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## Services Plan Manual

#### 1. Services Plan Process

The Services Plan module is used to document services for eligible students who attend private schools in the district. To begin a Services Plan, navigate to the SP Process tab in the blue taskbar at the top of the CT-SEDs page. Two choices will be available: Create/Revise Services Plan or Document No Direct Services for Parentally Placed Private School Student (PPPSS).

Demographics 🗸	REFERRAL AND EVALUATIONS	IEP PROCESS	SP PROCESS	504 PROCESS	CREATE/VIEW DOCUMENTS	ADMIN 🗸	
RECENT STUDENTS	6 / SP PROCESS						Sonia B Jackson
SP Process							
Select action Create/Revi (Required)	se Services Plan		) Document No D	irect Services for S	Student (PPPSS)		

Figure 1: SP Process

# 1.1. Create/Revise Services Plan

In order to create or revise an Individual Services Plan (ISP), the user should select the Create/Revise Services Plan option. This will reveal the SP Process tiles.

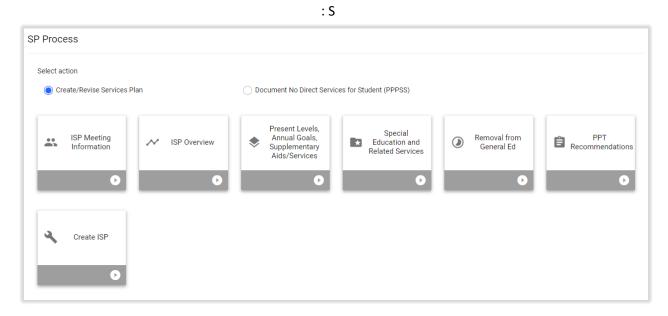


Figure 2: Create/Revise Services Plan Process Tiles



## 1.1.1. ISP Meeting Information

The ISP Meeting Information is the first tile in the Create/Revise Services Plan option of the SP Process. On this page, the user will schedule a new PPT meeting or select an existing meeting and record meeting attendance.

# 1.1.1.1. Scheduling a Meeting (PPT)

In the Scheduling a Meeting Panel, the user can schedule a new PPT meeting or select an already created notice.

~ 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 If the meeting is rescheduled, a new Notice of Planning and Placement Team Meeting should be created.	g document. Click the blue link in this panel to create the document.
A notice has already been created for this PPT Meeting.	
Meeting Information	
Meeting Date	
~ History of meeting dates	
Prior Scheduling Date 1	
No data available in table	
	SAVE

#### Figure 3: Scheduling a Meeting

If the notice has not been created yet, the user can click on the blue link in the upper right corner of the panel **CREATE NOTICE OF PLANNING AND PLACEMENT TEAM MEETING**. This will open a pop-up panel where the notice can be created. Mandatory fields are meeting date, the time of the meeting, the purpose of the meeting (choose from ISP options only), the Individuals Invited, the Procedural Safeguards and the Parent Notice checkbox (only if the student if a legal adult). The green **CLOSE** button will allow the user to leave the panel. The green SAVE button will save all data. The green **CREATE DRAFT** and **CREATE FINAL** buttons will create either a draft version or final version of the Notice of Planning and Placement Team Meeting. When the final document is created, the new meeting date will auto-populate in the Meeting Date field on the previous page.



