

CONNECTICUT STATE DEPARTMENT OF EDUCATION

CT-SEDS IEP Preview Series May 2, 2022

Session recorded



CONNECTICUT STATE DEPARTMENT OF EDUCATION

SESSION 8: Service Delivery Grid, Indirect Services, and Transportation

Welcome and Introductions

Bryan Klimkiewicz, Special Education Division Director

<u>New IEP/CT-SEDS</u> (posted sessions)

Michael Tavernier, Education Consultant Bureau of Special Education



Learning Targets

- Understand the interrelation of goals/objectives and special education and related services.
- Understand the Indirect Services component within the new IEP.
- Understand the new IEP components related to Transportation.
- Preview of how CT-SEDS supports the documentation of Direct and Indirect Services.



Ask Questions

Throughout the presentation add questions to the Q&A Panel



WHY

- 1. To support and assist educators in the transition from their current IEP system/process.
- 2. To support and assist educators for the Go-Live launch of CT-SEDS on July 1, 2022.
- 3. To provide an opportunity for you to share your questions related to documenting services in the new IEP.



Documenting Services in the Current IEP

	Last Na	ame, First N	lame		MM/dd/yyyy	SERVICES, AND REC				mm/dd/yyyy
Special Edu	cation Services	Goal(s) #	Frequency	Responsible Staff	Service Implementer	Start Date (mm/dd/yyyy)	End Date (mm/dd/yyyy)	Site*	Delivery (e.g. smal	of Instructional Service I group, team taught es, etc.)
							_			
Related Ser	vices									
Instructional	Site:	1. Regula	r Classroom	2. Resource/Rela Room	ted Service	3. Self-Contained Classroom	4. Com Based	munity-	5. Other:	
Description of General Edu	f participation in									
Note: Each tem #1-13	1. Assistive Technology:	1	Not Required	Required: Se	e Pg. 8	5	Length of School I	Day:	(Specify)	
nust nclude a	2. Applied (Voc.	.) Ed:	Regular	Special (spec	ify)	□ N/A 6	Number of Days/W	leek:	(Specify)	
response	3. Physical Edu	cation:	Regular 🗌	Special (spec	ify)	N/A 7	Length of School	Year:	(Specify)	
	4. Transportatio	on:	Regular 🗌	Special (spec	ify)	□ N/A				
3. Total Sch	ool Hours/Week:	(Specify)	9. Spec	cial Education Hou	rs/Week: (Specify)		Hours per week the disabilities (time w		t <u>will spend</u> with childrer disabled peers):	n/students who do not
1. Since th	e last Annual Rev	view, has th	ne student par	ticipated in school	sponsored extrac	urricular activities w	ith non-disabled pe	ers?	Yes No	
	d School Year Se		Not Requi	red 🗌 Req	uired: See service	delivery grid above services to be provi	or an		equired: Continue to imp	lement current IEP
13.a) The e	xtent, if any, to whi	ich the stud	lent <u>will not</u> pa	rticipate in regular	classes and in extra	acurricular and other	nonacademic activiti	es, inclu	ding lunch, recess, transp	ortation, etc., with
studer	nts who do not have	e disabilities	5:							
									ot Applicable: Student will	
				the school, classroo e regular education (or nonacademic activit	es, (e.g., lunch, rece		portation, etc.) that s/he w applicable: Student will p	
The IEP	requires removal of	f the studen	t from the regu	lar education enviro	nment because: (pr	ovide a detailed expla	nation – use addition	al pages	if necessary)	
						be removed from the the LRE provisions o			nt for <u>60% or more</u> of the t es Education Act.	ime. It is <u>recommended</u>
	620, Revised February 2	000		IN	DIVIDUALIZED EDUC	TOTAL BROOM AND				

Special Education and Related Services – New IEP

Special Education and Related Services

SPECIAL EDUCATION SERVICES

Service	Goal ID	Frequency	Duration	Responsible Staff	Service Implementer	Start Date	End Date	Site	Instructional Service Delivery
Pre- Academic Skills	1	4 per week	120 Minutes	Early Childhood Instructor	Early Childhood Instructor	11/16/2021	11/15/2022	1b	
Reading	2	4 per week	60 Minutes	Reading Teacher	Reading Teacher	11/16/2021	11/15/2022	2a	

