

Statewide Student Information System (SSIS) Request For Information (RFI) FAQ

Since the [March 8, 2021, presentation on the Request for Information](#) (RFI) AOE has drafted this Frequently Asks Questions (FAQ) document . The Request for Information (RFI) was meant to explore the landscape of statewide information systems (SSIS) and what an implementation for Vermont might look like. The invitation for this presentation was sent directly to superintendents, principals, business managers, tech directors, and data managers.

The goal of this presentation was to (1) share the information AOE collected, (2) review possible options to consider based on findings from the RFI, (3) collect feedback from participants.

The proposed SSIS RFI options reviewed with LEA representatives were:

- Option 1: Required SSIS
- Option 2: Stand up AOE Operational Database Store with Ed-Fi API to LEA SISs (SSIS for LEAs without an SIS)
- Option 3: State Master Contract with selected SIS Vendors
- Option 4: Keep Current State (Do Nothing)

These options, and related RFI findings, were shared on March 8th in a meeting for Superintendents, Principals, Business Managers, and Data Managers. [The slides for this presentation are located on AOE's website.](#)

Contact Information:

If you have questions about this document or would like additional information, please contact:

Data Management Team, at aoe.sldssupportgroup@vermont.gov

Contents

Questions.....	7
Will we get a copy of the slides?.....	7
Would you be willing to form a group or committee of actual users who have experience with the currently used SISs along with SLDS/EdFusion to help decide what the course of action is?.....	7
Is the concept to include only K-12 students or would Adult Education and Literacy students who are not enrolled in a school also be included?	7
Is PowerSchool under consideration?.....	7
What feedback from the field was sought in crafting the evaluation criteria for an SIS?	7
Will this SIS replace other data collections currently in place?.....	7
As you look at systems, RFIs what was the intersection between the ease of data reporting and the ease of the end user (our admin assistants use these systems daily.).....	8
Is the AOE seeking a student-level data collection system that will allow the SEA to collect, analyze, and report accurate and comprehensive information, including all data elements necessary to meet federal and state reporting requirements and to inform policy and programmatic decisions for English Learners and Immigrant students?	8
How will the statewide SIS improve the overall operation and effectiveness of administrative and instructional programs that are Federal and State civil rights obligations?.....	8
What is your timeframe for making a decision and moving to implementation?	8
Is the state providing SIS for everyone, or is it a reduced pricing contract that districts can sign on to?	8
Will we still be required to use the stand-alone databases, such as for CTE, AEL, etc.	8
Is participation optional? What if we already have an SIS, can we keep it?	9
Will independent schools also have access for Publicly funded VT students?	9
Will this decrease the need for the student census? Will this be automatically updated each day?.....	9
Do you have a timeline for this work?.....	9
Curious how South Dakota and Wisconsin were decided on for examples to talk with as it appears, they both use Infinite Campus as their SSIS?	9
If we were to move to either an API or a state SIS, would we also be pulling our tech centers into the reporting system?	9
What criteria is going to be used to evaluate with SIS to go with?	10
Will the SIS and edFusion be able to communicate easily?.....	10

Will there be an easy way to put direct certification information from EdFusion into the SIS?
.....10

In the field, the SIS support of school operations is essential and impacts learning, communications, and social emotional supports for students. How is this critical function factored into the planning and decision-making process and balanced with the data need? ..10

Is any consideration being given to ensure that the Statewide system has a built-in LMS? Also, would it be valuable to ensure that the Statewide solution include robust options for Standards based grading, and Proficiency Based Graduation Requirements?10

Is ed-fi a temporary solution that could be a long-term solution if proven worthy?11

Have you looked at Maine and how this didn't work?11

Are there certain roles and responsibilities someone within our SU/SD will need to have?11

How easy or difficult will reporting be? How will the system support ease of reporting to the field?.....11

How easy or difficult will data maintenance be?11

How will the system support data quality?11

How will this be used by all teachers, admins, and parents?11

If the SIS chosen is already being used by a district, will there be changes in how it is configured and how users work with it?12

Will all data in the SIS be available to AOE? If AOE is accessing data not typically provided at present, what might that be?12

Will there be standardized expectations about the frequency and accuracy of data entry?12

What does this mean for the SIS we currently use?13

Will AOE consider utilizing a statewide SIS to standardize IEPs?13

Is there a secure section of SSIS that can be controlled for who has access to individual student records (IEP data)? Protections for HIPPA/FERPA Need to know basis for student information?13

