; English transliteration, oral interpreting, cued language transliteration and deaf-blind interpreting."

Figure 29: Language and Communication Plan

5. The accessibility (related to communication) of academic instruction, school services and extracurricular activities the student will receive.

Determination/Action Plan

Describe

(Required)

6. The necessity and use of appropriate accommodations/modifications including assistive devices/services, communication accommodations, and physical environment accommodation.

Assistive Devices/Services

<input type="checkbox"/> Captioned/Signed Media	<input type="checkbox"/> Captioned Services (e.g., CART, C-Print, Typewell);	<input type="checkbox"/> FM System
<input type="checkbox"/> Hearing Aid/Cochlear Implant Monitoring	<input type="checkbox"/> Note Taking	<input type="checkbox"/> Sound Field System
<input type="checkbox"/> Videophone/Cap Tel	<input type="checkbox"/> Augmentative Communication Device	<input type="checkbox"/> PPT discussed, none are needed.;

(Required)

Communication Accommodations

<input type="checkbox"/> Obtain student's attention prior to communication through speech, sign and/orvisual	<input type="checkbox"/> FM System
<input type="checkbox"/> Reduce auditory/visual distractions (i.e., background noise)	<input type="checkbox"/> Enhance speech reading conditions (avoid hands in front of face, mustaches well-trimmed, and no gum chewing)
<input type="checkbox"/> Clearly enunciate speech/signs	<input type="checkbox"/> Allow time for processing information
<input type="checkbox"/> Repeat or rephrase information when necessary and check for understanding	<input type="checkbox"/> PPT discussed, none are needed.

(Required)

Physical Environment Accommodations

<input type="checkbox"/> Noise reduction (carpet and other sound-absorption materials)	<input type="checkbox"/> Special use of lighting and seating
<input type="checkbox"/> Room-design modifications	<input type="checkbox"/> Alerting devices (visual and auditory)
<input type="checkbox"/> Access to announcements via visual and auditory means (general information and emergency)	<input type="checkbox"/> PPT discussed, none are needed.

(Required)

7. Procedures for alerting the student to an emergency situation and a process to inform all relevant parties who may be responsible for implementation of an emergency communication plan.

Procedures/Action for Alerting Student

Describe

(Required)

Procedure for Notifying all Relevant Personnel

Describe

(Required)

Figure 30: Language and Communication Plan

8. Other specific needs of the student during the course of the emergency.

Other Student Specific Needs

Describe

(Required)

SAVE

Figure 31: Language and Communication Plan

1.1.4. Present Levels, Annual Goals, Supplementary Aids/Services

The Present Levels, Goals and Objectives page is used to enter parent and/or student input/concerns; present levels of performance; annual goals and short-term objectives; and supplementary aids and services.

Figure 32: Present Levels, Annual Goals, Supplementary Aids/Services Page

1.1.4.1. Parent and Student Input

The Parent and/or Student Input Panel allows the user to record any information given by the Parent and Student relating to the Academic/Pre-Academic/Cognitive Achievement and Functional Performance of the student for whom the IEP is being developed.

Parent and/or Student Input [ATTACH DOCUMENTATION](#)

i Input from the parent and student must be considered in the development of the IEP.

Academic/Pre-Academic/Cognitive Achievement **i**

Parent and/or Student Input: Academic/Pre-Academic/Cognitive Achievement

Functional Performance **i**

Parent and/or Student Input: Functional Performance

SAVE

Figure 33: Parent and/or Student Input

If the user clicks on the blue link in the upper right corner **ATTACH DOCUMENTATION**, this opens a pop-up panel Attach External Documents Using CT-SEDS Paperclip that allows the user to upload any additional documentation by using the arrow to upload the file and clicking the **UPLOAD FILES** button.

1.1.4.2. Goal Areas

In the Goal Areas panel, two different goal areas are displayed, Academic and Functional. For each checkbox checked, a corresponding panel will appear that allows the user to fill in data on the current level of performance in the goal area and the annual goals and short-term objectives for that specific goal area. Please note that if the “Other” checkbox is checked, text will have to be entered in that Other field.

Goal Areas

i Select the area(s) for which goals are needed for the student.

Academic Goal Areas

Reading Writing Mathematics Pre-Academic

Other (Academic)

Functional Goal Areas

Communication Behavior Social/Emotional Executive Functioning

Fine Motor Gross Motor Activities of Daily Living Health and Development (including vision and hearing)

Use of Appropriate Behaviors to Meet Needs

Other (Functional)

SAVE

Figure 34: Goal Areas

1.1.4.3. Current Levels of Performance

In the Academic/Functional panels that appear when the goal area checkboxes are checked, the Present Level of Performance, Strength and Concerns/Needs fields are required. Also required is an explanation of the Impact of student’s disability on involvement and progress in the general education curriculum or appropriate preschool activities.

∨ Academic Area: Reading

i Complete the current level of performance in this goal area, and add goal(s) and objectives.

Current Level of Performance

Present Level of Performance

(Required)

Strengths

(Required)

Concerns/Needs

(Required)

Impact of student’s disability on involvement and progress in the general education curriculum or appropriate preschool activities i

(Required)

∨ Goals and Objectives ADD GOAL/OBJECTIVE

⚠ At least one goal is required for each goal area.

SAVE

Figure 35: Academic Area Current Level of Performance

▼ Functional Area: Communication

i Complete the current level of performance in this goal area, and add goal(s) and objectives.

Current Level of Performance

Present Level of Performance
(Required)

Strengths
(Required)

Concerns/Needs
(Required)

Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities i
(Required)

▼ Goals and Objectives [ADD GOAL/OBJECTIVE](#)

⚠ At least one goal is required for each goal area.

SAVE

Figure 36: Functional Area Current Level of Performance

1.1.4.3.1. Adding Goals and Objectives

In the Academic Area and Functional Area Current Level of Performance panels, the user will be required to add goals and objectives. To add the Goals/Objectives, click on the blue link **ADD GOAL/OBJECTIVE** in the far-right hand corner of the Goal and Objectives sub-panel. This will open a new set of panels where the Goal/Objective can be added.

The user starts by writing the Goal Statement on the Add Goal panel. Click **SAVE** when complete to open the next panel.

▼ Add Goal

i The fields on this panel will make up the goal statement.

Annual Goal
 Given , Christopher will , .
 Given

E.g., Conditions, materials, setting, accommodation, assitive technology
 (Required)

Christopher will

Measurable/observable skill or behavior in functional terms
 (Required)

To what extent/how well to determine mastery
 (Required)

SAVE

Figure 37: Add Goal

After the goal is written and saved, the user will need to select an Evaluation Method. Please note that if the Other field is selected, the text will need to be entered explaining the other form of evaluation method.

▼ Evaluation Method

i Include the evaluation method for measuring progress.

Evaluation Method

Progress toward meeting the annual goal will be measured by achievement on short-term objectives.
 Other

SAVE

Figure 38: Evaluation Method

In the Objectives Panel, at least one objective must be selected from the blue link **ADD OBJECTIVES** in the right corner of the panel. This opens a pop-up panel that allows objectives to be drafted using the template provided.

▼ Objectives [ADD OBJECTIVES](#)

i Add objectives for the goal from this panel.

! At least one objective is required for each goal. You may return to the goal at a later date to enter objective(s).

Pos	Objective	Details	Del

SAVE

Figure 39: Objectives

On the Add/Edit Objectives pop-up panel, the Annual Goal already entered in the Add Goals/Objectives panel will be listed at the top. At this point, a Condition, Targeted Skill or Behavior and Evaluation Criteria and Method are required for that Objective. A target date is also required for the objective. For the Progress Monitoring Schedule, a drop-down is available that gives various options (bi-weekly, daily, etc.) Once all corresponding fields are completed, the **SAVE** button and the **SAVE AND ADD ANOTHER OBJECTIVE** button will change from grey to green indicating that these actions are available. If the user clicks **SAVE AND ADD ANOTHER OBJECTIVE**, the first objective will be automatically saved in the Objectives Panel.

Figure 40: Add/Edit Objectives

Now the user can navigate back to the Present Levels, Annual Goals, Supplementary Aids/Services page by clicking the green arrow in the top right corner of the page.

1.1.4.4. Supplementary Aids and Services

This panel, which is available in the Academic, Functional, and Transition goal area domains, allows accommodations, modifications, assistive technology, and/or adult support to be added by the user. A warning message will appear if it was indicated earlier in the process that the student requires accessible educational materials or alternative mode of communication. If so, it suggests adding a supplementary aid and/or service. The supplementary aid/service can be added by clicking on the blue link in the upper right corner **ADD SUPPLEMENTARY AIDS/SERVICES** of the Supplementary Aids and Services panel corresponding to the specific goal area.

▼ Supplementary Aids and Services: Academic/Cognitive Achievement
ADD SUPPLEMENTARY AIDS/SERVICES ⓘ

ⓘ Add accommodations, modifications, assistive technology, and/or adult support from this panel.

⚠ It was indicated that this student requires [accessible educational materials, alternative mode of communication]. Consider whether a supplementary aid and/or service is required here to address those needs.

ⓘ No supplementary aids or services have been added for Academic/Cognitive Achievement.

▼ Accommodations

Category	Supplementary Aid/Service	Area(s)/Location(s)	Details	Del

▼ Modifications

Category	Supplementary Aid/Service	Area(s)/Location(s)	Details	Del

▼ Assistive Technology

Category	Supplementary Aid/Service	Area(s)/Location(s)	Details	Del

▼ Adult Support

Category	Supplementary Aid/Service	Area(s)/Location(s)	Details	Del

SAVE

Figure 41: Supplementary Aids and Services

The Add Supplementary Aid/Service pop-up panel that appears when the blue link is clicked will require the type of aid/service and the area/location to be selected. Once the type is selected, a corresponding Category section will appear, and one category must be selected.

✕

Add Supplementary Aid/Service

ⓘ Select the type of supplementary aid or service and complete the relevant details.

ⓘ Reminder: Supplementary aids and services should be considered for use in statewide assessments.

ⓘ [Supplementary Aids and Services Examples](#) are available for reference.