RELATED SERVICES

Service	Goal ID	Frequency	Duration	Responsible Staff	Service Implementer	Start Date	End Date	Site	Instructional Service Delivery
Language/ Communication Group	3	1 per Every 2 Weeks	60 Minutes	Speech-language Pathologist	Speech-language Pathologist	11/16/2021	11/15/2022	2c	

*Instructional Site Codes:

- 1a. General Education Setting 50% or more non-disabled peers
- 1b. General Education Setting less than 50% non-disabled peers
- 2a. Resource Setting
- 2b. Separate Setting/Program
- 2c. Related Service Setting
- 3a. Community-Based Setting 50% or more non-disabled peers
- 3b. Community-Based Setting less than 50% non-disabled peers



Transportation

Does the Student require special transportation as a related service?



Special Transportation will be provided with the following:

Specialized Equipment

Car Seat

Vehicle Requirements

Small Van



Supports for School Personnel – Current IEP

udent:Last Name, I	First Name DOB:	District:	Meeting Date:	mm/dd/yyyy
Program Accommodation	s and Modifications - INCLUDING NONACADEM	MIC AND EXTRACURRICULAR ACTIVIT	IES/COLLABORATION/SUPPORT FOR	SCHOOL PERSONNEL
ccommodations and Modifi	ications to be provided to enable the ch	hild:		Sites/Activities Where
-	To advance appropriately toward attaining his/he To be involved in and make progress in the gene To participate in extracurricular and other non-ac	eral education curriculum; cademic activities, and	F	Required and Duratio
	To be educated and participate with other childre			
CCOMMODIATIONS MAY INCLUC Materials/Books/Equipment:	de Assistive Technology Devices and S	bervices		
Tests/Quizzes/Assessments:				
Grading:				
Organization:				
Environment:				
Behavioral Interventions and Support:				
Instructional Strategies:				
Other:				
	d supports for personnel to implement this IEP, incl ports Required for School Personnel to Implen		en they are to be provided (frequency) and	for how long (duration)



ED620, Revised February 2009

INDIVIDUALIZED EDUCATION PROGRAM

CONNECTICUT STATE DEPARTMENT OF EDUCATION

8

Indirect Services

Are supports required for school personnel to implement this IEP?

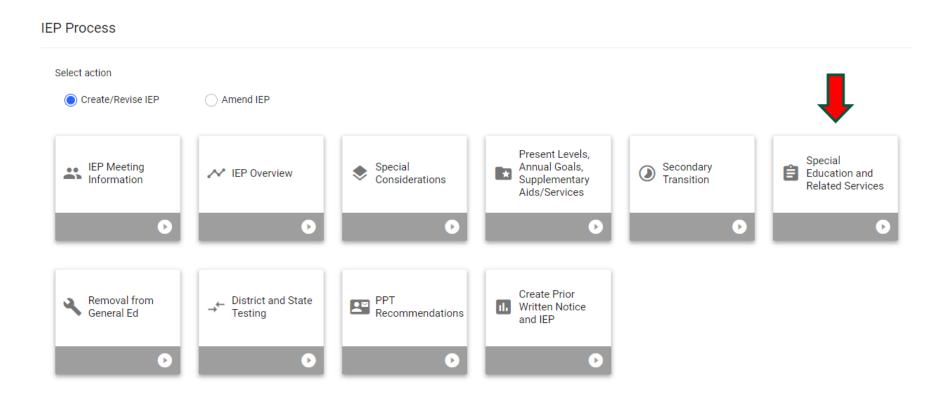
✓ Yes □ No

Supports required for school personnel to implement this IEP Include:

Service	Goal ID	Frequency	Duration	Responsible Staff	Start Date	End Date
Consultation		1 x per month	30 Minutes	Occupational Therapist	04/25/2022	11/15/2022