Will the SSIS be able to handle special education information? I.e.: statewide IEP system?) ...13

How will Special Education related data be integrated with general ed/all student data?.....13

How does implementation of a SSIS impact other tools that districts have implemented that are embedded in or connect to our SIS. Wondering about things like assessment tools, LMSs, mass notification tools...Would this require districts to adopt new peripherals?14

Adult Education and Literacy providers will ask if their students who are unenrolled from schools will be included.....14

AEL providers and higher education may ask whether they will have any access to the SSIS and how the system would support transitions to other educational services such as to AEL and higher education.....14

Will the SIS interact with existing food service point of sale systems? Will it have an option for a point of sale system module? Will it have an option to accept and process free and reduced meal applications?14

Do we expect the SIS to include detailed data collection about school climate/discipline such as was available in SWIS?14

How will the Statewide Student Information System collect information regarding student proficiency levels? Will this system align with expectations within the Education Quality Standards?.....15

Will SU/Schools be able to customize any parts of the SIS to meet their own needs?.....15

Will this system be able to interface with other systems such as the state-wide assessment Test Information Distribution Engine (TIDE) to decrease the workload for districts of uploading student accounts?15

How would the proposed Statewide SIS integrate with proficiency-based grading and reporting platforms like the Master Transcript Consortium?15

Will SSIS support improved data collections for state and federal reporting (child count, personnel, service delivery model?).....15

Will SSIS have a place to input type of learning environment for on a daily basis (in-person, remote, hybrid?)16

Will SSIS be able to track discipline data - including suspensions of students with disabilities?16

How would the proposed Statewide SIS integrate with proficiency-based grading and reporting platforms like the Master Transcript Consortium?16

Will SSIS be able to "talk to" other data systems - currently monitoring of federal grants is in a standalone GMS, all data and submissions requires manual input - would be nice to have one system talk to other if possible.....16

How is this system related to SLDS? Will this system replace existing stand-alone databases (CTE, AEL, etc.) Will access to this SSIS be given to all AOE staff?16

Have you thought about how the proposed system(s) would connect to and support proficiency-based learning, proficiency-based grading and reporting, and proficiency-based graduation requirements (PBGRs) in school systems that are moving away from traditional methods of reporting?17

How will a SSIS integrate with what we already have?17

Let me clarify, Does Option 1 get rid of EdFusion and replace it with a state-wide SIS, data gathering tool, such as what Infinite Campus provides?17

Our SIS is used to populate a data visualization tool, along with gathering to send data to the AOE. Not a question- just a reality of losing a tool that schools use that shows all components of our MTSS system. Was beyond sending data to state and feds taken into consideration? Could it?17

Will we still be able to have the functionality of online enrollment, data analytics, scheduling, SBG, etc.....18

How do you plan to use this data to connect to statewide assessments systems? Like SBAC, FitnessGram, VTSA, etc.18

How would a SSIS address issues that are specific to the LEAs? I.e. our current SIS provides online registration and we might ask questions on forms that other schools might not require. How much customization would the LEA's have over their communication tools, registration, 3rd-party integrations if we moved to a SSIS?18

Please confirm: If Option 1 were chosen, would SLDS uploads, and all that entails at the LEA level, go away because the State would have access to the back-end data?18

How does option 1 impact Tech Centers? Would they be reporting from their SIS?18

How do you ensure that people are able to integrate with current LEA systems that are already in place if option 1 is put in place?.....18

For option 1, what training would the AOE offer to school-based staff...i.e. registrars? They have been left out of statewide training since the implementation of SLDS...19

Could there be 2 SIS systems in Option 1?.....19

Wouldn't you want to take action on Option 3 if the choice is Option 2?19

If Option 1, does that mean selection of an existing SIS or another "build" of a state SIS?19

Would either Option 1 or Option 2 make it possible to digitally transfer student records to another district (a current time-intensive process)? Are there other non-reporting processes that would be affected and are being considered?19

Other States that have gone with Option 1 are Hawaii, Montana, Nevada, South Dakota, and Kentucky. Will these states be visited to see how it works?19

For option 2 - the API - How would the tool manage data from multiple tools. For example, we do not track incidents for state reporting within the SIS...What about fields that have to be hand edited due to limitations?20