Type ▼
(Required)

Area(s)/Location(s)

<input type="checkbox"/> English/Language Arts	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Music
<input type="checkbox"/> Vocational Activities	<input type="checkbox"/> All Classes	<input type="checkbox"/> Reading
<input type="checkbox"/> Science	<input type="checkbox"/> Art	<input type="checkbox"/> Lunch
<input type="checkbox"/> PE	<input type="checkbox"/> Nonacademic/Extracurricular Activities	<input type="checkbox"/> All Areas
<input type="checkbox"/> Library	<input type="checkbox"/> Study Hall/Study Skills	<input type="checkbox"/> Writing
<input type="checkbox"/> Resource/Related Services Room	<input type="checkbox"/> Technology Education	<input type="checkbox"/> Math
<input type="checkbox"/> Separate Classroom/Program	<input type="checkbox"/> Computer Science	<input type="checkbox"/> Guidance/Counseling
<input type="checkbox"/> Other		<input type="checkbox"/> Health

CLOSE
SAVE
SAVE AND ADD ANOTHER AID/SERVICE

Figure 42: Add Supplementary Aid/Service

After selecting the category, the user will need to type in the Supplementary Aid/Service and select the checkboxes for the area(s)/location(s) where the aid/service will apply. Once all corresponding fields are completed, the **SAVE** button and the **SAVE AND ADD ANOTHER AID/SERVICE** button will change from grey to green indicating that these actions are available. If the user clicks **SAVE AND ADD ANOTHER AID/SERVICE** the first aid/service will be automatically saved in both the Supplementary Aids and Services panel and the pop-up panel that is open.

Figure 43: Add Supplementary Aid/Service

1.1.4.5. Additional Data/Assessment Information

Once Supplementary Aids/Services are added for each goal area, the next panel is Additional Data/Assessment Information. This panel allows any additional data or assessments, for example statewide assessment data, IQ score, etc., to be added for the Academic/Cognitive Achievement and Functional Performance of the student. Please note that these fields are not required.

Additional Data/Assessment Information

i Add additional data/assessment information (not included in present level(s) of performance), if needed.

Academic/Cognitive Achievement

Data/Assessment Information: Academic/Cognitive Achievement

Functional Performance

Data/Assessment Information: Functional Performance

SAVE

Figure 44: Additional Data/Assessment Information

1.1.4.6. Reporting Progress

For this panel, the user must select how often IEP progress will be provided to the parent. This information will be included in the IEP provided to the parents. Please note that if the “Other” bubble is selected, the corresponding text field will have to be completed.

Reporting Progress

i At a minimum, progress must be reported consistent with the issuance of grade-level report cards.

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

Consistent with general education grade-level report cards

Other
(Required)

Shipping Tool

SAVE

Figure 45: Reporting Progress

The Final panel on this page is the documents panel that allows the user to attach any supporting documentation. If the user clicks on the blue link in the upper right corner **ATTACH DOCUMENTATION** this opens a pop-up panel “Attach External Documents Using CT-SEDS Paperclip” that allows the user to upload any additional documentation by using the arrow to upload the file and clicking the **UPLOAD FILES** button.

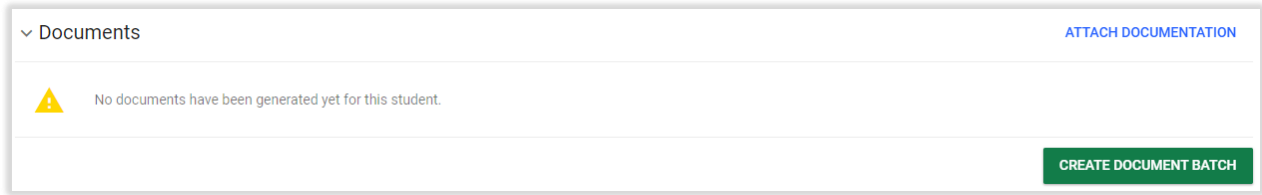


Figure 46: Documents

1.1.5. Secondary Transition

1.1.5.1. Transition Planning

The panel below will display if the student is under the required age for transition services.

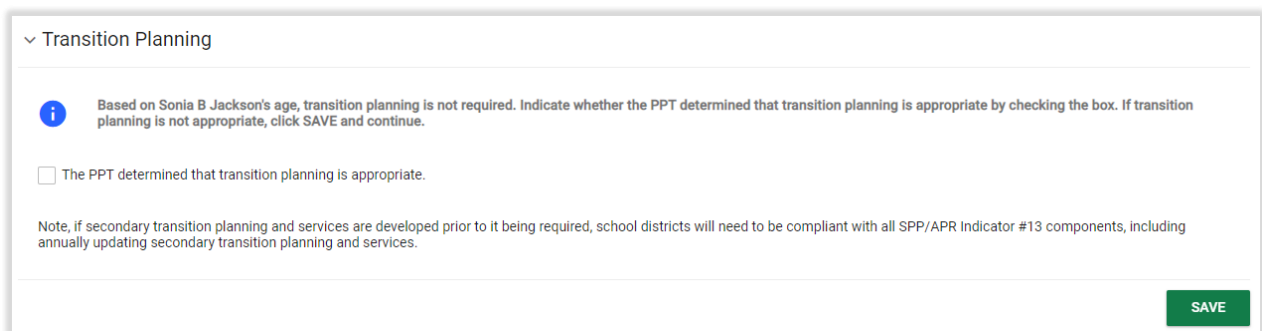


Figure 47: Transition Planning

If the student is of the required age for transition services or if the checkbox is selected indicating that transition planning is appropriate, additional panels will appear.

On the Transition Planning panel, the user enters details on Transition Assessments, completes the Assessment Data Summary and answers questions about the student. At the end of the panel, the user is asked if any participating agency has agreed to provide or pay for services/linkages. If yes is selected, a corresponding text box will appear to enter the details needed.

▼ Transition Planning

i Find additional information regarding [Transition Assessments](#) on the CSDE Secondary Transition webpage.

The PPT is developing postsecondary/transition goals and services for the student.

Transition Assessment i	Date	Delete
	mm/dd/yyyy 📅	

ADD MORE

Assessment Data Summary

Describe

(Required)

▼ History of transition assessments

Transition Assessment ↑	Date ⌵
No data available in table	

Previous Next

Does the student require specially designed instruction to support independent living skills?

Yes, transition planning and services must address independent living skills
 No, transition planning and services to support independent living skills are not needed

(Required)

Is the student in attendance at the meeting? i

No

Summary of the student's preferences and interests

Describe

(Required)

Were any outside agencies invited to attend the PPT meeting?

.....

Has any participating agency agreed to provide or pay for services/linkages?

Yes No

(Required)

SAVE

Figure 48: Transition Planning

1.1.5.2. Postsecondary Outcome Goal Statements

The Postsecondary Outcome Goal Statements panel statements should be written in the following format: [Sentence starter], Christopher will [do Targeted Skill/Behavior] [Where/how]. Example sentence starters are provided in the panel. The Postsecondary Education or Training and Employment fields are required. Independent Living Skills is only required if selected in the above Transition Planning panel.

▼ Postsecondary Outcome Goal Statements

i Complete the Postsecondary Outcome Goal Statements for the student. The statements should be written in the following format: [Sentence starter], Christopher will [do Targeted Skill/Behavior] [Where/how]. Click Read More for example sentence starters. [Example Postsecondary Outcome Goal Statements](#) are available for reference on the CSDE Secondary Transition webpage.

[Read more...](#)

Postsecondary Education or Training

Describe

(Required)

Employment

Describe

(Required)

SAVE

Figure 49: Postsecondary Outcome Goal Statements

1.1.5.3. Course of Study

The Course of Study panel allows the user to enter the Course of Study description from the student’s current year to the anticipated exit year as well as the Anticipated Exit Criteria for the students.

▼ Course of Study

i Indicate the course of study for the student if applicable. Complete the Exit Criteria for all students.

Course of study:

Description of coursework and/or activities needed to assist the student in achieving postsecondary goals, from the student’s current year to the anticipated exit year

Describe

(Required)

Anticipated Exit Criteria: The student will be exited from special education upon: ▼

(Required)

SAVE

Figure 50: Course of Study

1.1.5.4. Transition Present Levels, Goals and Objectives

This panel allows the user to enter parent and/or student input; present levels of performance; annual goals and short-term objectives; and supplementary aids and services, as they relate to transition planning. All fields are required in this panel.

Transition Present Levels, Goals and Objectives

i Enter parent and/or student input/concerns; present levels of performance; annual goals and short-term objectives; and supplementary aids and services, as they relate to transition planning. [The CT CORE Transition Skills](#) is available for reference on the CSDE Secondary Transition webpage.

Parent and/or Student Input: Transition

Describe

(Required)

Present Level of Performance: Transition **i**

Describe

(Required)

Strengths

Describe

(Required)

Concerns/Needs

Describe

(Required)

Impact of student's disability on involvement and progress in the general education curriculum

Describe

(Required)

SAVE

Figure 51: Transition Present Levels, Goals, and Objectives

There are panels for the Transition Goal Areas corresponding to Postsecondary Education or Training, Employment and Independent Living Skills if selected. If the Postsecondary Education or Training Goal is supported by an annual goal checkbox is selected, a corresponding goal can be selected.

Transition Goal Area: Postsecondary Education or Training

Goals and Objectives [ADD GOAL/OBJECTIVE](#)

⚠ At least one goal is required for each goal area.

The Postsecondary Education or Training Goal is supported by an Annual Goal.

SAVE

Figure 52: Transition Goal Area

If a new goal needs to be added, the user can click the blue link in the upper right corner **ADD GOAL/OBJECTIVE**. This will open a pop-up panel where the goal can be added. This page is like the “Add Goals” function used earlier in the process.

The user will write a goal statement completing the required fields. Click the green **SAVE** button when complete.

Figure 53: Add Goal

Once the goal is written and saved, the Evaluation Method panel will appear. The user must include the evaluation method for measuring progress. Please note that if Other is selected, the related text box must be completed.

Figure 54: Evaluation Method

In the Objectives panel, the user must add at least one Objective for the Goal. To do so, the user clicks the blue link in the upper right corner **ADD OBJECTIVES**.