eate Notice of Planning and Placement Team Meeting						
Complete all of the follo	wing data fiel	ds to create a	Notice of Planning	g and Placement	Team Meeting.	
Scheduling Date 05/19/2022	Ē					
The meeting date will be held on nm/dd/yyyy		at	Hours 🗸	Minutes	AM/PM	Meeting Location or alternate means of meeting Plainfield High School, 105 Putnam Rd, Central Village, CT, 06332
Checking the Student nar	-		ing notice that is	addressed to	the adult stude	nt
The invitation will be add	ressed to th	e following l	Parent/Guardian	I(S)		
Parent/Guardian(s) Courtney Jackson						
The purpose of this meet	tina ie					
The purpose of this meet	ting is					
Initial Evaluation	0					
	0	and consider/	'plan an initial eval	uation		
Initial Evaluation	ial education				gible develop IEP	(or ISP if offered)
Initial Evaluation Review a referral to spec	ial education				jible develop IEP	(or ISP if offered)
Initial Evaluation Review a referral to speci	ial education results and de				gible develop IEP	(or ISP if offered)
Initial Evaluation Review a referral to spece Review initial evaluation IEP Conduct an Annual Review	ial education results and de	etermine eligit	pility for special ed	ucation and if eli		(or ISP if offered)
Initial Evaluation Review a referral to spece Review initial evaluation IEP Conduct an Annual Revie Conduct an Annual Revie	ial education results and de w w and review	etermine eligit	pility for special ed	ucation and if eli		(or ISP if offered)
Initial Evaluation Review a referral to spece Review initial evaluation IEP Conduct an Annual Revie Review or Revise the IEP	ial education results and de w w and review	etermine eligit three-year ree	vility for special ed	ucation and if eliq to determine cont	inued eligibility	(or ISP if offered)
Initial Evaluation Review a referral to spece Review initial evaluation IEP Conduct an Annual Revie Conduct an Annual Revie Review or Revise the IEP Review or Revise the IEP	ial education results and de w w and review	etermine eligit three-year ree	vility for special ed	ucation and if eliq to determine cont	inued eligibility	(or ISP if offered)
Initial Evaluation Review a referral to spece Review initial evaluation IEP Conduct an Annual Revie Conduct an Annual Revie Review or Revise the IEP Review or Revise the IEP ISP	ial education results and de w w and review and review th	etermine eligit three-year ree	vility for special ed	ucation and if eliq to determine cont	inued eligibility	(or ISP if offered)
Initial Evaluation Review a referral to spece Review initial evaluation IEP Conduct an Annual Revie Conduct an Annual Revie Review or Revise the IEP Review or Revise the IEP ISP Conduct an ISP Annual R	ial education results and de w and review and review th review	etermine eligit three-year ree nree-year reevi	ility for special ed evaluation results to aluation results to	ucation and if eli to determine cont determine contin	inued eligibility ued eligibility.	
Initial Evaluation Review a referral to spece Review initial evaluation IEP Conduct an Annual Revie Review or Revise the IEP Review or Revise the IEP ISP Conduct an ISP Annual R Conduct an ISP Annual R	ial education results and de w and review and review th review	etermine eligit three-year ree nree-year reevi	ility for special ed evaluation results to aluation results to	ucation and if eli to determine cont determine contin	inued eligibility ued eligibility.	
Initial Evaluation Review a referral to spece Review initial evaluation IEP Conduct an Annual Revie Review or Revise the IEP Review or Revise the IEP ISP Conduct an ISP Annual R Review or Revise the ISP	ial education results and de w w and review and review th eview eview and rev	etermine eligit three-year ree nree-year reeve view three-yea	vility for special ed evaluation results to aluation results to r reevaluation resu	ucation and if elig to determine cont determine contin	inued eligibility ued eligibility. continued eligibil	
Initial Evaluation Review a referral to spece Review initial evaluation IEP Conduct an Annual Revie Review or Revise the IEP Review or Revise the IEP ISP Conduct an ISP Annual R Review or Revise the ISP Review or Revise the ISP Review or Revise the ISP	ial education results and de w w and review and review th eview eview and rev eview th	etermine eligit three-year reev nree-year reev view three-year	ility for special ed evaluation results t aluation results to r reevaluation resu	ucation and if elig to determine cont determine contin ults to determine determine contin	inued eligibility ued eligibility. continued eligibility. ued eligibility.	ity
Initial Evaluation Review a referral to spece Review initial evaluation IEP Conduct an Annual Revie Review or Revise the IEP Review or Revise the IEP ISP Conduct an ISP Annual R Review or Revise the ISP	ial education results and de w w and review and review th eview eview and rev eview th	etermine eligit three-year reev nree-year reev view three-year	ility for special ed evaluation results t aluation results to r reevaluation resu	ucation and if elig to determine cont determine contin ults to determine determine contin	inued eligibility ued eligibility. continued eligibility. ued eligibility.	ity
Initial Evaluation Review a referral to spece Review initial evaluation IEP Conduct an Annual Revie Review or Revise the IEP Review or Revise the IEP ISP Conduct an ISP Annual R Review or Revise the ISP Review or Revise the ISP Review or Revise the ISP	ial education results and de w w and review and review th eview eview and rev eview th	etermine eligit three-year reev nree-year reev view three-year	ility for special ed evaluation results t aluation results to r reevaluation resu	ucation and if elig to determine cont determine contin ults to determine determine contin	inued eligibility ued eligibility. continued eligibility. ued eligibility.	ity
Initial Evaluation Review a referral to spece Review initial evaluation IEP Conduct an Annual Revie Review or Revise the IEP Review or Revise the IEP ISP Conduct an ISP Annual R Review or Revise the ISP	ial education : results and de w and review and review th eview and review th and review th and review th	etermine eligit three-year reev ree-year reev view three-yea for Parentally	vility for special ed evaluation results to aluation results to r reevaluation resu aluation results to Placed Private Sc	ucation and if elig to determine cont determine contin ults to determine determine contin	inued eligibility ued eligibility. continued eligibility. ued eligibility.	ity
Initial Evaluation Review a referral to spece Review initial evaluation IEP Conduct an Annual Revie Review or Revise the IEP Review or Revise the IEP ISP Conduct an ISP Annual R Conduct an ISP Annual R Review or Revise the ISP Conduct an ISP Annual R Review or Revise the ISP Review Three-year revise	ial education i results and de w w and review and review th eview and review th and review th ation results	etermine eligit three-year reev ree-year reev view three-yea for Parentally	vility for special ed evaluation results to aluation results to r reevaluation resu aluation results to Placed Private Sc	ucation and if elig to determine cont determine contin ults to determine determine contin	inued eligibility ued eligibility. continued eligibility. ued eligibility.	ity

Figure 4: Create Notice of PPT Meeting



Additional Meeting Purpose Information	
i Indicate any additional information that is relevant	for this PPT Meeting.
✓ Individuals Invited	
Sonia B Jackson	
Parent/Guardian(s) Courtney Jackson	
Student's General Education Teacher	
Student will not be participating in the general education	environment
Special Education Teacher or Provider	
Administrator or Designee 🗸 🗸	0
School Psychologist 🗸 🗸	
ADD MORE	
Sender Name Jane Doe	Sender Title Title of User
Sender Phone 999-000-1111	Sender Email emailtest@email.com
Procedural Safeguards	
A copy of the Procedural Safeguards in Special Education	n is enclosed. ss provided to you previously this school year. If you would like another copy of the Procedural Safeguards please contact
Parent Notice	
A copy of this notice has been sent to the parent(s). (This be sent to the student with a copy to the parents.) Include Spanish Translated Document	s is required if rights under IDEA have been transferred to the student at age 18. When rights transfer, meeting notices must
	CLOSE SAVE CREATE DRAFT CREATE FINAL

Figure 5: Create Notice of PPT Meeting

If a PPT notice has already been created for the meeting, check the "A Notice has already been created for this PPT Meeting" checkbox. After selecting the checkbox, the Meeting Date field will turn into a drop-down from which the date can be selected.



∽ 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 Meetin If the meeting is rescheduled, a new Notice of Planning and Placement Team Meeting should be created.	ng document. Click the blue link in this panel to create the document.
✓ A notice has already been created for this PPT Meeting.	
Meeting Information	
Meeting Date	
✓ History of meeting dates	
Prior Scheduling Date 🔨 Prior Meeting Date 🛝	
No data available in table	
	SAVE

Figure 6: Selecting a Previously Scheduled PPT Meeting Notice

## 1.1.1.2. Meeting Attendance

The Meeting Attendance Panel will display the names entered in the Notice of Planning and Placement Meeting and will allow the user to check who attended the PPT meeting. Please note that if choosing an Additional Participant Title from the drop-down provided, the participant's name will need to be entered in the text box for Additional Participant Name. More additional attendees can be entered using the **ADD MORE** button. If the fields are not filled out for additional participants, the checkboxes related to those fields will grey out and not allow them to be checked. When all attendees have been noted, click **SAVE**.

