



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**

[New IEP/CT-SEDS](#) (posted sessions)

**Michael Tavernier, Education Consultant
Bureau of Special Education**



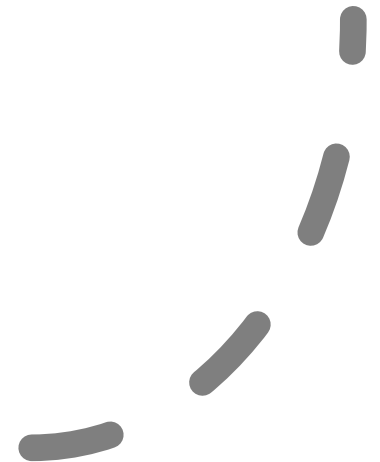
Learning Targets

- 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.



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



Supports for School Personnel – Current IEP

Transportation

Does the Student require special transportation as a related service?

Yes No

Special Transportation will be provided with the following:

Specialized Equipment

Car Seat

Vehicle Requirements

Small Van



Supports for School Personnel – Current IEP

Student: _____ Last Name, First Name
 DOB: _____ mm/dd/yyyy
 District: _____
 Meeting Date: _____ mm/dd/yyyy

Program Accommodations and Modifications - INCLUDING NONACADEMIC AND EXTRACURRICULAR ACTIVITIES/COLLABORATION/SUPPORT FOR SCHOOL PERSONNEL

Accommodations and Modifications to be provided to enable the child: <ul style="list-style-type: none"> - To advance appropriately toward attaining his/her annual goals; - To be involved in and make progress in the general education curriculum; - To participate in extracurricular and other non-academic activities, and - To be educated and participate with other children with and without disabilities. Accommodations may include Assistive Technology Devices and Services	Sites/Activities Where Required and Duration
Materials/Books/Equipment: _____ _____	
Tests/Quizzes/Assessments: _____ _____	
Grading: _____ _____	
Organization: _____ _____	
Environment: _____ _____	
Behavioral Interventions and Support: _____ _____	
Instructional Strategies: _____ _____	
Other: _____ _____	

Note: When specifying required supports for personnel to implement this IEP, include the specific supports required, how often they are to be provided (frequency) and for how long (duration)

Frequency and Duration of Supports Required for School Personnel to Implement this IEP include: _____



Indirect Services – New IEP

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











IEP Process

Select action

Create/Revise IEP

Amend IEP



 IEP Meeting Information	 IEP Overview	 Special Considerations	 Present Levels, Annual Goals, Supplementary Aids/Services	 Secondary Transition	 Special Education and Related Services
 Removal from General Ed	 District and State Testing	 PPT Recommendations	 Create Prior Written Notice and IEP		




CT-SEDS INTERFACE: Adding Services

Special Education Services

[ADD SPECIAL EDUCATION SERVICES](#)

[CLEAR ALL](#)

 Add Special Education Services from this panel.

 At least one special education service is required.



SAVE

Related Services

[ADD RELATED SERVICES](#)

[CLEAR ALL](#)

 Add Related Services from this panel.

 There are currently no Related Services.

SAVE

Indirect Services

[ADD INDIRECT SERVICES](#)

Supports are required for school personnel to implement this IEP.

 There are currently no Indirect Services

SAVE



CT-SEDS INTERFACE: Add Special Education Service

Add Special Education Service ✕

i 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"/>	Mathematics	Given a number line, Randy will accurately add and subtract positive and negative integers , as measured by performance on weekly assessments
<input type="checkbox"/>	Behavior	Given counseling sessions and positive reinforcement, Randy will utilize coping strategies to reduce negative behaviors , as measured by weekly data collection
<input type="checkbox"/>	Communication	Given a picture exchange system, Randy will inform others when he is ill, not feeling well, or in pain within the school environment , in 4 out of 5 opportunities.

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

Responsible Staff ▼
(Required)

Service Implementer ▼

SAVE AND ADD ANOTHER SERVICE **CLOSE** **SAVE**



CT-SEDS INTERFACE: Add Special Education Service

Add Special Education Service

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

Service

- Academic Skills
- Adaptive PE
- Behavior
- Behavior Modification (ABA)
- Braille Instruction
- Daily Living Skills
- Executive Functioning
- Functional Skills
- Language/Communication
- Mathematics
- Pre-Academic Skills
- Reading
- Social Skills
- Social/Emotional Development
- Structured Literacy
- Study Skills
- Transition Services
- Writing

(Required)

Service Implementer

Randy will accurately add and subtract positive and negative integers , as
lance on weekly assessments
sions and positive reinforcement, Randy will utilize coping strategies to
viors , as measured by weekly data collection
nge system, Randy will Inform others when he is ill, not feeling well, or in
l environment , in 4 out of 5 opportunities.