If you were to go with Option 1 which SIS would you be leaning toward?20

Would option 2 go out as an RFP if that was chosen? Or are you set with Ed-Fi?20

My understanding is that the only SIS that has a functioning data input into edFusion is Infinite Campus. I know PowerSchool has been working on getting an outside vender to do it for them. Will this fact play any weight in option 2?20

How do the systems that we have in place play a role in the decision if it were option 2?20

Another big process to consider in all of this would be what is going to happen with our old data. That is potentially a huge lift for districts. I think in part of the exploration of some of these systems, we need to see the ability of the companies and the agency to support this massive transfer of data from one system to another. In addition to the large cost that will be involved, my real concern is the level of availability of expertise in doing that work.....20

Is there any thought related to providing districts with funds to have the adequate human resources? We know that migrations always take longer and require more labor than you originally estimate. In today’s day and age, it is almost impossible to get budget approval to add staff. It is difficult to have such a large mandate without the funding needed.....21

Will AOE be trained on using SSIS?.....21

Will the new system have vendor support to help training the field, and support troubleshooting errors as they encounter?.....21

How much training will this require for our staff? What resources will be provided for training?21

Questions

Will we get a copy of the slides?

Yes. A link to the slides was shared with all participants and is posted on AOE's website here: <https://education.vermont.gov/calendar/presentation-rfi-findings-on-ssis-030821>

Would you be willing to form a group or committee of actual users who have experience with the currently used SISs along with SLDS/EdFusion to help decide what the course of action is?

[Yes. We asked all participants to indicate their interest in participating using the feedback survey.](#)

Is the concept to include only K-12 students or would Adult Education and Literacy students who are not enrolled in a school also be included?

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use. This means including students beyond K-12 (e.g. PreK). Additional modules (e.g. Adult Education and Literacy) would be considerations depending on resource availability.

Is PowerSchool under consideration?

The state hasn't issued an RFP at this time. No vendors are under consideration however, Power School was one of the vendors that responded to the RFI.

What feedback from the field was sought in crafting the evaluation criteria for an SIS?

[No RFP has been issued at this time, only an RFI. The presentation of findings was the beginning of the feedback process. If you're interested in being a part of the conversation, participants have been asked to indicate using the feedback survey.](#)

Will this SIS replace other data collections currently in place?

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use. As a major piece of enterprise infrastructure, it could take over other disparate systems in use over time through iterative expansion and roll-out of modules (e.g. CTE module, etc.)

As you look at systems, RFIs what was the intersection between the ease of data reporting and the ease of the end user (our admin assistants use these systems daily.)

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use.

Is the AOE seeking a student-level data collection system that will allow the SEA to collect, analyze, and report accurate and comprehensive information, including all data elements necessary to meet federal and state reporting requirements and to inform policy and programmatic decisions for English Learners and Immigrant students?

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), yes. Any system that would be under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use in serving all students. As a major piece of enterprise infrastructure, it could take over other disparate systems in use over time through iterative expansion and roll-out of modules.

How will the statewide SIS improve the overall operation and effectiveness of administrative and instructional programs that are Federal and State civil rights obligations?

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), yes. Any system that would be under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use in serving all students. As a major piece of enterprise infrastructure, it could take over other disparate systems in use over time through iterative expansion and roll-out of modules. These functions would include supporting state and federal reporting responsibilities.

What is your timeframe for making a decision and moving to implementation?

The state hasn't made any decision about the options under consideration. We are just communicating the RFI findings to stakeholders for transparency and seeking input from those stakeholders on the information gathered.

Is the state providing SIS for everyone, or is it a reduced pricing contract that districts can sign on to?

The state hasn't made any decision about the options under consideration. We are just communicating the RFI findings to stakeholders for transparency and seeking input from those stakeholders on the information gathered.

Will we still be required to use the stand-alone databases, such as for CTE, AEL, etc.

The state hasn't made any decision about the options under consideration. We are just communicating the RFI findings to stakeholders for transparency and seeking input from those stakeholders on the information gathered.

Is participation optional? What if we already have an SIS, can we keep it?

The state hasn't made any decision about the options under consideration. We are just communicating the RFI findings to stakeholders for transparency and seeking input from those stakeholders on the information gathered.

Will independent schools also have access for Publicly funded VT students?

The state hasn't made any decision about the options under consideration. We are just communicating the RFI findings to stakeholders for transparency and seeking input from those stakeholders on the information gathered.

Will this decrease the need for the student census? Will this be automatically updated each day?