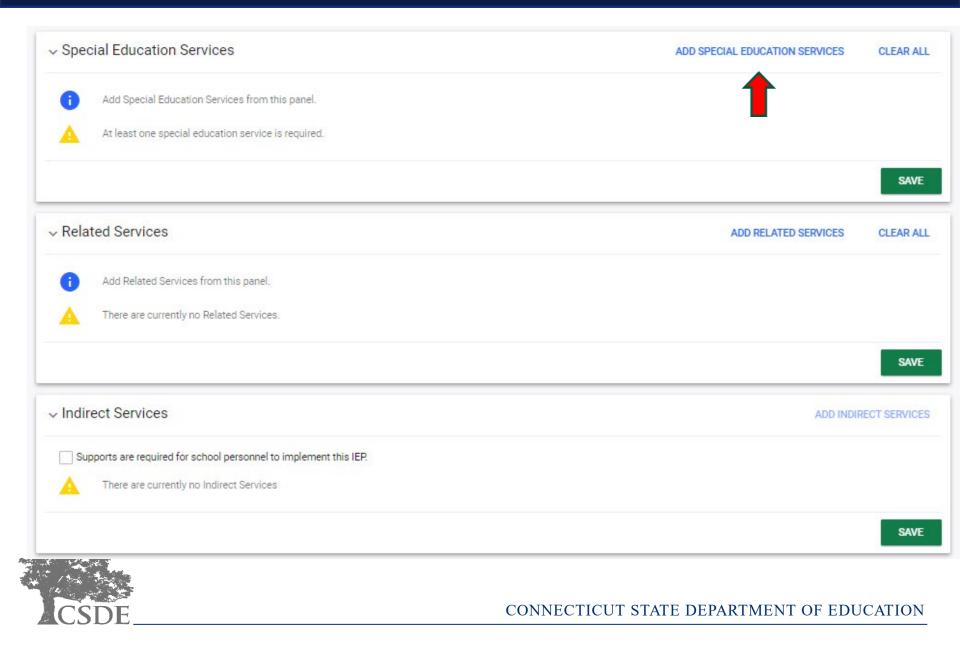


CT-SEDS INTERFACE: Special Education and Related Services





CT-SEDS INTERFACE: Adding Services



		on Service			
() c	complete the deta	ails for the service to add th	e service to the student's IEP.		
Service		~			
(Required)					
Custon	n Service				
Associa	te to Goal(s)			
Associat	te Goal Area	Goal	فيتنقف والمعالية والمعالمة والمعالمة والمعالية والمعالية والمعالية والمعالية والمعالية والمعالية والمعالية والم		
	Mathematics	Given a number line, Rand measured by performanc	ly will accurately add and subtract e on weekly assessments	positive and negative integers	s,as
	Behavior	Given counseling session	s and positive reinforcement, Rand		s to
	Communicatio	Given a picture exchange	s , as measured by weekly data coll system, Randy will Inform others w /ironment , in 4 out of 5 opportuniti	hen he is ill, not feeling well, o	or in
Duration		Unit of Time	Froguescy	y Por	
Duration (Required)		Unit of Time minutes	Frequency (Required)	X Per	~
Duration (Required) Responsil (Required)	ble Staff		Frequency (Required)	X Per (Required)	~
(Required) Responsil (Required)	ble Staff nplementer				~

Add Special Education Service

A

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

Daily Living Skills Executive Functioning Functional Skills Language/Communication Mathematics Pre-Academic Skills Social Skills Social Skills Social/Emotional Development Structured Literacy		
Social Skills Social/Emotional Development	s and positive reinforcement, Randy will utilize coping strategies to s , as measured by weekly data collection system, Randy will Inform others when he is ill, not feeling well, or in	
	Frequency x Per 🗸	
Study Skills (Required) (Required) Transition Services Writing		-