Indicate who attended the meeting. Add any	participants who a	attended the meeting but were not included on the Notice of PPT Meeting.		
ole		Name	Attended ISP Meeting	Included on Invitation
tudent (whenever appropriate)		Sonia B Jackson		Yes
arent/Guardian		Courtney Jackson		Yes
tudent's General Education Teacher		John Nowel		Yes
pecial Education Teacher or Provider		Samantha Testani		Yes
dministrator or Designee		David Hotchman		Yes
dditional Participant Title	~	Additional Participant Name		No
ADD MORE				

Figure 7: Meeting Attendance

# 1.1.1.3. Documents

In the Documents panel, the user can see any documents that were created and add any documents by clicking on the blue link in the upper right corner **ATTACH DOCUMENTATION**. The green **CREATE** 



**DOCUMENT BATCH** button allows the user to combine documents into a pdf file that opens in another tab that can be printed or downloaded.

i View	v documents that have been cr	reated for the student from this pa	ge, and create or attach additional relevant documents.		
)ocID ↑⊥	Date Generated 🗸	Generated By ↑↓	Document 1↓	Status ↑	Include in Batch
13469	05/19/2022	Samantha Testani	Notice of PPT Meeting (Spanish)	Final	
13468	05/19/2022	Samantha Testani	Notice of PPT Meeting	Final	
howing 1 to :	2 of 2 entries				(2 Document
					CREATE DOCUMENT BAT

Figure 8: Documents

## 1.1.1.4. Creating Documents and the Parent Portal

The user generates a variety of documents in SP 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 9: Document Creation Options

#### 1.1.2. ISP Overview

The ISP Overview tile contains the Demographic and Parent panel and the Services Plan Information panel. The Demographic and Parent information populates from information in the Student Demographic and Team pages found in the Demographic drop-down menu.



v Demographic and Parent							
Student Name Sonia B Jackson	DOB 05/02/2005	Age 17	Grade 11	District ID CT849230659	SASID 5738693307		
Gender F	Primary Englist	_anguage 1	School Plainfield High So	chool ( 1096111 )			
Is the student an Engli	sh Learner (EL)?						
🔵 Yes	○ No						
Parent/Guardian(s) Courtney Jackson							
Case Manager Samantha Testani							
					SAVE		

Figure 10: Demographic and Parent Panel

The Services Plan Information panel will have the PPT Meeting Date auto-populated from the previous tile where the Notice of PPT Meeting was selected or created. The ISP Start Date and ISP End Date can be entered by clicking on the calendar icons. The ISP Start Date is the implementation date for this ISP.

∽ Serv	Services Plan Information								
0	The the meeting date and ISP Start and End Date. The ISP Start Date is the implementation date for this ISP.								
ISP	Dates								
	PT Meeting Date 5/19/2022	ISP Start Date 05/20/2022	Ē	ISP End Date 05/19/2023	<b>•••</b>				
						SAVE			

Figure 11: Services Plan Information Panel

# 1.1.3. Present Levels, Annual Goals, Supplementary Aids/Services

This 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. Please select the appropriate sections. Please note that all three checkboxes are optional for this panel but each will open additional fields that must be completed if the checkbox is selected.



#### Figure 12: Present Levels, Goals and Objectives

The Add Parent and/or Student Input checkbox will open a panel with a textbox that must be completed. The user can also add any additional documentation by clicking on the blue link in the upper right corner **ATTACH DOCUMENTATION** which will open the pop-up panel as seen in Section 1.1.1.3. This documentation will populate in the Documents panel below.

~ Parent and/or Student Input	ATTACH DOCUMENTATION
Academic/Pre-Academic/Cognitive Achievement/Functional Performance	
0	
Parent and/or Student Input: Academic/Pre-Academic/Cognitive Achievement/Functional Performance	
	SAVE

Figure 13: Parent and/or Student Input

The Add Present Levels/Goals and Objectives checkbox will open a Goal Areas panel where the user can select the goals needed for the student. For each Goal Area selected, at least one Goal should be added.



Goal Areas			
i Select the area(s) for which g	oals are needed for the student. For each Goa	al Area selected, at least one Goal should be added.	
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 Behavior Needs	rs to Meet		
Other (Functional)			
			SAVE

Figure 14: Goal Areas

Corresponding Academic and Functional Area Panels will also open based on the selections made in the Goal Areas selected. In each one, the user will need to enter the Present Levels of Performance and at least one Annual Goal. After entering this information, the user should click **SAVE** or **SAVE AND ADD ANOTHER GOAL**.

emic Area: Reading
Complete the current level of performance in this goal area, and add goal(s) and objectives.
nary of Current Level of Performance, Strengths, Needs and Impact
esent Level of Performance
/
Enter the Goal statement, Objective and Evaluation Criteria in the recommended format below.
nual Goal:
ven [Condition: Materials, Setting, Accommodations, Assistive Technology], Student Name will [do targeted skill/behavior], to [evaluation criteria: define to hat extent or how well to determine mastery]
SAVE AND ADD ANOTHER GOAL

Figure 15: Academic Area Panel

After adding goals, the user will see additional fields appear to select an Evaluation Method and Add an Objective for each goal. To add an objective, the user should click the blue link in the upper right corner **ADD OBJECTIVE**.



Academic Area: R	eading			
Complete the cu	rrent level of performance in this goal area, and a	add goal(s) and objectives.		
Summary of Currer	nt Level of Performance, Strengths, Ne	eeds and Impact		
Present Level of Perfor Summary of Curr	mance ent Level of Performance, Strengths, Need	s and Impact		
Add Goals & Object	tives nt Level of Performance, Strengths, Ne	eds and Impact	1/	
Evaluation Meth				
0	rd meeting the annual goal will be measured by a	chievement on short-term objectives.		
Other				
✓ Objectives			ADD OBJECTIVE	
Objective #	Objective Statement	Evaluation Schedule	Details Del	
			SAVE AND ADD ANOTHER GOAL SAV	/E

#### Figure 16: Academic Area Panel

This will open a pop-up modal where the Objective, target date and Progress Monitoring Schedule must be selected. Once all fields are entered, the green **SAVE** button and the **SAVE AND ADD ANOTHER OBJECTIVE** button will no longer be greyed out and become available to click. The **CLOSE** button will allow the user to close the pop-up panel without saving. If the **SAVE AND ADD ANOTHER OBJECTIVE** button is chosen, the Objective will be saved and the user will be able to add another. When finished, the user should click SAVE and will be directed back to the Academic or Functional Goals panel. Please note, the user can add additional goals for each Academic/Functional Area listed by clicking the green **SAVE AND ADD ANOTHER GOAL** button.