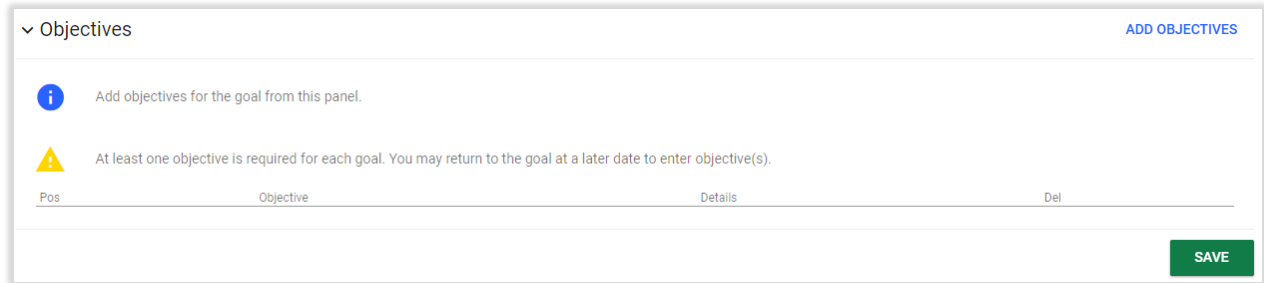


Figure 55: Objectives

A pop-up panel will appear that requires the user to add the objectives. The Condition, Targeted Skill or Behavior and Evaluation Criteria and Method are all required fields for this pop-up panel. The Target Date is also required. The Progress Monitoring Schedule is a drop-down that has various options (bi-weekly, daily, etc.). Once all corresponding fields are completed, the **SAVE** button and the **SAVE AND ADD ANOTHER OBJECTIVE** button will change from grey to green indicating that these actions are available. If the user selects **SAVE AND ADD ANOTHER OBJECTIVE** the first objective will be automatically saved in both the Objectives panel and the pop-up panel that is open.

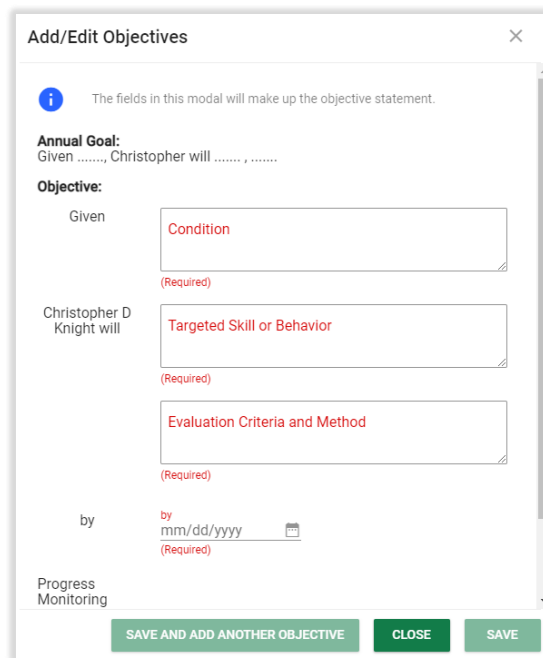


Figure 56: Add/Edit Objectives

1.1.5.5. Supplementary Aids and Services

This panel allows accommodations, modifications, assistive technology, and/or adult support to be added by the user. A warning message will appear if it was indicated earlier in the process that the student requires accessible educational materials or alternative mode of communication. If so, it suggests adding a supplementary aid and/or service. The supplementary aid/service can be added by clicking on the blue link in the upper right corner **ADD SUPPLEMENTARY AIDS/SERVICES**.

Supplementary Aids and Services: Transition ADD SUPPLEMENTARY AIDS/SERVICES

i Add accommodations, modifications, assistive technology, and/or adult support from this panel.

i No supplementary aids or services have been added for Transition.

▼ Accommodations

Category	Supplementary Aid/Service	Area(s)/Location(s)	Details	Del

▼ Modifications

Category	Supplementary Aid/Service	Area(s)/Location(s)	Details	Del

▼ Assistive Technology

Category	Supplementary Aid/Service	Area(s)/Location(s)	Details	Del

▼ Adult Support

Category	Supplementary Aid/Service	Area(s)/Location(s)	Details	Del

SAVE

Figure 57: Supplementary Aids and Services: Transition

The Add Supplementary Aid/Service pop-up panel that appears when the link is clicked will require the type of aid/service and the area/location to be selected. Once the type is selected, a corresponding Category section will appear, and a specific category must be selected.

Add Supplementary Aid/Service X

i Select the type of supplementary aid or service and complete the relevant details.

i Reminder: Supplementary aids and services should be considered for use in statewide assessments.

i [Supplementary Aids and Services Examples](#) are available for reference.

Type ▼
(Required)

Area(s)/Location(s)

<input type="checkbox"/> English/Language Arts	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Music
<input type="checkbox"/> Vocational Activities	<input type="checkbox"/> All Classes	<input type="checkbox"/> Reading
<input type="checkbox"/> Science	<input type="checkbox"/> Art	<input type="checkbox"/> Lunch
<input type="checkbox"/> PE	<input type="checkbox"/> Nonacademic/Extracurricular Activities	<input type="checkbox"/> All Areas
<input type="checkbox"/> Library	<input type="checkbox"/> Study Hall/Study Skills	<input type="checkbox"/> Writing
<input type="checkbox"/> Resource/Related Services Room	<input type="checkbox"/> Technology Education	<input type="checkbox"/> Math
<input type="checkbox"/> Separate Classroom/Program	<input type="checkbox"/> Computer Science	<input type="checkbox"/> Guidance/Counseling
<input type="checkbox"/> Other		<input type="checkbox"/> Health

CLOSE **SAVE** **SAVE AND ADD ANOTHER AID/SERVICE**

Figure 58: Add Supplementary Aid/Service

After selecting the category, the user will need to type in the Supplementary Aid/Service and select the checkboxes for the area(s)/location(s) where the aid/service will apply. Once all corresponding fields are

completed, the **SAVE** button and the **SAVE AND ADD ANOTHER AID/SERVICE** button will change from grey to green indicating that these actions are available. If the user clicks **SAVE AND ADD ANOTHER AID/SERVICE** the first aid/service will be automatically saved in the both the Supplementary Aids and Services panel and the pop-up panel that is open.

Figure 59: Add Supplementary Aid/Service

1.1.5.6. Transfer of Rights

The final panel in the Secondary Transition page is the Transfer of Rights panel. It will populate a Yes or No value under “Will the student be 17 or older by the end of this IEP?” based on the date of birth put into the student demographic tab. If “Yes”, the user must select and save the appropriate option. If “No” IDEA rights will transfer to the student, the user must enter the date of supporting documentation.

Figure 60: Transfer of Rights

Additional documentation can be added by clicking on the blue link in the upper right corner **ATTACH DOCUMENTATION**. When clicked, the attach documents pop-up panel will open and click on the arrow button to select a file from your computer to upload. There is a **CLOSE** button and an X in the upper right corner to exit the pop-up panel without uploading a file. To complete the upload, click the **UPLOAD FILES** button.

1.1.6. Special Education and Related Services

The Special Education and Services page allows the user to create a grid of the student's program/services, including when services begin and end, where they will be provided, and who will be responsible for providing them.

Figure 61: Special Education and Related Services

1.1.6.1. Adding Services

There are three separate panels for adding necessary services: Special Education Services, Related Services, and Indirect Services.

1.1.6.1.1. Special Education Services

The first panel is the Special Education Services Panel. In this panel, at least one Special Education Service is required to proceed with the IEP Process. In this panel, the user can click on the blue link in the upper right corner **ADD SPECIAL EDUCATION SERVICES** to add a service. Added services can be cleared by clicking on the blue link in the upper right corner **CLEAR ALL**.

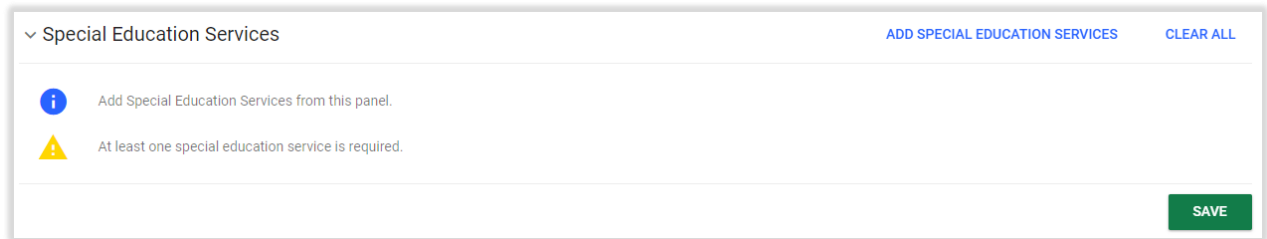


Figure 62: Special Education Services

In the Add Special Education Service Panel, the user selects the service from the drop-down list. Please note that if Custom Service is checked, a warning message will appear that states Custom services cannot have sessions logged and cannot be submitted for Medicaid reimbursement. Also, the Service field will become editable to type in the Custom Service.

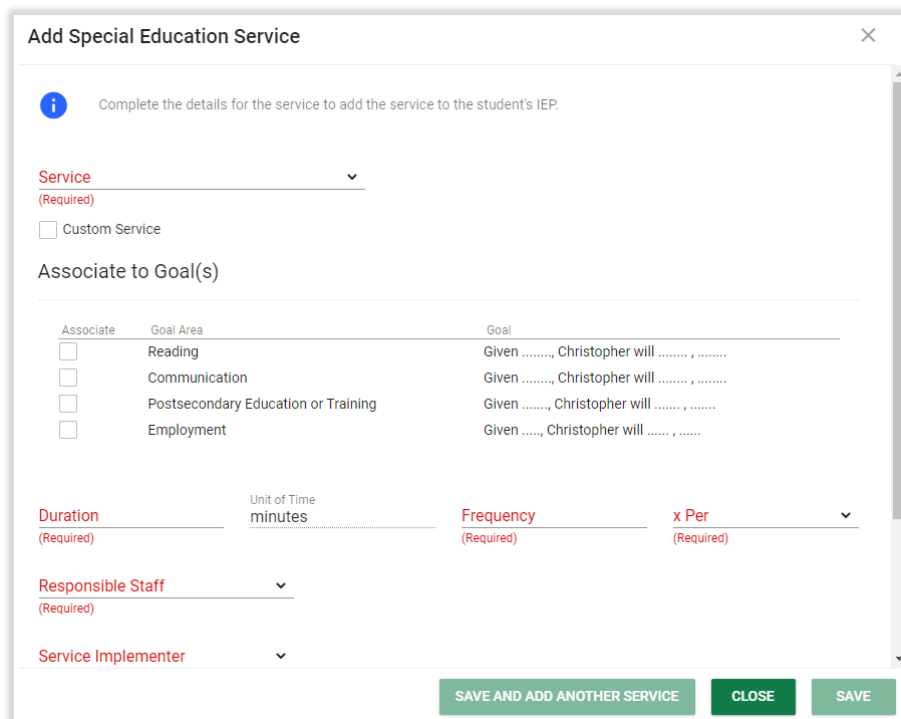


Figure 63: Add Special Education Service

Any of the annual goals previously entered can be checked to be associated with the Special Education Service. The user will also need to enter Duration (in minutes), Frequency, x Per, Responsible Staff, Service Implementer, Begin Date, End Date, and Instructional Site. Instruction Service Delivery is an editable optional field. Once all corresponding fields are completed, the **SAVE** button and the **SAVE AND ADD ANOTHER SERVICE** button will change from grey to green indicating that these actions are available. If the user clicks **SAVE AND ADD ANOTHER SERVICE**, the first service will be automatically saved in the Special Education Service panel. Once the **SAVE** button is clicked, it will automatically close the pop-up panel. Note, after a service is added, an “Adjust Goal Number Ordering” drop-down will appear to the left of the service entered. This allows the user to reorder the entered goals if desired.