Frequency **x Per**

(Required) (Required)

SAVE AND ADD ANOTHER SERVICE CLOSE SAVE



CT-SEDS INTERFACE: Add Special Education Service

Add Special Education Service



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



Service
Mathematics

Custom Service

Associate to Goal(s)



Associate	Goal Area	Goal
<input checked="" type="checkbox"/>	Mathematics	Given a number line, Randy will accurately add and subtract positive and negative integers , as measured by performance on weekly assessments
<input type="checkbox"/>	Behavior	Given counseling sessions and positive reinforcement, Randy will utilize coping strategies to reduce negative behaviors , as measured by weekly data collection
<input type="checkbox"/>	Communication	Given a picture exchange system, Randy will Inform others when he is ill, not feeling well, or in pain within the school environment , in 4 out of 5 opportunities.

Duration
(Required)

Unit of Time
minutes

Frequency
(Required)

x Per
(Required)

Responsible Staff
(Required)

Service Implementer

SAVE AND ADD ANOTHER SERVICE

CLOSE

SAVE



CT-SEDS INTERFACE: Add Special Education Service

Add Special Education Service



Associate to Goal(s)

Associate	Goal Area	Goal
<input checked="" type="checkbox"/>	Mathematics	Given a number line, Randy will accurately add and subtract positive and negative integers , as measured by performance on weekly assessments
<input type="checkbox"/>	Behavior	Given counseling sessions and positive reinforcement, Randy will utilize coping strategies to reduce negative behaviors , as measured by weekly data collection
<input type="checkbox"/>	Communication	Given a picture exchange system, Randy will Inform others when he is ill, not feeling well, or in pain within the school environment , in 4 out of 5 opportunities.

Duration: 45 Unit of Time: minutes Frequency: 5 x Per: week

Responsible Staff: Special Education Teacher

Service Implementer: Special Education Teacher/Pa

Begin Date: 11/17/2021 End Date: 11/16/2022

Instructional Site: Instructional Service Delivery

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

SAVE AND ADD ANOTHER SERVICE CLOSE SAVE





Responsible Staff: Special Education Teacher Service Implementer: General Education Teacher/Program

CT-SEDS INTERFACE: Add Related Service

Related Services

[ADD RELATED SERVICES](#) [CLEAR ALL](#)

 Add Related Services from this panel.

 There are currently no Related Services.

[SAVE](#)



CT-SEDS INTERFACE: Add Related Service

Add Related Service ✕

i 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"/>	Mathematics	Given a number line, Randy will accurately add and subtract positive and negative integers , as measured by performance on weekly assessments
<input type="checkbox"/>	Behavior	Given counseling sessions and positive reinforcement, Randy will utilize coping strategies to reduce negative behaviors , as measured by weekly data collection
<input type="checkbox"/>	Communication	Given a picture exchange system, Randy will Inform others when he is ill, not feeling well, or in pain within the school environment , in 4 out of 5 opportunities.

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

Responsible Staff ▼
(Required)

Service Implementer ▼

SAVE AND ADD ANOTHER SERVICE **CLOSE** **SAVE**



CT-SEDS INTERFACE: Add Related Service

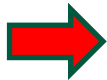
Add Related Service



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

Service

- Audiology (Hearing Services)
- Behavior (Modification) - Applied Behavior Analysis
- Counseling Group
- Counseling Individual**
- Daily Living Skills (Personal Care Assistance)
- Family Psychotherapy
- Fine Motor Skills Group
- Fine Motor Skills Individual
- Gross Motor Skills Group
- Gross Motor Skills Individual
- Language/Communication Group
- Language/Communication Individual
- Medical
- Nursing Group
- Nursing Individual
- Orientation & Mobility
- Orientation and Mobility (Vision Services)
- Respiratory Therapy
- Transition Service(s)



urately add and subtract positive and negative integers , as
ly assessments
itive reinforcement, Randy will utilize coping strategies to
sured by weekly data collection
andy will Inform others when he is ill, not feeling well, or in
, in 4 out of 5 opportunities.