Add Objectives		×
The fields in this mod	al will make up the objective statement.	
	s, Setting, Accomodations, Assistive Technology], Student Name will skill/behavior in functional	li
(Required)		
by	by mm/dd/yyyy  (Required)	
Progress Monitoring Schedule		
	(Required)	
	SAVE SAVE AND ADD ANOTHER OBJECTIVE	CLOSE

Figure 17: Add Objectives

Another panel, the Additional Data/Assessment Information panel, also appears if the Add Present Levels/Goals and Objectives checkbox was selected. This allows the user to add any additional Academic/Cognitive Achievement and Functional Performance information/data about the student.

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	li
Functional Performance	
Data/Assessment Information: Functional Performance	1
	SAVE

Figure 18: Additional Data/Assessment Information

The Reporting Progress Panel also appears if the Add Present Levels/Goals and Objectives checkbox was selected. This panel allows the user to select when parents will be informed of student progress. The



user can select Consistent with general education grade-level report cards or Other. Please note that if the Other field is selected, a text field will be required.

~ Reporting Progress	
A report of progress toward meeting the Annual Goals and Short Term Objectives included in this ISP will be provided to the parent(s): <ul> <li>© Consistent with general education grade-level report cards</li> <li>Other</li> </ul>	
	SAVE

#### Figure 19: Reporting Progress

If the Add Supplementary Aids and Services checkbox is selected on the panel on the top of the page, the Supplementary Aids and Services: Academic and Cognitive Achievement panel will appear. The user can add any Supplementary Aids and Services clicking the blue link in the upper right corner **ADD SUPPLEMENTARY AIDS/SERVICES**.

Supplementary Aids	and Services: Academic/Co	ognitive Achievement		ADD SUPPLEMENTARY AIDS/SERVICES	0
Add accommodatio	ons, modifications, assistive technology,	and/or adult support from this panel.			
No supplementary	aids or services have been added.				
<ul> <li>Accommodations</li> </ul>					
Category	Supplementary Aid/Service	Area(s)/Location(s)	Details	Del	
<ul> <li>Modifications</li> <li>Category</li> </ul>	Supplementary Aid/Service	Area(s)/Location(s)	Details	Del	
<ul> <li>Assistive Technology</li> </ul>	ogy				
Category	Supplementary Aid/Service	Area(s)/Location(s)	Details	Del	
✓ Adult Support					
Category	Supplementary Aid/Service	Area(s)/Location(s)	Details	Del	
				SA	VE

Figure 20: Supplementary Aids and Services Panel

This will open a pop-up panel where the Type of Aid/Service will be selected from the drop-down list. Once a choice is selected, a related set of Category Checkboxes will appear, and a selection must be made from this list. Then, a Supplementary Aid/Service must be typed in manually and the Area(s)/Location(s) must be chosen. Finally, the Supplementary Aids/Services Already Added feature keeps a list of all Aids/Services added. Once all fields are completed, the greyed out **SAVE** and **SAVE AND ADD ANOTHER AID/SERVICE** will be green and the user will be able to click. If the **SAVE AND ADD ANOTHER AID/SERVICE** is selected, the Service/Aid already added will be captured and the user will be able to add another.



Add Supp	plementary Aid/S	Service			$\times$	
i s	i Select the type of supplementary aid or service and complete the relevant details.					
i R	Reminder: Supplementar	y aids and services should be c	onsidered for use in s	statewide assessments.		
i s	Supplementary Aids and	Services Examples are availabl	e for reference.			
Type Accommo	odations	~				
Category						
O Prese	entation	Student Response	<ul> <li>Environment</li> </ul>	Timing/Scheduling		
🔵 Organ	nization	<ul> <li>Behavioral Interventions and Support</li> </ul>	O Instructional Str	rategies		
(Required)						
Suppleme	entary Aid/Service					
(Required)						
Area(s)/L	.ocation(s)					
Englis	ish/Language Arts	Social Studies		Music		
Vocational Activites All Classes Reading						
Scien	nce	Art		Lunch	•	
		С	OSE SAVE	SAVE AND ADD ANOTHER AID/SER	VICE	

Figure 21: Supplementary Aids and Services

The final panel on the Present Levels, Annual Goals, and Supplementary Aids/Services page is the Documents panel. In the Documents panel, the user can see any documents that were created, as well as add any documents by clicking on the blue link in the upper right corner **ATTACH DOCUMENTATION**. The green **CREATE DOCUMENT BATCH** button allows the user to combine documents into a pdf file that opens in another tab that can be printed or downloaded.

~ Documents	ATTACH DOCUMENTATION
No documents have been generated yet for this student.	
	CREATE DOCUMENT BATCH

Figure 22: Documents



# 1.1.4. Special Education and Related Services

This page is where the user documents the specific special education, related services, indirect services, and/or transportation services that the district will provide to the student. Please note that one special education service or related service is required.

The Special Education Services panel allows the user to click on the blue link in the upper right **ADD SPECIAL EDUCATION SERVICES** to add services. Please note, there is also the option to click **CLEAR ALL** to clear out the services added.

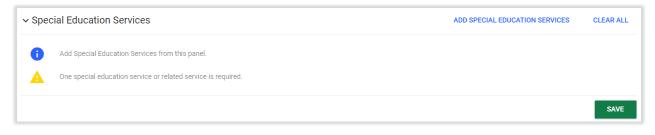


Figure 23: Special Education Services

When the user clicks **ADD SPECIAL EDUCATION SERVICES**, a pop-up panel will appear that requires the user to select the Service, Duration, Frequency, x Per, Service Implementation, Instructional Site and Instructional Service Delivery. The Begin Date and End Date will auto-populate based on the ISP Begin and End Date but can be adjusted using the calendar icon. After completing the required fields, the user will be able to click **SAVE** or **SAVE AND ADD ANOTHER SERVICE**. The **CLOSE** button will close the pop-up panel without saving.

Add Special Educatio	n Service				×
i Complete the detai	Is for the servic	e to add the service	to the student's ISP.		
Service		~			
(Required)					
Custom Service					
Duration	Unit of Tim minutes	-	Frequency	x Per	~
(Required)			(Required)	(Required)	
Service Implementer	~				
(Required)					
Begin Date 05/20/2022	Ē	End Date 05/19/2023			
Instructional Site	~	Instructional Se	ervice Delivery		
(Required)		(Required)			
			SAVE AND ADD ANOTHER	SERVICE CLOSE	SAVE

Figure 24: Add Special Education Service



The Related Services panel allows the user to add any related services for the student by clicking the blue link in the upper right corner **ADD RELATED SERVICES**. There is also a blue link **CLEAR ALL** that will clear out the services added.