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Х

Add Special Education Service

i) Com	plete the detail	s for the service to add th	e service to the student's IEP.		
ervice					
athematics	3	~			
Custom Se	ervice				
ssociate	to Goal(s)				
Associate G	Goal Area	Goal			
100001010				1.1 1 .1 1.	
			ly will accurately add and subtract e on weekly assessments	positive and negative intege	ers, as
M	ehavior	measured by performance Given counseling session reduce negative behaviors	e on weekly assessments s and positive reinforcement, Rand s , as measured by weekly data coll	ly will utilize coping strategi lection	es to
<mark>У</mark> М	ehavior	measured by performance Given counseling session reduce negative behaviors Given a picture exchange	e on weekly assessments s and positive reinforcement, Rand	y will utilize coping strategi lection /hen he is ill, not feeling wel	es to
<mark>У</mark> М	ehavior	measured by performance Given counseling session reduce negative behaviors Given a picture exchange	e on weekly assessments s and positive reinforcement, Rand s , as measured by weekly data coll system, Randy will Inform others w	y will utilize coping strategi lection /hen he is ill, not feeling wel	es to
M B C C uration	ehavior	measured by performance Given counseling session reduce negative behaviors Given a picture exchange pain within the school env	e on weekly assessments s and positive reinforcement, Rand s, as measured by weekly data coll system, Randy will Inform others w vironment, in 4 out of 5 opportuniti	y will utilize coping strategi lection /hen he is ill, not feeling wel es. <u>x Per</u>	es to
M B C C uration	ehavior	measured by performance Given counseling session reduce negative behaviors Given a picture exchange pain within the school env Unit of Time	e on weekly assessments s and positive reinforcement, Rand s , as measured by weekly data coll system, Randy will Inform others w vironment , in 4 out of 5 opportuniti	y will utilize coping strategi lection /hen he is ill, not feeling wel es.	es to
<mark>У</mark> М	ehavior communication	measured by performance Given counseling session reduce negative behaviors Given a picture exchange pain within the school env Unit of Time	e on weekly assessments s and positive reinforcement, Rand s, as measured by weekly data coll system, Randy will Inform others w vironment, in 4 out of 5 opportuniti	y will utilize coping strategi lection /hen he is ill, not feeling wel es. <u>x Per</u>	es to
M B C Uration equired) esponsible	ehavior communication	measured by performance Given counseling session reduce negative behaviors Given a picture exchange pain within the school env Unit of Time	e on weekly assessments s and positive reinforcement, Rand s, as measured by weekly data coll system, Randy will Inform others w vironment, in 4 out of 5 opportuniti	y will utilize coping strategi lection /hen he is ill, not feeling wel es. <u>x Per</u>	es to
M B C C uration equired)	ehavior communication	measured by performance Given counseling session reduce negative behaviors Given a picture exchange pain within the school env Unit of Time	e on weekly assessments s and positive reinforcement, Rand s, as measured by weekly data coll system, Randy will Inform others w vironment, in 4 out of 5 opportuniti	y will utilize coping strategi lection /hen he is ill, not feeling wel es. <u>x Per</u>	es to

CONNECTICUT STATE DEPARTMENT OF EDUCATION

 \times

	ate to Goal(s	5)				
Associa	te Goal Area	Goal				
~	Mathematics			accurately add and subtrac eekly assessments	ct positive and negative integer	s,as
	Behavior	Given counse	eling sessions and		ndy will utilize coping strategies ollection	s to
	Communicatio	Given a pictu pain within th	re exchange syster ne school environm	n, Randy will Inform others ent , in 4 out of 5 opportun	when he is ill, not feeling well, ities.	or in
Duration 45		Unit of Tim minutes		Frequency 5	× Per week	
ŧJ)		Week	
Special E	ducation Teach	ner/Pa 🗸	End Date	_		
Special E	ducation Teach	ner/Pa 🗸	End Date 11/16/2022	<u> </u>		
Special E Begin Date 11/17/20	ducation Teach	ner/Pa 🗸		ervice Delivery		
Special E Begin Date 11/17/20 Instructional	ducation Teach		11/16/2022 Instructional S			•
Special E Begin Date 11/17/20 Instructional General E	iducation Teach		11/16/2022 Instructional Sore non-disabled	peers		•
Special E Begin Date 11/17/20 Instructional General E General E	ducation Teach		11/16/2022 Instructional S	peers	THER SERVICE CLOSE	SAVE
Special E Begin Date 11/17/20 Instructional General E General E Resource	iducation Teach 121 I Site Education Settin Education Settin e Setting	mg 50% or mo ng Less than	11/16/2022 Instructional Sore non-disabled	peers	THER SERVICE CLOSE	SAVE
Begin Date 11/17/20 Instructional General E Resource Separate Related S	ducation Teach 21 Site Education Settin Education Setting Setting Setting/Progra Service Setting	mg 50% or mo ng Less than am	11/16/2022 Instructional Sover non-disabled 50% non-disable	peers d peers /E AND ADD AND	THER SERVICE CLOSE	SAVE
Special E Begin Date 11/17/20 Instructional General E Resource Separate Related S Commun	ducation Teach 21 Site Education Settin Education Setting Setting/Progra Service Setting Nity-Based Settin	mg 50% or mo ng Less than am ng 50% or mo	11/16/2022 Instructional Sore non-disabled	peers d peers /E AND ADD AND peers Responsible		SAVE Service Implementer General Educatio