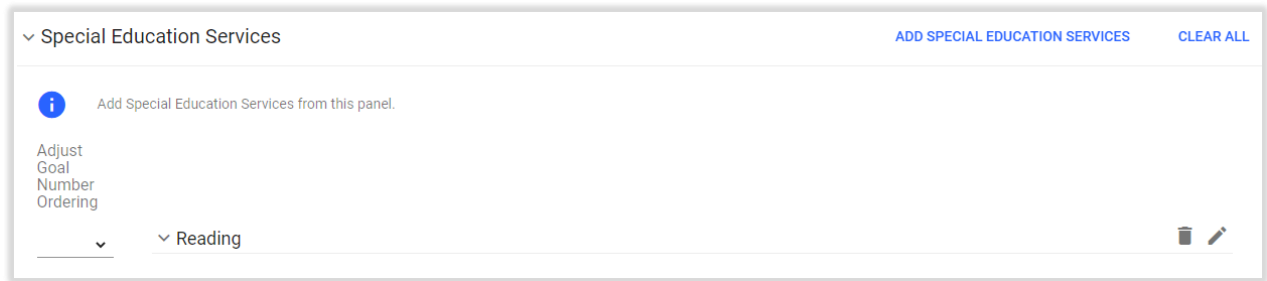


Figure 64: Special Education Services

1.1.6.1.2. Related Services

The user can add related services in the Related Services panel. In this panel, the user can click on the blue link in the upper right corner **ADD RELATED SERVICES** to add a service or the services can be cleared by clicking on the blue link in the upper right corner **CLEAR ALL**.

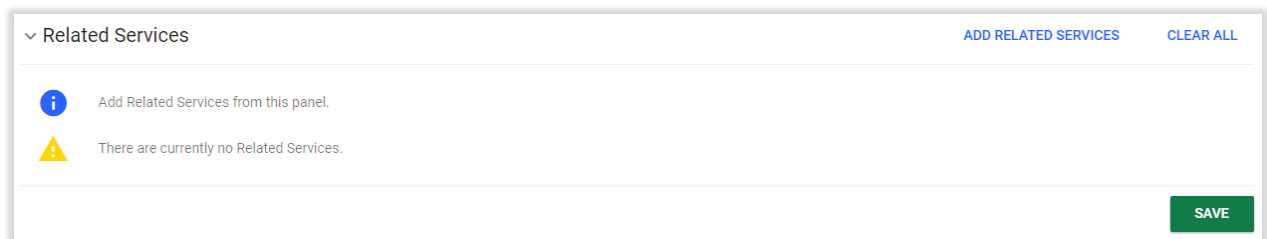


Figure 65: Related Services

The Add Related Services pop-up panel is similar to the Add Special Education Service pop-up panel. The user selects the service from the drop-down list. Please note that if Custom Service is checked, a warning message will appear that states Custom services cannot have sessions logged and cannot be submitted for Medicaid reimbursement. Also, the Service field will become editable to type in the Custom Service.

Add Related Service

Complete the details for the service to add the service to the student's IEP.

Service (Required)

Custom Service

Associate to Goal(s)

Associate	Goal Area	Goal
<input type="checkbox"/>	Reading	Given, Christopher will,
<input type="checkbox"/>	Communication	Given, Christopher will,
<input type="checkbox"/>	Postsecondary Education or Training	Given, Christopher will,
<input type="checkbox"/>	Employment	Given, Christopher will,

Duration (Required) Unit of Time: minutes **Frequency** (Required) **x Per** (Required)

Responsible Staff (Required)

Service Implementer

SAVE AND ADD ANOTHER SERVICE CLOSE SAVE

Figure 66: Add Related Service

Any of the annual goals previously entered can be checked to be associated with the Related Service. The user will also need to enter Duration (in minutes), Frequency, x Per, Responsible Staff, Service Implementer, Begin Date, End Date, and Instructional Site. Instructional Service Delivery is an editable optional field.

Please note, there is a checkbox to select “This is a related service that is provided concurrently with a special education or another related service. Do not count in TWNDP calculation.” If this is selected, the time of this related service will not be included in the TWNDP calculation.

Responsible Staff (Required)

Service Implementer (Required)

Begin Date: 01/12/2022

End Date: 01/11/2023

Instructional Site (Required) Instructional Service Delivery

This is a related service that is provided concurrently with a special education or another related service. Do not count in TWNDP calculation.

SAVE AND ADD ANOTHER SERVICE CLOSE SAVE

Figure 67: Add Related Service

Once all corresponding fields are completed, the **SAVE** button and the **SAVE AND ADD ANOTHER SERVICE** button will change from grey to green indicating that these actions are available. If the user clicks **SAVE AND ADD ANOTHER SERVICE**, the first service will be automatically saved in the Special Education Service panel. Once the **SAVE** button is clicked, it will automatically close the pop-up panel. Note, after a service is added an “Adjust Goal Number Ordering” drop-down will appear to the left of the service entered. This allows the user to change the order of the goals entered if desired.

1.1.6.1.3. Indirect Services

The final Services panel is the Indirect Services panel. This is an optional panel that allows Indirect Services to be added. To add Indirect Services, check the “Supports are required for school personnel to implement this IEP” checkbox and click **SAVE**. Once the checkbox is selected and save is clicked, the blue link **ADD INDIRECT SERVICES** in the top-right hand corner will no longer be greyed out allowing the user to click and open a pop-up panel.

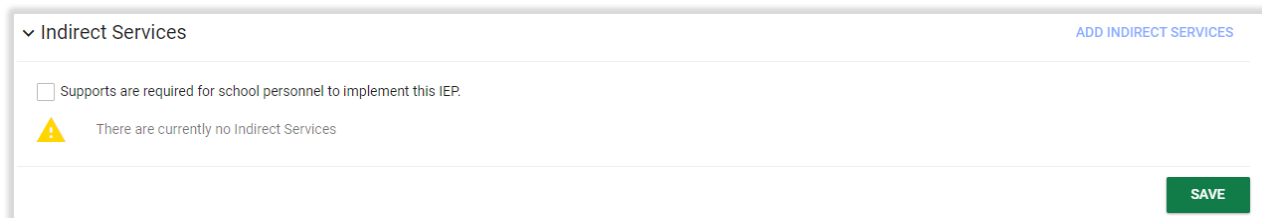


Figure 68: Indirect Services

This pop-up panel is similar to the Special Education Services except the Indirect Service type must be typed in manually. Any of the annual goals previously entered can be checked to be associated with the Indirect Service. The user will also need to enter Duration (in minutes), Frequency, x Per, Responsible Staff, Service Implementer, Begin Date, End Date, and Instructional Site. Instruction Service Delivery is an editable optional field.

Figure 69: Add Indirect Service

Once all corresponding fields are completed, the **SAVE** button and the **SAVE AND ADD ANOTHER SERVICE** button will change from grey to green indicating that these actions are available. If the user clicks **SAVE AND ADD ANOTHER SERVICE**, the service will be automatically saved in the Indirect Service panel. If the **SAVE** Button is clicked, it will save the service and automatically close the pop-up panel. Note, after a service is added, an “Adjust Goal Number Ordering” drop-down will appear to the left of the service entered. This allows the order to change the order of the goals entered if desired.

1.1.6.2. ESY

The ESY Panel allows the user to select the checkbox “Extended School Year (ESY) Services are required for the student to receive FAPE.” Once this is checked, the ESY Special Education Services, ESY Related Services and the ESY Indirect Services panels will appear.

Figure 70: ESY

In the ESY Special Education Services Panel, the three options of **ADD EXISTING SERVICE**, **ADD NEW SERVICE**, and **CLEAR ALL** can be selected by clicking on the blue links in the upper right corner of the panel.

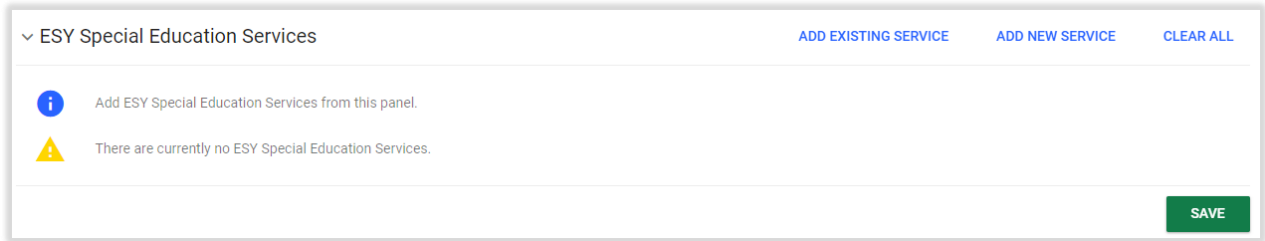


Figure 71: ESY Special Education Services

When adding an Existing Service, the pop-up panel will allow the user to select a service that has already been added for the student. This then populates in the ESY Special Education Services panel, and goal number ordering is available as a drop-down.

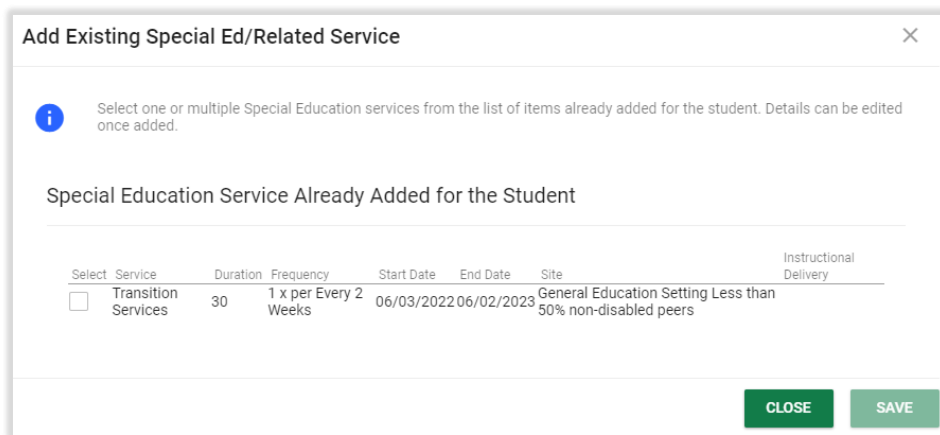


Figure 72: Add Existing Special Ed/Related Service

When adding a new Special Education Service, the user selects the service from the drop-down menu, associates applicable goals, and enters the details of the service delivery. The **CLEAR ALL** option allows all ESY Special Education Services to be removed from this page.