✓ Relation	ted Services	ADD RELATED SERVICES	CLEAR ALL
0	Add Related Services from this panel.		
0	There are currently no Related Services.		
			SAVE

Figure 25: Related Services

The pop-up panel that will appear will require the user to select the Service, Duration, Frequency, x Per, Service Implementation, Instructional Site and Instructional Service Delivery. The Begin Date and End Date will auto-populate based on the ISP Begin and End Date but can be adjusted using the calendar icon. After completing the required fields, the user will be able to click **SAVE** or **SAVE AND ADD ANOTHER SERVICE**. The **CLOSE** button will close the pop-up panel without saving.

i Complete the detai	ls for the service	to add the service	to the student's ISP.		
Service		~			
(Required)					
Custom Service					
Duration	Unit of Time minutes		Frequency	x Per	~
(Required)			(Required)	(Required)	
Service Implementer	~				
(Required)					
Begin Date 05/20/2022	Ē	End Date 05/19/2023	<b>—</b>		
Instructional Site	~	Instructional Se	ervice Delivery		
(Required)		(Required)			

Figure 26: Add Related Service

The Indirect Services Panel allows the user to add Indirect Services. To add indirect services, the user should select the checkbox Supports are required for school personnel to implement this ISP and click SAVE. Then, the user should click on the blue link in the upper right corner **ADD INDIRECT SERVICES**. Indirect Services are provided to the adult(s) who are working with the student and support the implementation of the ISP. Most commonly, indirect services include: specific staff training, classroom-level support, consultation, collaboration, and specific parent training.



~ Indirect Services	ADD INDIRECT SERVICES
Supports are required for school personnel to implement this ISP.	
i There are currently no Indirect Services	
	SAVE

Figure 27: Indirect Services

The pop-up panel requires the user to type in the Indirect Service and select the Duration, Frequency, x Per, and Responsible Staff. The Begin Date and End Date will auto-populate based on the ISP Begin and End Date. After completing the required fields, the user will be able to click **SAVE** or **SAVE AND ADD ANOTHER SERVICE**. The **CLOSE** button will close the pop-up panel without saving.

	ce				×
Select the indi	rect service and indi	cate relevant details	3.		
indirect Servic	es are provided to th	ie adult(s) who are v	working with the student and	l support the implementation	n of the ISP.
Most commor specific paren		include: specific sta	ff training, classroom-level s	support, consultation, collabo	oration, and
Type Indirect Service					
indirect Service					
Indirect Service					
(Required)	Unit of Tim				
(Required) Duration	Unit of Tim minutes		Frequency	x Per	~
(Required) Duration			Frequency (Required)	x Per (Required)	~
(Required) Duration (Required)			· · · · ·		~
Indirect Service (Required) Duration (Required) Responsible Staff (Required)	minutes		· · · · ·		~
(Required) Duration (Required) Responsible Staff	minutes		· · · · ·		~
(Required) Duration (Required) Responsible Staff (Required) Begin Date	minutes	End Date	(Required)		~

Figure 28: Indirect Services

The Transportation panel allows the user to capture if the student needs special transportation. Transportation is a related service if it is required to assist a student with a disability to benefit from or participate in the services provided in the ISP. Please note that districts are not required to provide transportation from the student's home to the private school. Please note that if a Yes checkbox is selected, the user will need to indicate the specific supports, specialized equipment, and/or vehicle requirements.



∽ Tran	sportation	
1	Transportation is a related service if it is required to assist a student with a disability to benefit from or participate in the services provided in the ISP. Please note that districts are not required to provide transportation from the student's home to the private school.	
	the Student require special transportation as a related service?	
	Yes - Special Transportation will be provided with the following SAVE	

Figure 29: Transportation

# 1.1.5. Removal from General Education

The Removal from General Education tile will explain the 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. This information will auto-populate based on the demographic details already entered for the student (school, age, ISP begin and end date) and the services entered. The user should review the information to ensure accuracy.

<ul> <li>Remova</li> </ul>	I from the Gene	ral Education Envi	ronment		
	ne ISP shall explain the nacademic activities.	extent, if any, to which th	e student will not participa	te in the general education classroom, the	e general education curriculum, or extracurricular or other
School Year	r: 2021-22				
Length of Sch 216	ool Year (Days)	Length of So	chool Day (Hours)	Total School Hours/Week	
Service Seg	ments				
i A	new segment will displ	ay here any time a new se	ervice begins or existing se	rvice 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
05/20/2022	06/30/2022	0	29.5	98.33	SA8 (Parentally Placed in Private School)
School Year	:: 2022-23				
Length of Sch 261	ool Year (Days)	Length of S 6	chool Day (Hours)	Total School Hours/Week	
			chool Day (Hours)		
261			chool Day (Hours)		FAPE Environment

Figure 30: Removal from the General Education Environment

## 1.1.6. Planning and Placement Team Recommendation

The PPT Recommendations page allows the user to document an itemized list of the PPT Recommendations made by the student's PPT. Please note that this is an optional text box.



~ PPT Recommendations	
i Document an itemized list of the PPT Recommendations that were made by the student's PPT.	
Recommendations	
Describe	
	{((
	SAVE

#### Figure 31: PPT Recommendations

#### 1.1.7. Create ISP

The Create ISP page allows the user to create a draft or a final ISP document or enter the reason for delay if the evaluation timeline was not met.

The first panel is the ISP Dates where the user can see the ISP begin and end dates that are already entered into the ISP process. At this point in the process, only the ISP end date can be modified by using the calendar icon.

✓ ISP Dates				
i Confirm the details for	the ISP.			
ISP Dates				
PPT Meeting Date 05/19/2022	ISP Start Date 05/20/2022	ISP End Date 05/19/2023	<u> </u>	
				SAVE

Figure 32: ISP Dates

The Reason for Delay panel appears when the initial evaluation timeline was not met for the student. Please note that if "Other" is selected, a text box will appear and be required.