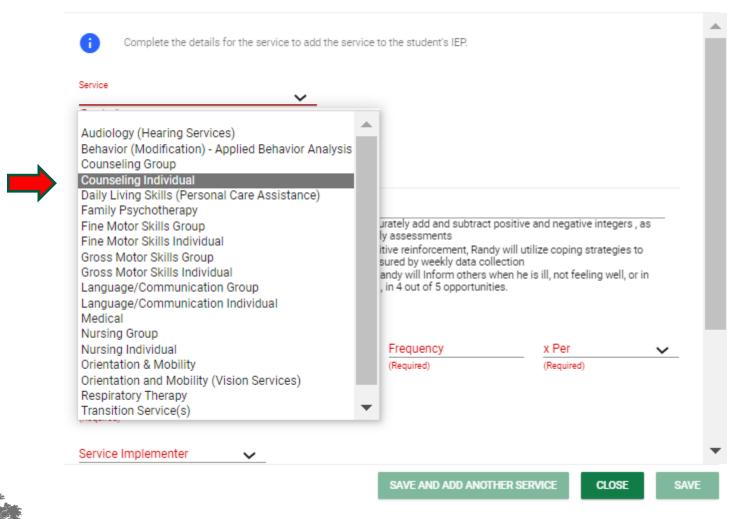


dd Related Service				×
i Complete the detai	ls for the service to add th	he service to the student's IEP.		
Service	~			
(Required)				
Custom Service				
Associate to Goal(s))			
Associate Goal Area	Goal Civen a number line. Ban	dy will accurately add and subtract	positive and posstive integ	
Mathematics	measured by performance	ce on weekly assessments	positive and negative integ	ers, as
Behavior	Given counseling session	ns and positive reinforcement, Rand rs , as measured by weekly data col	ly will utilize coping strategi lection	ies to
Communication	Given a picture exchange	e system, Randy will Inform others v wironment , in 4 out of 5 opportunit	vhen he is ill, not feeling we	ll, or in
Duration	Unit of Time minutes	Frequency	x Per	~
(Required)		(Required)	(Required)	
Responsible Staff	~			
(Required)				
Service Implementer	~			



Add Related Service

×.	1	
	C .	
1	~	



Add Related Service

i Cor	mplete the detai	ls for the service to a	dd the service to the student's IEP.		^
Service Counseling	Individual	~	_		
Custom	Service				
Associate	e to Goal(s))			
Associate	Goal Area	Goal			
	Mathematics		Randy will accurately add and subtract p nance on weekly assessments	oositive and negative intege	rs,as
~	Behavior	Given counseling se	ssions and positive reinforcement, Randy aviors , as measured by weekly data colle	y will utilize coping strategie	es to
	Communication	Given a picture exch	ange system, Randy will Inform others w ol environment , in 4 out of 5 opportunitie	hen he is ill, not feeling well	, or in
Duration		Unit of Time minutes	Frequency	x Per	~
(Required)			(Required)	(Required)	
Responsibl	e Staff	~			
(Required)					
Service Imp	lementer	~			-
			SAVE AND ADD ANOTH	HER SERVICE CLOS	E SAVE



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Х

Add Related Service					×
Associate Goal Area Mathematics Behavior Communication	measured by perfor Given counseling se reduce negative bel Given a picture exch	mance on weekly asses essions and positive reir naviors , as measured by	ssments nforcement, Randy will u y weekly data collection ill Inform others when he	e and negative integers , as utilize coping strategies to e is ill, not feeling well, or in	•
Duration 30 Responsible Staff School Psychologist	Unit of Time minutes	Freque 1	incy	x Per week	
Service Implementer School Psychologist	~				
Begin Date 11/17/2021	End 0 11/	^{Date} 16/2022	Ē		
Instructional Site General Education Settin General Education Settin Resource Setting	ig 50% or more no			ated service. Do not count in	•
Separate Setting/Progra Related Service Setting Community-Based Settir Community-Based Settir	ng 50% or more no	n-disabled peers	AND ADD ANOTHER SE	ERVICE	SAVE