Frequency

(Required)

x Per

(Required)

Service Implementer

SAVE AND ADD ANOTHER SERVICE

CLOSE

SAVE



CT-SEDS INTERFACE: Add Related Service

Add Related Service



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

Service

Counseling Individual



Custom Service

Associate to Goal(s)

Associate	Goal Area	Goal
<input type="checkbox"/>	Mathematics	Given a number line, Randy will accurately add and subtract positive and negative integers , as measured by performance on weekly assessments
<input checked="" type="checkbox"/>	Behavior	Given counseling sessions and positive reinforcement, Randy will utilize coping strategies to reduce negative behaviors , as measured by weekly data collection
<input type="checkbox"/>	Communication	Given a picture exchange system, Randy will Inform others when he is ill, not feeling well, or in pain within the school environment , in 4 out of 5 opportunities.

Duration

(Required)

Unit of Time

minutes

Frequency

(Required)

x Per

(Required)



Responsible Staff

(Required)



Service Implementer



SAVE AND ADD ANOTHER SERVICE

CLOSE

SAVE



CT-SEDS INTERFACE: Add Related Service

Add Related Service

Associate	Goal Area	Goal
<input type="checkbox"/>	Mathematics	Given a number line, Randy will accurately add and subtract positive and negative integers , as measured by performance on weekly assessments
<input checked="" type="checkbox"/>	Behavior	Given counseling sessions and positive reinforcement, Randy will utilize coping strategies to reduce negative behaviors , as measured by weekly data collection
<input type="checkbox"/>	Communication	Given a picture exchange system, Randy will Inform others when he is ill, not feeling well, or in pain within the school environment , in 4 out of 5 opportunities.

Duration: Unit of Time: Frequency: x Per

Responsible Staff:

Service Implementer:

Begin Date: End Date:

Instructional Site:

education or another related service. Do not count in



CT-SEDS INTERFACE: Add Related Service

Add Related Service ✕

Associate	Goal Area	Goal
<input type="checkbox"/>	Mathematics	Given a number line, Randy will accurately add and subtract positive and negative integers , as measured by performance on weekly assessments
<input checked="" type="checkbox"/>	Behavior	Given counseling sessions and positive reinforcement, Randy will utilize coping strategies to reduce negative behaviors , as measured by weekly data collection
<input type="checkbox"/>	Communication	Given a picture exchange system, Randy will Inform others when he is ill, not feeling well, or in pain within the school environment , in 4 out of 5 opportunities.

Duration: Unit of Time: Frequency: x Per

Responsible Staff:

Service Implementer:

Begin Date: End Date:

Instructional Site: Instructional Service Delivery

(Required)

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




CT-SEDS INTERFACE: Add Indirect Service



Indirect Services [ADD INDIRECT SERVICES](#)

Supports are required for school personnel to implement this IEP.

 Click Save before adding indirect services.

Adjust
Goal
Number
Ordering

[SAVE](#)



CT-SEDS INTERFACE: Add Indirect Service

Add Indirect Service



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)

Associate

Goal Area

Goal

Duration

(Required)

Unit of Time

minutes

Frequency

(Required)

x Per

(Required)

Responsible Staff

(Required)

SAVE AND ADD ANOTHER SERVICE

CLOSE

SAVE

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.

▼ ESY Special Education Services

[ADD EXISTING SERVICE](#)

[ADD NEW SERVICE](#)

[CLEAR ALL](#)

 Add ESY Special Education Services from this panel.

 There are currently no ESY Special Education Services.



SAVE

▼ 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

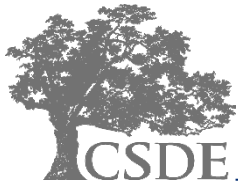
▼ ESY Indirect Services

[ADD ESY INDIRECT SERVICES](#)

Are ESY supports required for school personnel to implement this IEP?

 There are currently no ESY Indirect Services

SAVE



CT-SEDS INTERFACE: Transportation

Transportation

i 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

SAVE



- No - Regular Transportation
- Yes - Special Transportation will be provided with the following

- Supports **i**
- Specialized Equipment **i**
- Vehicle Requirements **i**



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

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