~ Reason for Delay	
The initial evaluation timeline was not met for this student. Please enter a reason for the delay.	
Reason for Delay	
O Documented request by parent to reschedule or delay the PPT meeting after agreeing to attend at a particular time and date	
Parent repeatedly failed or refused to produce the child for evaluation	
Student hospitalized/extended absence with medical documentation that the student was not available for evaluation	
Student transferred into district after the initial evaluation process had been started by the previous district, and the district ensured the evaluation was completed promptly.	
OTHER: By selecting this option, the district is acknowledging noncompliance with the State's 45-achool day initial evaluation timeline. Explain below.	
C Test item - remove me	
Other	
	SAVE
	anve

#### Figure 33: Reason for Delay

The next panel is the Create ISP panel. This panel allows the user to confirm the documents provided to the Parent at the meeting or sent electronically with parental permission. Please note that if Other is checked, the text box will need to be filled out. The green **DISPLAY ALL ERRORS** button will show all errors in the ISP process preventing the finalization (this also occurs when clicking the **CREATE FINAL** button). The **CREATE DRAFT** and **CREATE FINAL** buttons generate a draft or final document. Once the document is finalized, the ISP process is finalized.

∽ Create ISP
Confirm the documents provided to the parent at the meeting and create a draft or final ISP from this panel.
The following documents were provided to the parent(s) at this meeting on 05/19/2022 or sent electronically with parental permission: 🛈
Procedural Safeguards in Special Education
A Parent's Guide to Special Education
Other Other
Include Spanish Translated Document
DISPLAY ALL ERRORS CREATE DRAFT CREATE FINAL

Figure 34: Create ISP

The final panel in the Create ISP tile is the Documents panel. In the Documents panel, the user can see any documents that were created, as well as add any documents by clicking on the blue link in the upper right corner **ATTACH DOCUMENTATION**. The green **CREATE DOCUMENTS BATCH** button allows the user to combine documents into a pdf file that opens in another tab that can be printed or downloaded.



~ Documents	ATTACH DOCUMENTATION
• View documents that have been created for the student from this page, and create or attach additional relevant documents.	
No documents have been generated yet for this student.	
	CREATE DOCUMENT BATCH

Figure 35: Documents

# 2.1. Document No Direct Services for Parentally Placed Private School Students (PPPSS)

The second option in the SP Process is to Document no Direct Services for Student (PPPSS). This option allows the user to document that although the student was found eligible, no direct services will be provided to the student. The three tiles available in this option are ISP Meeting Information, ISP Overview, and Create Documentation (PPPSS).

DEMOGRAPHICS V F	REFERRAL AND EVALUATIONS	IEP PROCESS SP PROCESS	504 PROCESS	CREATE/VIEW DOCUMENTS	Admin 🗸	
CT QA Site RECENT STUDENTS /	SP PROCESS					Sonia B Jackson
SP Process						
Select action Create/Revise	Services Plan	Document No	Direct Services for \$	Student (PPPSS)		
ISP Meeti Informati		view Creat Docume (PPP	ntation			
Complete	Complete	<b>O</b>	0			

Figure 36: Document No Direct Services for Student (PPPSS)

# 1.2.1. ISP Meeting Information

The ISP Meeting Information is the first tile in the Document no Direct Services for Student (PPPSS). option of the SP Process. On this page, the user will schedule a new PPT meeting or select an existing meeting and record meeting attendance.

# 1.2.1.1. Scheduling a Meeting (PPT)

In the Scheduling a Meeting Panel, the user can schedule a new PPT meeting or select an already created notice.



<ul> <li>Scheduling a meeting</li> </ul>	CREATE NOTICE OF PLANNING AND PLACEMENT TEAM MEETING
The meeting details will display here with information entered in the Notice of Planning and Placeme If the meeting is rescheduled, a new Notice of Planning and Placement Team Meeting should be created.	nt Team Meeting document. Click the blue link in this panel to create the document. ated.
A notice has already been created for this PPT Meeting.	
Meeting Information Meeting Date	
<ul> <li>History of meeting dates</li> </ul>	
Prior Scheduling Date 🔨 Prior Me	eeting Date 1.
No data available in table	
	SAVE

Figure 37: Scheduling a Meeting

If the notice has not been created yet, the user can click on the blue link in the upper right corner of the panel **CREATE NOTICE OF PLANNING AND PLACEMENT TEAM MEETING**. This will open a pop-up panel where the notice can be created. Mandatory fields are meeting date, the time of the meeting, the purpose of the meeting (choose from ISP options only), the Individuals Invited, the Procedural Safeguards and the Parent Notice checkbox (only if the student if a legal adult). The green **CLOSE** button will allow the user to leave the panel. The green SAVE button will save all data. The green **CREATE DRAFT** and **CREATE FINAL** buttons will create either a draft version or final version of the Notice of Planning and Placement Team Meeting. When the final document is created, the new meeting date will auto-populate in the Meeting Date field on the previous page.