Add Related Service

	Goal Area Mathematics	Given a num	Goal Given a number line, Randy will accurately add and subtract positive and negative integers , as measured by performance on weekly assessments				
~	Behavior	Given counse	Given counseling sessions and positive reinforcement, Randy will utilize coping strategies to reduce negative behaviors , as measured by weekly data collection				
	Communicatio	, Given a pictu	re exchange syster		others when	he is ill, not feeling we	ell, or in
Juration		Unit of Tin	ne	Frequency		x Per	
30		minutes	1	1		week	~
Service Impler	ychologist	* *					
Begin Date 11/17/202	:1	Ē	End Date 11/16/2022		Ē		
nstruction	al Site	~	Instructional S	ervice Delivery			
Required)						ulated and in D	
	calculation.	that is provide	a concurrently with	a special education	n or another r	elated service. Do not	count in



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Х

CT-SEDS INTERFACE: Add Indirect Service





CT-SEDS INTERFACE: Add Indirect Service

Add Indirect Service \times Select the indirect service and indicate relevant details. Indirect Services are provided to the adult(s) who are working with the student; support the implementation of the IEP; and are necessary in order for the student to make meaningful progress toward IEP goals and objectives. Most commonly, indirect services include: specific staff training, classroom-level support, consultation, collaboration, and specific parent training. Type Indirect Service Indirect Service (Required) Associate to Goal(s) Goal Area Goal Associate Unit of Time Duration minutes x Per Frequency V (Required) (Required) (Required) **Responsible Staff** × (Required) SAVE AND ADD ANOTHER SERVICE CLOSE

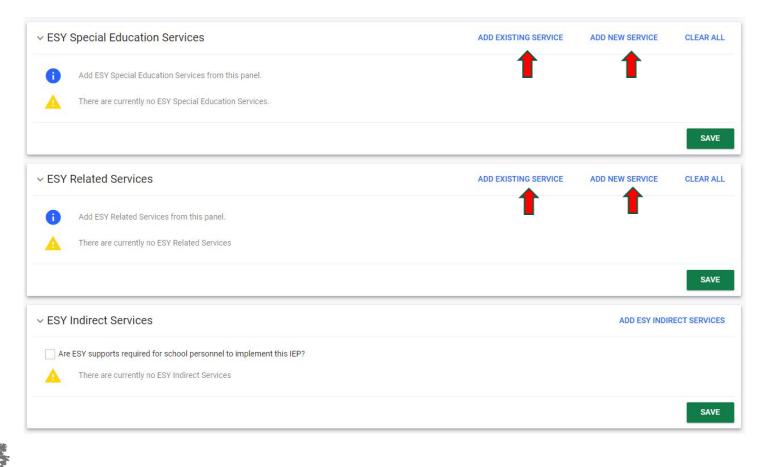


Service	Goal ID	Frequency	Duration	Responsible Staff	Start Date	End Date
Consultation		1 x per month	30 Minutes	Occupational Therapist	04/25/2022	11/15/2022

CT-SEDS INTERFACE: Extended School Year (ESY) Services

~ ESY

Extended school year (ESY) services are required for the student to receive FAPE.



CT-SEDS INTERFACE: Transportation

∽ Tran	nsportation	
•	Transportation is a related service if it is required to assist a student with a disability to benefit from special education.	
Does	the Student require special transportation as a related service?	
	No - Regular Transportation	
	Yes - Special Transportation will be provided with the following	
~		
	s	AVE

No - Regular Transportation	
✓ Yes - Special Transportation will be provided with the following	
Supports	
Specialized Equipment	
Vehicle Requirements	



Summary

- Special education services and related services information in the new IEP is very similar to the Page 11 services grid information we have now.
- ESY services will be documented separately.
- The Indirect Services section will be used to document supports for school personnel that are currently recorded on the bottom of Page 8.
- The Transportation panel allows the user the record the type of transportation the student will receive with a place to record details for special transportation.









CONNECTICUT STATE DEPARTMENT OF EDUCATION

Bryan Klimkiewicz Special Education Div. Dir. Bryan.Klimkiewicz@ct.gov Robb Geier Senior Consultant PCG <u>CT-SEDS@pcgus.com</u>

Michael Tavernier BSE Education Consultant <u>Michael.Tavernier@ct.gov</u>