Add Special Education Service

Complete the details for the service to add the service to the student's IEP.

Service (Required)

Custom Service

Associate to Goal(s)

Associate	Goal Area	Goal
<input type="checkbox"/>	Reading	Given, Christopher will,
<input type="checkbox"/>	Communication	Given, Christopher will,
<input type="checkbox"/>	Postsecondary Education or Training	Given, Christopher will,
<input type="checkbox"/>	Employment	Given, Christopher will,

Duration (Required) **Unit of Time** minutes **Frequency** (Required) **x Per** (Required)

Responsible Staff (Required)

Service Implementer

[SAVE AND ADD ANOTHER SERVICE](#) [CLOSE](#) [SAVE](#)

Figure 73: Add New Special Education Service

The next panel is the ESY Related Services. This also allows the user to click Add an Existing Service, Add New Service, and Clear All.

ESY Related Services [ADD EXISTING SERVICE](#) [ADD NEW SERVICE](#) [CLEAR ALL](#)

Add ESY Related Services from this panel.

There are currently no ESY Related Services

[SAVE](#)

Figure 74: ESY Related Services

When the blue link **ADD AN EXISTING SERVICE** is clicked the Add Existing Special Ed/Related Service pop-up panel will appear and the user can check the box of the related service already added earlier in the IEP Process. The user can click the **ADD NEW SERVICE** button to add a new ESY Related Services. The **CLEAR ALL** button clears any ESY Related Services that have already been added to the panel.

The next panel is for ESY Indirect Services that allows the user to add new ESY Indirect Services for the student. The user can add ESY Indirect Services in a similar process to which Indirect Services were added earlier in the IEP process.

Figure 75: ESY Indirect Services

1.1.6.3. Transportation

The Transportation panel allows the user to select the related service if it is required to assist a student with a disability to benefit from special education. The user can select a “Yes” or “No” checkbox. Please note that if “Yes” is checked, more checkboxes will populate to select the type of services to be provided. Once these services are checked, text boxes will appear to add details.

Figure 76: Transportation

1.1.7. Removal from General Education

This panel allows the user to complete the details of the removal of the student from the General Education Classroom.

1.1.7.1. Early Childhood Placement Settings

This panel only appears on the Removal from General Education page if the student is between 3-5 years old. It requires the user to select the hours per week (editable field) and the early childhood placement setting drop-down to proceed with the IEP Process.

Early Childhood Placement Settings

i Complete the following Early Childhood Placement information for the student. Find additional information in the Age 3-5 Placement/Setting Document.

Provide the hours per week the child participates in an early childhood program which is not provided as a part of the IEP

Hours per Week
(Required)

Identify the E.C. Placement Setting where the child spends the majority of the week, which is a combination of both the Special Education and Related Services Hours in the IEP as well as the early childhood program hours (above) provided by the parent or guardian outside of the IEP **i**

Early Childhood Placement Setting
(Required)

SAVE

Figure 77: Early Childhood Placement Settings

1.1.7.2. Additional Placement Information

In this panel, the user can select if the student will be living in a hospital or a Private Residential Facility. If the Private Residential Facility is checked, additional fields will populate. A warning message will appear if the student attends a school that is not typically residential. Who made placement must be checked and who is paying for the residential placement must be selected from the drop-down.

Additional Placement Information

i Complete the following Education Placement information for the student.

At the time of this IEP implementation, will the student be living at a hospital?

Yes (Required) No

At the time of this IEP implementation, will the student be living at a Private Residential Facility? **i**

Yes (Required) No

SAVE

Figure 78: Additional Placement Information

1.1.7.3. Removal from the General Education Environment

This page shall explain the extent, if any, to which the student will not participate in the general education classroom, the general education curriculum, or extracurricular or other nonacademic activities. Most fields will auto-populate based on the information already entered in the IEP Process. The two fields that are required are the “Explain the extent to which the student will not participate in general education classes and non-academic activities with non-disabled peers” and “Justification for the removal from the general education environment.” If the LRE Checklist is needed, the LRE Checklist Panel will populate.

▼ Removal from the General Education Environment

i The IEP shall explain the extent, if any, to which the student will not participate in the general education classroom, the general education curriculum, or extracurricular or other nonacademic activities.

School Year: 2021-22

Length of School Year (Days) 216	Length of School Day (Hours) 6	Total School Hours/Week 30
-------------------------------------	-----------------------------------	-------------------------------

Service Segments

i A new segment will display here any time a new service begins or existing service ends within this school year.

Start Date	End Date	Special Education Hours/Week	Non-Disabled Peer Hours/Week	Percentage of Time with Non-Disabled Peers (TWNDP)	FAPE Environment
06/03/2022	06/30/2022	0.25	29.75	99.17	SA1 (80-100% TWNDP)

School Year: 2022-23

Length of School Year (Days) 261	Length of School Day (Hours) 6	Total School Hours/Week 30
-------------------------------------	-----------------------------------	-------------------------------

Service Segments

Start Date	End Date	Special Education Hours/Week	Non-Disabled Peer Hours/Week	Percentage of Time with Non-Disabled Peers (TWNDP)	FAPE Environment
07/01/2022	06/02/2023	0.25	29.75	99.17	SA1 (80-100% TWNDP)

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

Describe

(Required)

Justification for the removal from the general education environment

Describe

(Required)

Will the student be removed from the general education environment for 60% or more of the time?
No - the LRE Checklist is optional

Complete the LRE Checklist

SAVE

Figure 79: Removal from the General Education Environment

1.1.7.4. LRE Checklist

This panel appears if the user needs to complete the Least Restrictive Environment Checklist. A response to each question is required and the comments section is optional. If “No” is selected for any of the first three Questions, the user is prompted to complete additional LRE Checklist questions. If “Yes” is selected for Question 4, the user will not be prompted to answer additional Questions.

LRE Checklist

i Complete the questions as appropriate. The LRE Checklist document will be generated when the IEP document is generated at the end of the process.

I. Section A: LRE Screen (This section must be completed.)

1. All of the child's classes are in the general education environment.

 Yes
(Required)
 No

2. The child has the opportunity to participate in nonacademic and extracurricular services and activities (including meals, recess periods, and services and activities such as counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the child's LEA, and employment of students, including both employment by the LEA and assistance in making employment available) to the same extent as peers who do not have disabilities.

 Yes
(Required)
 No

3. The child is educated in the school that he or she would attend if nondisabled.

 Yes
(Required)
 No

4. Complete if the child is confined to a detention or correctional facility. The child must remain within the facility during the school day.

 Yes
(Required)
 No
 N/A

Comments/Additional Information

Describe

SAVE

Figure 80: LRE Checklist

1.1.8. District and State Testing

This page allows the user to record District and State Testing accommodations.

1.1.8.1. Districtwide Assessments

This panel allows the user to select a choice from the District Assessment Participation drop-down. If Standard District Assessments or Alternate District Assessments is selected, additional related fields will populate so the Assessment and Participation Level can be captured. There is also a delete icon that allows the Assessment to be removed and a green **ADD MORE** button that allows the user to add additional assessments. Once user types in the Assessment field, the Participation Level drop-down will allow the user to select if designated supports/accommodations are needed. If designated supports/accommodations are selected in the Participation Level drop-down, a text box to give more details on the supports/accommodations will appear.

▼ Districtwide Assessments

i Indicate which district assessments the student will participate in, if any.

District Assessment Participation
 The student will participate in Standard District Assessment(s)

▼ The student will participate in the following assessments

Assessment	Participation Level	Del

ADD MORE

SAVE

Figure 81: Districtwide Assessments

1.1.8.2. Statewide Assessment Information

This panel allows the user to indicate the grade the student will be in during the next statewide assessment testing window, confirm whether the student has been identified as an English Learner, and indicate whether the student is being considered for the Connecticut Alternate Assessment system. The English Learner field will auto-populate from the Student Demographic tab. Once the grade has been selected, the corresponding “Grade State Assessments tile will populate.”

▼ Statewide Assessment Information

i Indicate the grade the student will be in during the next statewide assessment testing window, and confirm whether the student has been identified as an English Learner and/or whether the student is being considered for the Connecticut Alternate Assessment system. [The Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams](#) and [Frequency Asked Questions and Answers about the Connecticut Alternate Assessment System](#) documents are available for reference.

i

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

Grade 11
 Grade 12

English Language Proficiency Assessment is required for all English Learners Grades K-12.

Has the student been identified as an English Learner?

Yes
 Yes

English Language Proficiency Assessment is required for all English Learners Grades K-12.

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

Yes No

SAVE

Figure 82: Statewide Assessment Information

If the student is not being considered for participation in the Connecticut Alternate Assessment system, a panel will appear that allows the user to select the participation level for each of the state assessments the student will take and add designated supports and accommodations if applicable.

Grade 11 State Assessments

Select the participation level for each of the state assessments the student will take, and add designated supports and accommodations if applicable.

For all testing accommodations added, equivalent accommodations should be provided to the student in the classroom.

English Language Proficiency Assessment

The student will participate in the ELP Assessment.

The student qualifies for the Alternate ELP Assessment

Assessment: ELP - Grade 11 Participation Level

Next Generation Science Standards Assessment

The CSDE Website NGSS Test Administration Resources are available for referen

The student will participate in the NGSS Assessments.

Assessment: NGSS Assessment - Grade 11 Participation Level

Connecticut School Day SAT

The CT SAT School Day Related Resources are available for reference.

The student will participate in the CT School Day Assessments.

Assessment: CT School Day - Grade 11 Participation Level

SAVE


Figure 83: State Assessments

If the student is being considered for participating in the Connecticut Alternate Assessment system, a panel will appear to enter Alternate Assessment Eligibility.

1.1.8.2.1. Alternate Assessment Eligibility

If the “Is the student being considered for participation in the Connecticut Alternate Assessment System” checkbox in the Statewide Assessment Information is selected as “Yes,” the User will be able to complete the Alternate Assessment Eligibility Panel. The information from this panel will populate on the Alternate Assessment Eligibility document. Please note that this document can be created in both English and other translated languages.