15/19/2022	eate Notice of Planning and Placement Team Meeting					
15/19/2022   The meeting date will be held on many difference of the second of the	Complete all of the follow	ving data fields to create	a Notice of Planning	and Placement	Team Meeting.	
at       Hours       AM/PM       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       Sinia B Jackson (Check when appropriate)         The invitation will be addressed to the following Parent/Guardian(s)       Parent/Guardiantol         Consist B Jackson (Check when appropriate)       The invitation will be addressed to the following Parent/Guardian(s)         Parent/Guardiantol       Contract State St	Scheduling Date 05/19/2022					
Sonia B. Jackson (Oheck when appropriate)  The invitation will be addressed to the following Parent/Guardian(s)  Parent/Guardian(s)  Courtney_Jackson  The purpose of this meeting is  Initial Evaluation  Review a referal to special education and consider/plan an initial evaluation  Review a referal to special education and consider/plan an initial evaluation Conduct an Annual Review Conduct an Annual Review and review three-year reevaluation results to determine continued eligibility.  ISP Conduct an ISP Annual Review Conduct an ISP Annual Review Conduct an ISP Annual Review three-year reevaluation results to determine continued eligibility.  ISP Conduct an ISP Annual 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 or Revise the ISP and review three-year reevaluation results to determine continued eligibility.  Review or Revise the ISP and review three-year reevaluation results to determine continued eligibility.  Review or Revise the ISP and review three-year reevaluation results to determine continued eligibility.  Review or Revise the ISP and review three-year reevaluation results to determine continued eligibility.  Review or Revise the ISP and review three-year reevaluation results to determine continued eligibility.  Review or Revise the ISP and review three-year reevaluation results to determine continued eligibility.  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 (PPPSS) with no direct services.  Nor-Initial Evaluation Review targeted assessment (non-three-year reevaluation) Review targeted assessment (non-three-year reevaluation) Review targeted assessment (results) Review targeted assessment (results) Review targeted assessment (results) Review targeted assessment (results) Review targeted assessme	The meeting date will be held on mm/dd/yyyy	📻 at				
The invitation will be addressed to the following Parent/Guardian(s) Parent/Guardian(s) Courtney Jackson The purpose of this meeting is Initial Evaluation Initial Evaluation Review a referal 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. ISP Conduct an ISP Annual Review Conduct an ISP Annual Review and review three-year reevaluation results to determine continued eligibility. ISP Review or Revise the IEP Review or Revise the ISP and review three-year reevaluation results to determine continued eligibility. Review or Revise the ISP and review three-year reevaluation results to determine continued eligibility. Rev		-	ting notice that is	addressed to	the adult stude	ent
Parent/Guardian(s) Courtney Jackson  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.  ISP Conduct an ISP Annual Review Conduct an ISP Annual Review Review or Revise the IEP Review or Revise the IEP Review or Revise the ISP Conduct an ISP Annual Review Review or Revise the ISP and review three-year reevaluation results to determine continued eligibility. Review or Revise the ISP and review three-year reevaluation results to determine continued eligibility. Review or Revise the ISP and review three-year reevaluation results to determine continued eligibility. 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 (PPPSS) with no direct services. Non-Initial Evaluation Review targeted assessment (non-three-year reevaluation) Review targeted assessment results Review targeted assessment results Review targete	Sonia B Jackson (Check w	when appropriate)				
Courtney Jackson         The purpose of this meeting is         Initial Evaluation         Review areferral 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.         ISP         Conduct an ISP Annual Review         Conduct an ISP Annual Review and review three-year reevaluation results to determine continued eligibility.         ISP         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 ond review three-year reevaluation results to determine continued eligibility.         Review or Revise the ISP ond review three-year reevaluation results to determine continued eligibility.         Review or Revise the ISP ond review three-year reevaluation results to determine continued eligibility.         Review are revise the ISP ond review three-year reevaluation results to determine con	The invitation will be addre	essed to the following	Parent/Guardian(	(s)		
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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         Review or Revise the ISP and review three-year reevaluation results to determine continued eligibility.         Review or Revise the ISP and review three-year reevaluation results to determine continued eligibility.         Review or Revise the ISP and review three-year reevaluation results to determine continued eligibility.         Review or Revise the ISP and review three-year reevaluation results to determine continued eligibility.         Review or Revise the ISP and review three-year reevaluation results to determine continued eligibility.         Review or Revise the ISP and review three-year reevaluation results to determine continued eligibility.         Review or Revise the ISP and review three-year reevaluation resul						
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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 (PPPSS) with no direct services.         Non-Initial Evaluation         Plan a targeted assessment (non-three-year reevaluation)         Review targeted assessment results		ing is				
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         Review or Revise the ISP         Review or Revise the ISP and review three-year reevaluation results to determine continued eligibility.         Review or Revise the ISP         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 to determine continued eligibility.         Review three-year reevaluation results to determine continued eligibility.         Non-Initial Evaluation         Plan a targeted assessment (non-three-year reevaluation)         Review targeted assessment results		al advantion and conside	r /alan an initial avalu	ation		
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 or Revise the ISP and review three-year reevaluation results to determine continued eligibility.         Review three-year reevaluation results to determine continued eligibility.         Review three-year reevaluation results for Parentally Placed Private School Student (PPPSS) with no direct services.         Non-Initial Evaluation         Plan a targeted assessment (non-three-year reevaluation)         Review targeted assessment results					sible develop IED	) (ar ISB if affarrad)
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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 Review or Revise the ISP and review three-year reevaluation results to determine continued eligibility Review or Revise the ISP Review or Revise the ISP Review three-year reevaluation results to determine continued eligibility. Review or Revise the ISP and review three-year reevaluation results to determine continued eligibility. Review three-year reevaluation results to determine continued eligibility. Review three-year reevaluation results to determine continued eligibility. Review three-year reevaluation results for Parentally Placed Private School Student (PPPSS) with no direct services. Non-Initial Evaluation Plan a targeted assessment (non-three-year reevaluation) Review targeted assessment results						
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         Review or Revise the ISP and review three-year reevaluation results to determine continued eligibility.         Review or Revise the ISP and review three-year reevaluation results to determine continued eligibility.         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 (PPPSS) with no direct services.         Non-Initial Evaluation         Plan a targeted assessment (non-three-year reevaluation)         Review targeted assessment results	Conduct an Annual Review	w				
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 or Revise the ISP and review three-year reevaluation results to determine continued eligibility.         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 (PPPSS) with no direct services.         Non-Initial Evaluation         Plan a targeted assessment (non-three-year reevaluation)         Review targeted assessment results	Conduct an Annual Review	w and review three-year i	eevaluation results to	o determine con	tinued 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 (PPPSS) with no direct services. Non-Initial Evaluation Plan a targeted assessment (non-three-year reevaluation) Review targeted assessment results	Review or Revise the IEP					
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 (PPPSS) with no direct services. Non-Initial Evaluation Plan a targeted assessment (non-three-year reevaluation) Review targeted assessment results	Review or Revise the IEP a	and review three-year ree	valuation results to d	letermine contin	ued eligibility.	
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 (PPPSS) with no direct services. Non-Initial Evaluation Plan a targeted assessment (non-three-year reevaluation) Review targeted assessment results	ISP					
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 (PPPSS) with no direct services. Non-Initial Evaluation Plan a targeted assessment (non-three-year reevaluation) Review targeted assessment results		eview				
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 (PPPSS) with no direct services.         Non-Initial Evaluation         Plan a targeted assessment (non-three-year reevaluation)         Review targeted assessment results			ar reevaluation resul	ts to determine	continued eligibi	lity
Review three-year reevaluation results for Parentally Placed Private School Student (PPPSS) with no direct services.         Non-Initial Evaluation         Plan a targeted assessment (non-three-year reevaluation)         Review targeted assessment results					-	
Non-Initial Evaluation Plan a targeted assessment (non-three-year reevaluation) Review targeted assessment results	Review or Revise the ISP a	and review three-year ree	valuation results to d	letermine contin	ued eligibility.	
Plan a targeted assessment (non-three-year reevaluation) Review targeted assessment results	Review three-year reevalue	ation results for Parenta	ly Placed Private Sch	nool Student (PP	PSS) with no dire	ect services.
Plan a targeted assessment (non-three-year reevaluation) Review targeted assessment results	Non-Initial Evaluation					
Review targeted assessment results		ent (non-three-vear reeva	uation)			
			addothy			