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), yes. Any system that would be under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use in serving all students. As a major piece of enterprise infrastructure, it could take over other disparate systems in use over time through iterative expansion and roll-out of modules. It would be updated in real-time as users update their data.

Do you have a timeline for this work?

The state hasn't made any decision about the options under consideration. We are just communicating the RFI findings to stakeholders for transparency and seeking input from those stakeholders on the information gathered.

Curious how South Dakota and Wisconsin were decided on for examples to talk with as it appears, they both use Infinite Campus as their SSIS?

Vermont was connected to talk with other states about our RFI process through federal technical assistance. To be clear, Vermont talked directly with South Carolina (which uses Power School) and Montana (which uses Infinite Campus) among others. Wisconsin does not have a statewide SIS. Wisconsin has an Ed-Fi implementation.

If we were to move to either an API or a state SIS, would we also be pulling our tech centers into the reporting system?

[Great question. We hope to consider this option as part of stakeholder conversations. Participants willing to be a part of those conversations, please indicate so in the feedback survey.](#)

What criteria is going to be used to evaluate with SIS to go with?

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use. The criteria used to develop the RFI are available here [insert link to RFI business requirements]. Please note that no vendor is under consideration. The state has only gone to RFI, not RFP. The state hasn't made any decision about the options under consideration. We are just communicating the RFI findings to stakeholders for transparency and seeking input from those stakeholders on the information gathered.

Will the SIS and edFusion be able to communicate easily?

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use. This includes communication with existing systems like edFusion until it is sunset.

Will there be an easy way to put direct certification information from EdFusion into the SIS?

Yes. If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use.

In the field, the SIS support of school operations is essential and impacts learning, communications, and social emotional supports for students. How is this critical function factored into the planning and decision-making process and balanced with the data need?

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use.

Is any consideration being given to ensure that the Statewide system has a built-in LMS? Also, would it be valuable to ensure that the Statewide solution include robust options for Standards based grading, and Proficiency Based Graduation Requirements?

[Great question. We hope to consider this option as part of stakeholder conversations. Participants willing to be a part of those conversations, please indicate so in the feedback survey.](#)

Is ed-fi a temporary solution that could be a long-term solution if proven worthy?

Long term.

Have you looked at Maine and how this didn't work?

We have spoken with several states so far. Maine is among them.

Are there certain roles and responsibilities someone within our SU/SD will need to have?

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), yes, much like today, but with more unified training, support, and standardized business processes, thus reducing complexity across the state. Any system that would be under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use.

How easy or difficult will reporting be? How will the system support ease of reporting to the field?

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use.

How easy or difficult will data maintenance be?

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use.

How will the system support data quality?

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use. This includes data quality checks on entry and validation reporting for major, required submissions/snapshots.

How will this be used by all teachers, admins, and parents?

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use.

Questions and issues will be different, ultimately, depending on who wins the RFP. But thinking in terms of current PowerSchool users, a big question would be about the fate of the many customizations and integrations they currently have in place: custom pages/code, custom configurations and setup, custom API's and 3rd party apps - like MBA (Marcia Brenner Associates), emergency notification systems (School Messenger, SwiftK12, etc.), Schoology interfaces or other LMS's, standards and report card apps, PLP apps, links to GoalView or DocuSped, links to SNAP, links to school lunch apps, etc. How will all of these be impacted if under a statewide PowerSchool (or other vendor) instance/platform? How much customization will be allowed going forward? etc.

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use. This means including students beyond K-12 (e.g. PreK). Additional modules (e.g. Adult Education and Literacy) would be considerations depending on resource availability. However, no RFP has been issued at this time, only an RFI. We are beginning the feedback process. [If you're interested in being a part of the conversation, please indicate your interest in participating using the feedback survey.](#)

If the SIS chosen is already being used by a district, will there be changes in how it is configured and how users work with it?

Yes, it's likely there would be business process changes required in order to reduce complexity across the state.

Will all data in the SIS be available to AOE? If AOE is accessing data not typically provided at present, what might that be?

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use. The state would not need to access data beyond those for required reporting. However, no RFP has been issued at this time, only an RFI. We are beginning the feedback process. [If you're interested in being a part of the conversation, please indicate your interest in participating using the feedback survey.](#)

Will there be standardized expectations about the frequency and accuracy of data entry?

Yes, and these would be shared statewide.

What does this mean for the SIS we currently use?