▼ Alternate Assessment Eligibility

 The student must meet all criteria outlined below to participate in [Connecticut Alternate Assessments](#).

Primary Disability
Autism

The student has a significant cognitive disability, as evidenced by

1. Student has an intellectual impairment.

A. No evidence exists to support that this student has an intellectual impairment.

B. In the absence of standardized, cognitive assessments/scores, there is evidence to substantiate the presence of an intellectual impairment.

C. Results of cognitive testing (e.g., Full-Scale IQ score < 70, developmental age).

2. Student has adaptive behavior well below age-level expectations.

(Adaptive behavior is defined as those conceptual, social, and practical skills necessary to meet the common demands of everyday life across multiple settings.)

A. Student has adaptive behaviors necessary for the student to live independently and function safely in daily life for their age group (34 CFR §§ 200.1(d) and 300.160 (c)).


B. Results of adaptive behavior assessment(s) (e.g., scored more than 1.5 standard deviations below average)

3. Student requires intensive instruction and significant supports.

A. Student does not require extensive, repeated, individualized instruction.

B. Student requires extensive, repeated instruction and support that is not of a temporary or transient nature, and uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, demonstrate, and transfer skills.

Verification

 This section cannot be completed until on or after the PPT meeting date.

SAVE

Figure 84: Alternate Assessment Eligibility

The Alternate Assessment Eligibility Panel assesses the evidence of the significant cognitive disability for the student to see if they qualify for the Alternate Assessment. The Primary Disability will auto-populate based on the information entered previously in the IEP Process. If the user selects fields 1A, 2A, or 3A, the student is not eligible. If the fields 1C and 1B are chosen, the Assessment Used, Date Completed and Composite/Functional Score must be filled in. Finally, a verification checkbox must be checked to verify that this Alternate Assessment was appropriate and discussed in the PPT Meeting.

1.1.9. Planning and Placement Team Recommendation

The PPT Recommendations page allows the user to document an itemized list of the PPT Recommendations that were made by the student's PPT. Once recommendations are added, the user can proceed to the next step in the IEP process.

▼ PPT Recommendations
i Document an itemized list of the PPT Recommendations that were made by the student's PPT.
 Recommendations

(Required)
SAVE

Figure 85: PPT Recommendations

1.1.10. Create Prior Written Notice and IEP

The Create Prior Written Notice and IEP page displays the previously entered IEP dates and allows a Prior Written Notice and IEP to be finalized. This page is the last one in the IEP Process. There is also a documents panel where the user can see all documents created on this page.

▼ IEP Dates
i Confirm the details for the IEP.
 IEP Dates

PPT Meeting Date 05/13/2022	IEP Start Date 06/03/2022	IEP End Date 06/02/2023
--------------------------------	------------------------------	----------------------------

SAVE
 Create Prior Written Notice
i Complete all of the following data fields to create a Prior Written Notice document specifically for the IEP. The 'date the action will take effect' is the IEP implementation date. If additional actions were proposed or refused at the same meeting, navigate to the bottom of the page to create additional Prior Written Notice(s).

Figure 86: IEP Dates

1.1.10.1. Create Prior Written Notice

The Create Prior Written Notice panel requires the user to Complete all the data fields to create a Prior Written Notice document specifically for the IEP. If additional actions were proposed or refused at the same meeting, navigate to the bottom of the page to create additional Prior Written Notice(s).

Create Prior Written Notice

i Complete all of the following data fields to create a Prior Written Notice document specifically for the IEP. The "date the action will take effect" is the IEP implementation date. If additional actions were proposed or refused at the same meeting, navigate to the bottom of the page to create additional Prior Written Notice(s).

Student
Christopher D Knight

Date
05/13/2022

Parent/Guardian(s)
Laura Knight

CT QA Site is providing notice of the following

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

Description / Reason

Description of the proposed or refused action:

(Required)

The reason for proposing or refusing to take action:

(Required)

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

(Required)

Figure 87: Create PWN

Date this action will take effect
06/03/2022

i In order to change the date the action will take effect, return to the IEP Overview page and update the IEP Start Date.

Other options the PPT considered and rejected:

Instruction in the general education environment with supplementary aids and services

No other options were considered and rejected

Other
(Required)

Reason for rejecting other options:

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

Other
(Required)

Other factors that are relevant to this action:

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

Other
(Required)

This notice was:

provided to Parent at the PPT meeting hand delivered mailed

e-mailed sent electronically to the parent portal

(Required)

Include Spanish Translated Document

SAVE CREATE DRAFT CREATE FINAL

Figure 88: Create PWN

Please note that the checkboxes to select in the “... School District is providing notice of the following” section should be 2. Initiate and 3. the Provision of FAPE (IEP) if an IEP is being initiated. If the IEP is being revised, it should be 2. change. Please note that the “Date this action will take effect” will auto-populate and correspond to the IEP Start Date already entered in the process. In order to change the ‘Date this action will take effect,’ return to the IEP Overview page and update the IEP Start Date.

CT QA Site is providing notice of the following

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

Figure 89: Create PWN

If “Other” is selected on the three checkbox fields toward the bottom of the panel, text will be required in the provided text box.

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

Specify
(Required)

Figure 90: Create PWN

Once all fields are completed, the user can select the green **SAVE** button to save all data entered, the green **CREATE DRAFT** Button to create a draft, and the green **CREATE FINAL** button to finalize the Prior Written Notice document. Please note that both the draft and the final document can be created with a translated document if another language is noted for the student by selecting the include translated document checkbox.

1.1.10.2. Reason for Delay

The Reason for Delay panel will only display for Initial IEPs and only if the student is out of evaluation timeline compliance as of the IEP Begin Date. Please note, this panel will not display if the IEP Begin Date is before the student’s third birthday.

The user should select the appropriate “Reason for Delay.” If “Other” is selected, the additional text field is required to be completed. The user will then be required to answer the question “was the student denied basic rights (FAPE) as a result of not meeting the initial evaluation timeline?” If the response is “Yes,” a text box will appear for the user to describe how the district addressed the denial of basic rights.

1.1.10.3. Create IEP

In the Create IEP panel, the user must confirm the documents provided to the parent at the meeting and create a draft and/or final IEP. There are checkboxes that the user can check to indicate which documents were provided to the parent(s) at this meeting on the Meeting Date or sent electronically with parental permission. The grey information tooltip will explain the types of documents that can be selected and when they are required to be shared with the Parent. Please note that if the “Other” checkbox is selected, the user will be required to complete the additional text field that appears.

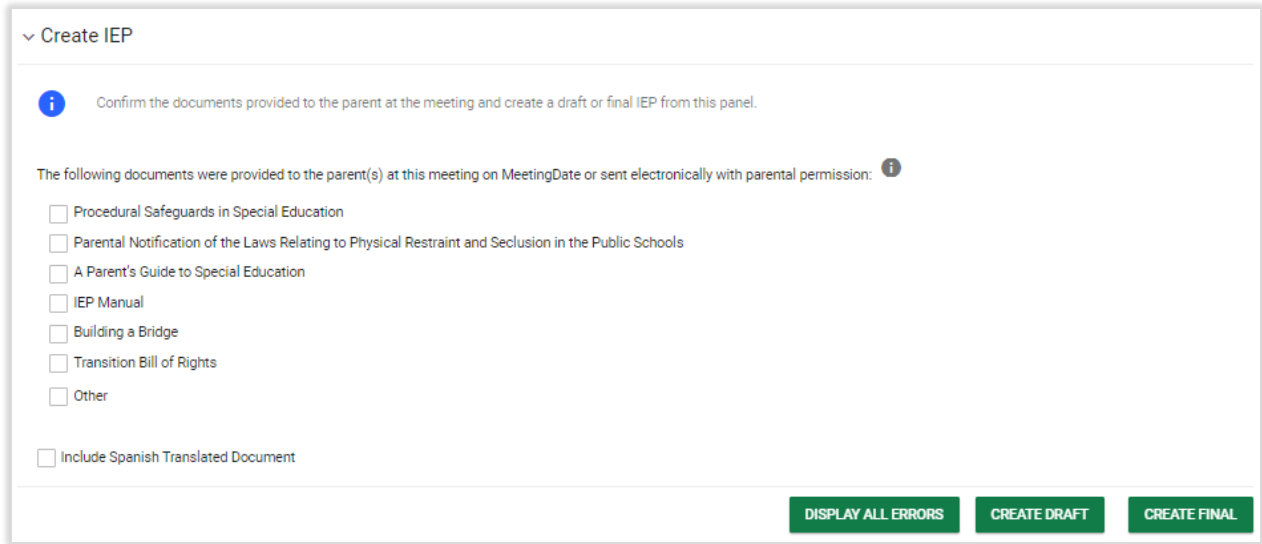


Figure 91: Create IEP

The green **DISPLAY ALL ERRORS** button checks to see if the user has missed anything in the process. If there are no errors, the user will be able to move forward to finalize the IEP. If there are errors, it will display all errors from the entire IEP Process in a red box for the user to make corrections. The errors will also appear when clicking the green **CREATE FINAL** button if there are existing errors in the process. The system requires the user to correct any errors before finalizing the IEP.

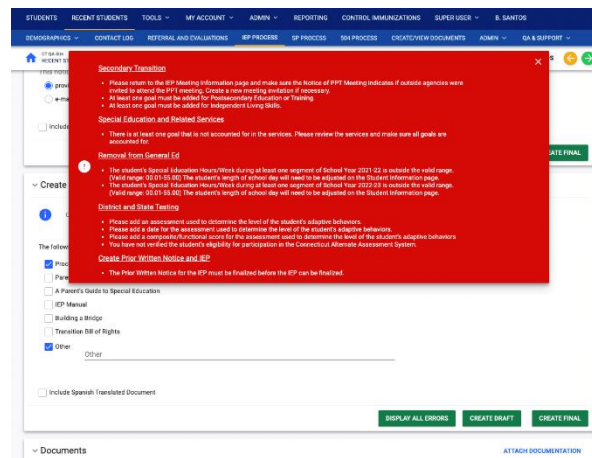


Figure 92: Display All Errors

The green **CREATE DRAFT** and **CREATE FINAL** buttons will create either a draft IEP or a Finalized IEP. Creating a Finalized IEP will complete the IEP process for the student. Please note that if the student has a second language selected the user can select the check box to include a translated document.

1.2. Amend IEP

To Amend an already finalized IEP, the user can select the Amend IEP field in the IEP Process landing page.