Figure 38: Create Notice of PPT Meeting



Additional Meeting Purpose Information	
indicate any additional information that is relevant	for this PPT Meeting.
✓ Individuals Invited	
Sonia B Jackson	
Parent/Guardian(s) Courtney Jackson	
Student's General Education Teacher	
Student will not be participating in the general education	environment
Special Education Teacher or Provider	
Administrator or Designee 🗸 🗸	0
School Psychologist 🗸 🗸	
ADD MORE	
Sender Name Jane Doe	Sender Title Title of User
Sender Phone 999-000-1111	Sender Email emailtest@email.com
Procedural Safeguards	
A copy of the Procedural Safeguards in Special Education A copy of Procedural Safeguards in Special Education wa	n is enclosed. as provided to you previously this school year. If you would like another copy of the Procedural Safeguards please contact
Parent Notice	
A copy of this notice has been sent to the parent(s). (This be sent to the student with a copy to the parents.)	s is required if rights under IDEA have been transferred to the student at age 18. When rights transfer, meeting notices must
	CLOSE SAVE CREATE DRAFT CREATE FINAL

Figure 39: Create Notice of PPT Meeting

If a PPT notice has already been created for the meeting, check the A Notice has already been created for this PPT Meeting checkbox. After selecting the checkbox, the Meeting Date field will turn into a dropdown from which the date can be selected.



✓ 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 Meetin If the meeting is rescheduled, a new Notice of Planning and Placement Team Meeting should be created.	g document. Click the blue link in this panel to create the document.
A notice has already been created for this PPT Meeting.	
Meeting Information	
Meeting Date	
✓ History of meeting dates	
Prior Scheduling Date 🔨 Prior Meeting Date ئ	
No data available in table	
	SAVE

Figure 40: Scheduling a Meeting

## 1.2.1.2. Meeting Attendance

The Meeting Attendance Panel will display the names entered in the Notice of Planning and Placement Meeting and will allow the user to check who attended the PPT meeting. Please note that if choosing an Additional Participant Title from the drop-down provided, the participant's name will need to be entered in the text box for Additional Participant Name. More additional attendees can be entered using the **ADD MORE** button. If the fields are not filled out for additional participants, the checkboxes related to those fields will grey out and not allow them to be checked. When all attendees have been noted, click **SAVE**.

Indicate who attended the meeting. Add any	participants who	attended the meeting but were not included on the Notice of PPT Meeting.		
ole		Name	Attended ISP Meeting	Included on Invitation
tudent (whenever appropriate)		Sonia B Jackson		Yes
arent/Guardian		Courtney Jackson		Yes
tudent's General Education Teacher		John Nowel		Yes
pecial Education Teacher or Provider		Samantha Testani		Yes
dministrator or Designee		David Hotchman		Yes
dditional Participant Title	~	Additional Participant Name		No
ADD MORE				

Figure 41: Meeting Attendance

# 1.2.1.3. Documents

In the Documents panel, the user can see any documents that were created, as well as add any documents by clicking on the blue link in the upper right corner **ATTACH DOCUMENTATION**. The green



**CREATE DOCUMENT BATCH** button allows the user to combine documents into a pdf file that opens in another tab that can be printed or downloaded.

i View	documents that have been cr	eated for the student from this pa	ge, and create or attach additional relevant documents.		
Doc ID 🐴	Date Generated $ \checkmark$	Generated By ↑↓	Document 1	Status ↑	Include in Batch
13474	05/19/2022	Samantha Testani	Notice of PPT Meeting (Spanish)	Final	
13473	05/19/2022	Samantha Testani	Notice of PPT Meeting	Final	
13469	05/19/2022	Samantha Testani	Notice of PPT Meeting (Spanish)	Final	
13468	05/19/2022	Samantha Testani	Notice of PPT Meeting	Final	
Showing 1 to 4	of 4 entries				(4 Document

Figure 42: Documents

#### 1.2.2. ISP Overview

The ISP Overview tile contains the Demographic and Parent panel and the Services Plan Information panel. The Demographic and Parent information populates from information in the Student Demographic and Team pages found in the Demographic drop-down menu. The user should confirm this information is accurate. If corrections are needed, the user should make them on the Demographic and Teams pages.

Student Name Sonia B Jackson	DOB 05/02/2005	Age 17	Grade 11	District ID CT849230659	SASID 5738693307	
Gender F	Primary Language School English Plainfi			ichool Plainfield High School ( 1096111 )		
Is the student an Engli	sh Learner (EL)?					
Yes	◯ No					
<sup>P</sup> arent/Guardian(s) Courtney Jackson						
Case Manager Samantha Testani						

Figure 43: Demographic and Parent Panel

## 1.2.3. Create Documentation (PPPSS)

The Create Documentation for Students with No Direct Services (PPPSS) panel allows the user to add the documents provided to the parent at the meeting and create a draft or final document for PPPSS students from this "Create Documentation for Students with No Direct Services (PPPSS)" panel. This panel lets the user confirm the documents provided to the Parent at the meeting or sent electronically



with parental permission. Please note that if "Other" is checked, the text box will need to be filled out. The green **DISPLAY ALL ERRORS** button will show all errors in the ISP-PPPSS process preventing the finalization (this also occurs when clicking the **CREATE FINAL** button). The **CREATE DRAFT** and **CREATE FINAL** buttons generate a draft or final document. Once the document is finalized, the ISP-PPPSS process is finalized.

✓ Create Documentation for Students with No Direct Services (PPPSS)
Confirm the documents provided to the parent at the meeting and create a draft or final document for PPPSS students from this panel.
The following documents were provided to the parent(s) at this meeting on 05/19/2022 or sent electronically with parental permission: 🛈
Procedural Safeguards in Special Education
A Parent's Guide to Special Education
Other Other
Include Spanish Translated Document
DISPLAY ALL ERRORS CREATE DRAFT CREATE FINAL

Figure 44: Create Documentation for Students with No Direct Services (PPPSS)

The final panel is the Documents panel. In the Documents panel, the user can see any documents that were created, as well as add any documents by clicking on the blue link in the upper right corner **ATTACH DOCUMENTATION**. The green **CREATE DOCUMENT BATCH** button allows the user to combine documents into a pdf file that opens in another tab that can be printed or downloaded.



Figure 45: Documents