The screenshot shows the 'IEP Process' dashboard. At the top, there is a navigation bar with tabs for STUDENTS, RECENT STUDENTS, TOOLS, MY ACCOUNT, ADMIN, REPORTING, and D. WASHINGTON. Below this is a secondary navigation bar with DEMOGRAPHICS, REFERRAL AND EVALUATIONS, IEP PROCESS (highlighted), SP PROCESS, 504 PROCESS, CREATE/VIEW DOCUMENTS, and ADMIN. The user's name, Deanna D Washington, is in the top right. The main content area is titled 'IEP Process' and includes a 'Select action' section with radio buttons for 'Create/Revise IEP' and 'Amend IEP' (selected). Below are nine tiles representing different IEP sections, each with a status indicator: 'IEP Overview' (Complete), 'Special Considerations' (Complete), 'Present Levels, Annual Goals, Supplementary Aids/Services' (Complete), 'Secondary Transition' (Complete), 'Special Education and Related Services' (Complete), 'Removal from General Ed' (Incomplete), 'District and State Testing' (Complete), 'PPT Recommendations' (Complete), and 'Create Prior Written Notice and IEP' (Complete).

Figure 93: Amend IEP Process

1.2.1. IEP Amendment Overview

By selecting the IEP Overview tile, the user can scroll down to the IEP Amendment Details panel and select which sections of the IEP will be amended. Once checking the applicable Amended Sections, the user will type in a Description of the Changes. Please note, the text entered under the Description of the Change(s) section will appear on the Amendment document sent for Parent/Guardian signature.

The screenshot shows the 'IEP Amendment Details' panel. It starts with an information icon and a note: 'Complete the relevant information for the IEP Amendment. Select the IEP Sections below that will be revised without convening a PPT meeting and describe the change(s). Then complete the District Administrator/Designee Response. This information will populate the "Agreement to Change the IEP without Convening a PPT meeting" document.' Below this is the 'Amended Sections' section, which contains a table with two columns: 'IEP Section' and 'Describe the Change(s)'. The table lists the following sections with checkboxes: 'Special Considerations', 'Present Levels, Annual Goals, Supplementary Aids/Services', 'Secondary Transition', 'Special Education and Related Services', 'Removal from General Education', 'District and State Testing', and 'Recommendations'. A '(Required)' label is at the bottom left of the panel.

Figure 94: IEP Amendment Details Panel

At this point, the District Administrator/Designee will need to Agree and give a signature for the change. Then the user can select **CREATE DRAFT** if a draft document is desired and **CREATE FINAL** to apply the signature and create the Agreement to Change an Individualized Education Program without Convening a Planning and Placement Team Meeting document (i.e., Amendment Document.)

Figure 95: District Administrator or Designee Signature

Once a final Amendment Document is created, it will need a Parent/Guardian Signature before staff can proceed with making any changes (amendments) to the IEP. After the final document is created on the IEP Amendment Details panel, the document will populate in the Agreement to Amend: Parent Response panel.

Doc ID	Date Created	Created By	Document	Status	Response
13336	05/15/2022	Samantha Testani	Agreement to Change an Individualized Education Program without Convening a Planning and Placement Team Meeting	Final	RESPONSE

Figure 96: Agreement to Amend: Parent Response

The process to acquire the Parent/Guardian signature for the Amendment is different than other parental consent processes in the system. If the Parent/Guardian is available to sign in-person, click **RESPONSE** to open up a pop-up panel that allows the parent response to be recorded on screen. The user will select the parent signing from the drop-down, select Agree or Do Not Agree, and have the parent sign on screen.

Agreement to Change IEP without a PPT Meeting - Parent Response ✕

Parent Signing ▼

Agree to Amend (required)

i The PPT is requesting agreement to make the specified changes to the student's IEP. This agreement is optional, and the parent may request a PPT meeting at any time to review the IEP. The agreement cannot be used for the purpose of an annual review or reevaluation PPT Meeting.

Agree
 Do Not Agree

Signature: Agree to Amend (required) _____

CLOSE
SAVE

Figure 97: Agreement to Change IEP Parent Response

If the Parent/Guardian is not available to sign in-person, the document is sent to the Parent Portal upon creation of the final document. The Parent/Guardian can review and sign the document in the Parent Portal.

Once the parent has agreed to Amend and signed either on screen or in the Parent Portal, the response section will change to Agree.

▼ Agreement to Amend: Parent Response

i View the 'Agreement to Change an IEP without convening a PPT' document(s) that have been created for the Amendment.

Doc ID	Date Created	Created By	Document	Status	Response
13336	05/15/2022	Samantha Testani	Agreement to Change an Individualized Education Program without Convening a Planning and Placement Team Meeting	Final	Agree

Figure 98: Agreement to Amend: Parent Response

If the Parent/Guardian signed using the Parent Portal, the parent signature will not appear on the document itself. It appears as an Attestation on the student's Create/View Documents page. Click on **VIEW ATTESTATION** to view the signature.

Documents created for Deanna D Washington									
Doc ID	Date Generated	Generated By	Document	Batch	Status	Req Sig?	Signatures	Attestations	
13587	05/24/2022	Samantha Testani	Agreement to Change an Individualized Education Program without Convening a Planning and Placement Team Meeting	PDF	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Signed		VIEW ATTESTATIONS

Figure 99: View Attestation on Create/View Documents Page

If the user will be printing a hard copy of document for Parent/Guardian signature, the user will need to manually upload the signed document to the student’s Create/View Documents page after it is returned. Only after the document has been uploaded to the system should the user click the green **RESPONSE** button, select the name of the Parent/Guardian who signed, select the appropriate response, enter a mark in the signature section, and click **SAVE**.

1.2.1.1. Demographic and Parent

If information needs to be amended in this section, please see section 1.1.2.1.

1.2.1.2. IEP Information

If information needs to be amended in this section, please see section 1.1.2.2.

1.2.1.3. Revert Workspace

Once there is a signed agreement to amend, the user should navigate to the Revert Workspace Data panel and will be required to complete this panel to move forward. The Revert Workspace function allows the user to Revert to the current IEP settings that were set when the current IEP was finalized. To avoid losing any data that was added to the workspace after the IEP was finalized and before the Amendment, the user can navigate to the Create PWN and IEP section of the process, create a draft of the IEP, and download and save the PDF to reference the changes at a later date.

To revert the workspace, click on the blue link in the upper right corner **REVERT IEP WORKSPACE TO CURRENT IEP**.

∨ Revert Workspace Data [REVERT IEP WORKSPACE TO CURRENT IEP](#)

To revert the workspace data to the data from the currently valid IEP, click "Revert IEP Workspace to Current IEP". **IMPORTANT:** This action will clear any changes that have been made in the workspace since the current IEP was finalized. To avoid losing any valid draft data, navigate to the "Create PWN and IEP" section of the process, create a Draft of the IEP, and download and save the PDF to reference the changes at a later date.

Figure 100: Revert Workspace Data

This will pop up a panel that the user can click the green **CONFIRM** button to make these changes or the **CLOSE** button to exit the pop-up panel without making changes.

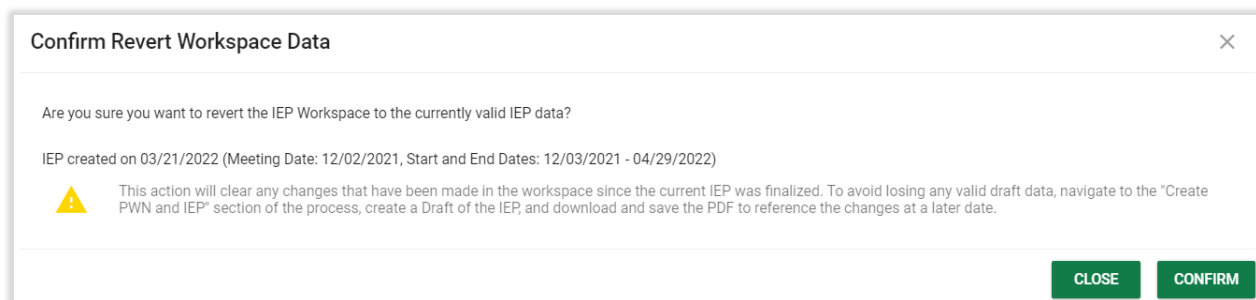


Figure 101: Confirm Revert Workspace Data

1.2.2. Special Considerations

If information needs to be amended in this section, please see section 1.1.3.

1.2.3. Present Levels, Annual Goals, Supplementary Aids/Services

If information needs to be amended in this section, please see section 1.1.4.

1.2.3.1. Parent and Student Input

If information needs to be amended in this section, please see section 1.1.4.1.

1.2.3.2. Goal Areas

If information needs to be amended in this section, please see section 1.1.4.2.

1.2.3.3. Current Levels of Performance

If information needs to be amended in this section, please see section 1.1.4.3.

1.2.3.3.1. Adding Goals and Objectives

If information needs to be amended in this section, please see section 1.1.4.3.1.

1.2.3.4. Supplementary Aids and Services

If information needs to be amended in this section, please see section 1.1.4.4.

1.2.3.5. Reporting Progress

If information needs to be amended in this section, please see section 1.1.4.5.

1.2.4. Secondary Transition

If information needs to be amended in this section, please see section 1.1.5.

1.2.4.1. Transition Planning

If information needs to be amended in this section, please see section 1.1.5.1.

1.2.4.2. Postsecondary Outcome Goal Statements

If information needs to be amended in this section, please see section 1.1.5.2.

1.2.4.3. Course of Study

If information needs to be amended in this section, please see section 1.1.5.3.

1.2.4.4. Transition Present Levels, Goals and Objectives

If information needs to be amended in this section, please see section 1.1.5.4.

1.2.4.5. Supplementary Aids and Services

If information needs to be amended in this section, please see section 1.1.5.5.

1.2.4.6. Transfer of Rights

If information needs to be amended in this section, please see section 1.1.5.6.

1.2.5. Special Education and Related Services

If information needs to be amended in this section, please see section 1.1.6.

1.2.5.1. Adding Services

If information needs to be amended in this section, please see section 1.1.6.1.

1.2.5.2. ESY

If information needs to be amended in this section, please see section 1.1.6.2.

1.2.5.3. Transportation

If information needs to be amended in this section, please see section 1.1.6.3.

1.2.6. Removal from General Education

If information needs to be amended in this section, please see section 1.1.7.

1.2.6.1. Early Childhood Placement Settings

If information needs to be amended in this section, please see section 1.1.7.1.

1.2.6.2. Additional Placement Information

If information needs to be amended in this section, please see section 1.1.7.2.

1.2.6.3. Removal from the General Education Environment

If information needs to be amended in this section, please see section 1.1.7.3.

1.2.6.4. LRE Checklist

If information needs to be amended in this section, please see section 1.1.7.4.

1.2.7. District and State Testing

If information needs to be amended in this section, please see section 1.1.8.

1.2.7.1. Districtwide Assessments

If information needs to be amended in this section, please see section 1.1.8.1.

1.2.7.2. Statewide Assessment Information

If information needs to be amended in this section, please see section 1.1.8.2.

1.2.8. Planning and Placement Team Recommendation

If information needs to be amended in this section, please see section 1.1.9.

1.2.9. Create Prior Written Notice and Amended IEP

If information needs to be amended in this section, please see section 1.1.10.

1.2.9.1. Create Prior Written Notice

If information needs to be amended in this section, please see section 1.1.10.1.

1.2.9.2. Create IEP

If information needs to be amended in this section, please see section 1.1.10.3.

2. Progress Reporting

Progress Reports are used to capture the results of goals and objectives laid out in the IEP Process. They can be created either through the Create/View Documents or through the Wizards. Please note that a Progress Report can only be created for a student who has a finalized active IEP that was written in CT-SEDS.

2.1. Creating Progress Reports from Create/View Documents

In order to create a Progress Report from the Create/View Documents tab, the user will go to that tab and select Progress Report and create a draft or final depending on their needs.

The next page that will open requires the user to select the reporting period that the progress report should display from a drop-down. Then, the user can click the green **SAVE** button or the green **CREATE**

DRAFT or **CREATE FINAL** button (depending on the selection made in the last page for Create Draft or Create Final).

The following information is required before you can create this Final Document

Progress Report

School Year: 2021-2022

Reporting Period:

Figure 102: Progress Report

The page will open where all the goals, status, score types, current, target, measurement types that can be modified by the user. Finally, the user can select the Create Draft Progress Report or Create Final Progress Report based on the choice made in the original page in the Create/View Documents tab.

DEMOGRAPHICS REFERRAL AND EVALUATIONS IEP PROCESS SP PROCESS 504 PROCESS CREATE/VIEW DOCUMENTS ADMIN

Deanna D Washington (2021-2022 - Reporting Period 3)

Deanna D Washington (2021-2022 - Reporting Period 3) - CT849230641 | 11/18/2014

Progress Report

Annual Goal: Given Test Test, Deanna will Test Test , Test Test

Status:

Last Updated By: Adam Administrator
Last Updated On: 04/08/2022 10:38:00

Describe the qualitative and/or quantitative data utilized to justify the goal status: (for Progress Report)

Objective	Status	Describe the qualitative and/or quantitative data utilized to justify the objective status	Score Type	Current	Target	Measurement Type	Last Updated By / Last Updated On
Given Test Test Deanna D Washington will Test Test Test Test by 05/28/2021	<input type="text" value="Satisfactory Progress"/>		<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	Trials, WPM etc.	Adam Administrator 04/08/2022 10:38:00

Figure 103: Progress Report

The Draft or Final document created will be saved on the Create/View Documents page.

Documents created for Deanna D Washington

Doc ID	Date Generated	Generated By	Document	Batch	Status	Req Sig?	Signatures	Attestations
13338	05/15/2022	Samantha Testani	Progress Report	PDF	<input type="checkbox"/>	(Draft)		

Figure 104: Progress Report

2.2. Creating Progress Reports from Wizards

To create a Progress Report from the Wizards, the student must have an active finalized IEP written in CT-SEDS. Select Tools from the Main Menu bar and then select Wizards. A pop-up panel will appear of the Wizards and the user should select the Progress Report Wizard.

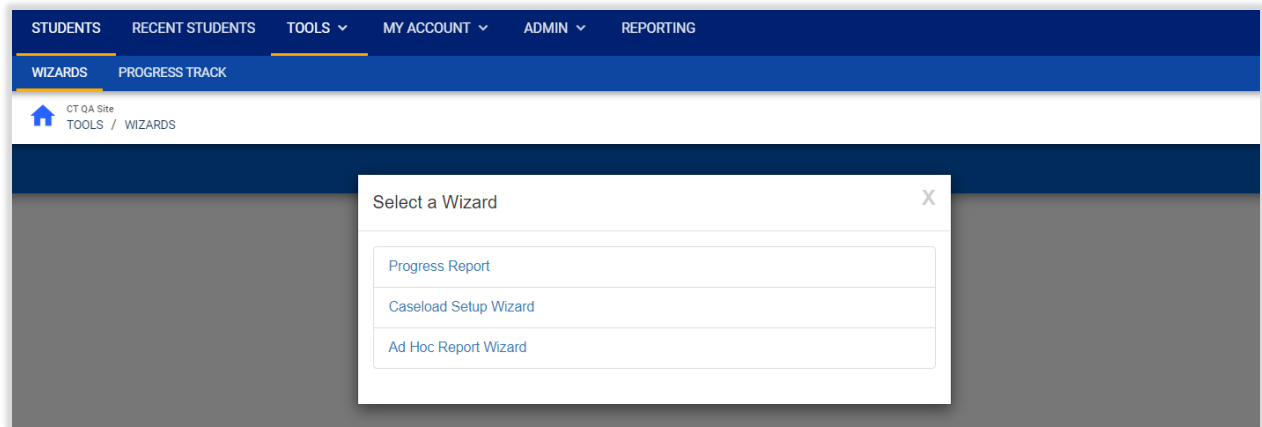


Figure 105: Progress Report Wizard

After choosing the Progress Report Wizard, the Reporting Period must be selected. The student(s) that the progress report(s) will be created for much be selected from the names at the bottom of the page. There is an option to pull multiple progress reports for various students by clicking the green **CHECK ALL** button or the user can click the **CHECK NONE** button to clear out all checkboxes. After selecting students click the green **CONTINUE** button to move forward.

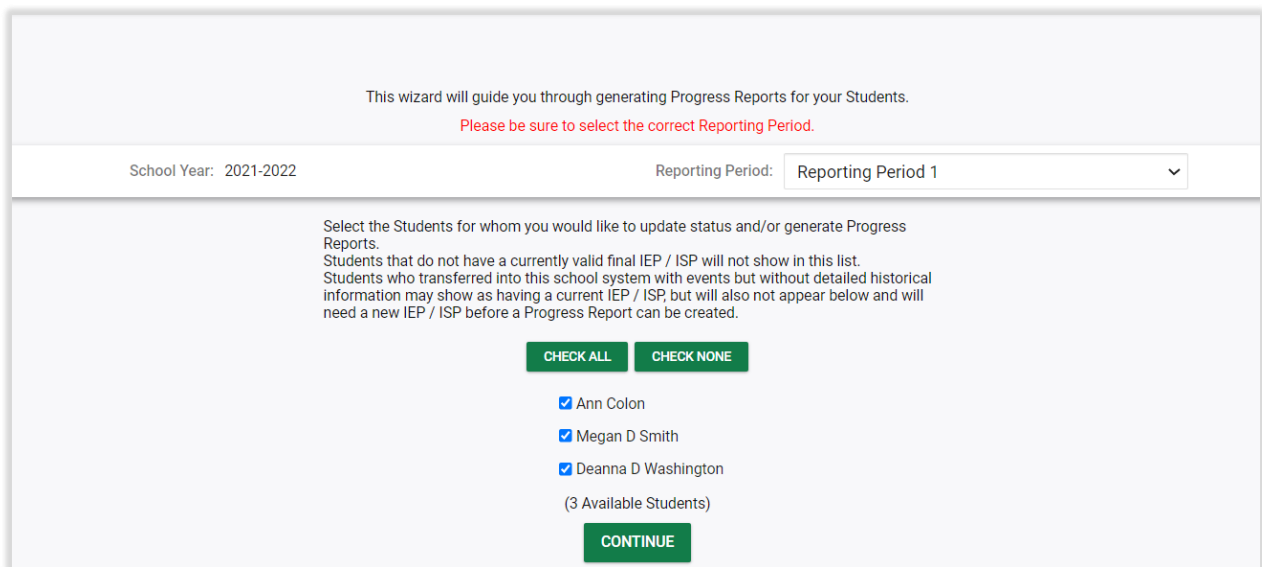


Figure 106: Select Students

Note: If the student does not have a finalized IEP with goals written in CT-SEDS, the student will not appear on the list.

After clicking continue, the same progress report page as seen in Section 2.1 will open. If multiple students are selected the green **SKIP THIS STUDENT** button will be available to bypass this report to go to another student’s progress report. The same fields will be required for this progress report as seen earlier in the manual.

WIZARDS PROGRESS TRACK

CT OA Site TOOLS / WIZARDS Deanna D Washington (2021-2022 - Reporting Period 1)

Progress Report Deanna D Washington (2021-2022 - Reporting Period 1) (Student 3 of 3)

SKIP THIS STUDENT

Annual Goal: Given Test Test, Deanna will Test Test , Test Test Last Updated By: Adam Administrator

Status: Satisfactory Progress Last Updated On: 04/08/2022 10:38:00

Describe the qualitative and/or quantitative data utilized to justify the goal status: (for Progress Report)

Objective	Status	Describe the qualitative and/or quantitative data utilized to justify the objective status	Score Type	Current	Target	Measurement Type	Last Updated By / Last Updated On
Given Test Test Deanna D Washington will Test Test by 05/28/2021	Satisfactory Progress					Trials, WPM etc.	Samantha Testani 05/15/2022 21:57:00

Figure 107: Progress Report

The green buttons at the bottom of the page allow the user a variety of options. The user can click **JUST UPDATE THE DATABASE**, which will save the information entered and allow the user to remain on the page. If the user clicks **UPDATE AND MOVE TO THE NEXT STUDENT**, the information entered will be saved and the user will move to the next student’s progress report without creating a draft or final document. If the user clicks **CREATE DRAFT PROGRESS REPORT AND MOVE TO NEXT STUDENT**, a draft document will be created and saved on the student’s Create/View Documents page and the user will move to the next student. If the user clicks **CREATE FINAL PROGRESS REPORT AND MOVE TO NEXT STUDENT**, the final progress report will be created and saved on the student’s Create/View Documents page and the user will move to the next student.

JUST UPDATE THE DATABASE

UPDATE AND MOVE TO NEXT STUDENT

Include a Spanish version of the document

CREATE DRAFT PROGRESS REPORT AND MOVE TO NEXT STUDENT

CREATE FINAL PROGRESS REPORT AND MOVE TO NEXT STUDENT

Figure 108: Progress Report Options