Nothing at this time. We are just sharing the findings of the RFI. We are also beginning the feedback process. [If you're interested in being a part of the conversation, please indicate your interest in participating using the feedback survey.](#)

Will AOE consider utilizing a statewide SIS to standardize IEPs?

Yes.

Is there a secure section of SSIS that can be controlled for who has access to individual student records (IEP data)? Protections for HIPPA/FERPA Need to know basis for student information?

Yes. If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use. This includes role-based access to ensure appropriate data security and confidentiality.

Will the SSIS be able to handle special education information? I.e.: statewide IEP system?)

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use. IEP, CTE, and Adult Education and Literacy are modules that could be included as well. However, no RFP has been issued at this time, only an RFI. We are beginning the feedback process. [If you're interested in being a part of the conversation, please indicate your interest in participating using the feedback survey.](#)

How will Special Education related data be integrated with general ed/all student data?

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use. IEP, CTE, and Adult Education and Literacy are modules that could be included as well. However, no RFP has been issued at this time, only an RFI. We are beginning the feedback process. [If you're interested in being a part of the conversation, please indicate your interest in participating using the feedback survey.](#)

How does implementation of a SSIS impact other tools that districts have implemented that are embedded in or connect to our SIS. Wondering about things like assessment tools, LMSs, mass notification tools...Would this require districts to adopt new peripherals?

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use.

Adult Education and Literacy providers will ask if their students who are unenrolled from schools will be included.

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use. IEP, CTE, and Adult Education and Literacy are modules that could be included as well. However, no RFP has been issued at this time, only an RFI. We are beginning the feedback process. [If you're interested in being a part of the conversation, please indicate your interest in participating using the feedback survey.](#)

AEL providers and higher education may ask whether they will have any access to the SSIS and how the system would support transitions to other educational services such as to AEL and higher education.

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use. IEP, CTE, and Adult Education and Literacy are modules that could be included as well. However, no RFP has been issued at this time, only an RFI. We are beginning the feedback process. [If you're interested in being a part of the conversation, please indicate your interest in participating using the feedback survey.](#)

Will the SIS interact with existing food service point of sale systems? Will it have an option for a point of sale system module? Will it have an option to accept and process free and reduced meal applications?

[Great questions. We hope to consider topics like these as part of stakeholder conversations. If you'd be willing to be a part of those conversations, please indicate so in the feedback survey.](#)

Do we expect the SIS to include detailed data collection about school climate/discipline such as was available in SWIS?

[Great questions. We hope to consider topics like these as part of stakeholder conversations. If you'd be willing to be a part of those conversations, please indicate so in the feedback survey.](#)

How will the Statewide Student Information System collect information regarding student proficiency levels? Will this system align with expectations within the Education Quality Standards?

[Great questions. We hope to consider topics like these as part of stakeholder conversations. If you'd be willing to be a part of those conversations, please indicate so in the feedback survey.](#)

Will SU/Schools be able to customize any parts of the SIS to meet their own needs?

[Great questions. We hope to consider topics like these as part of stakeholder conversations. If you'd be willing to be a part of those conversations, please indicate so in the feedback survey.](#)

Will this system be able to interface with other systems such as the state-wide assessment Test Information Distribution Engine (TIDE) to decrease the workload for districts of uploading student accounts?

[Great questions. We hope to consider topics like these as part of stakeholder conversations. If you'd be willing to be a part of those conversations, please indicate so in the feedback survey.](#)

How would the proposed Statewide SIS integrate with proficiency-based grading and reporting platforms like the Master Transcript Consortium?

[Great questions. We hope to consider topics like these as part of stakeholder conversations. If you'd be willing to be a part of those conversations, please indicate so in the feedback survey.](#)

Will SSIS support improved data collections for state and federal reporting (child count, personnel, service delivery model?)

Yes. If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), yes. Any system that would be under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use in serving all students. As a major piece of enterprise infrastructure, it could take over other disparate systems in use over time through iterative expansion and roll-out of modules. For example, IEP, CTE, and Adult Education and Literacy are modules that could be included as well. These functions would include supporting state and federal reporting responsibilities. However, no RFP has been issued at this time, only an RFI. We are beginning the feedback process. [If you're interested in being a part of the conversation, please indicate your interest in participating using the feedback survey.](#)

Will SSIS have a place to input type of learning environment for on a daily basis (in-person, remote, hybrid?)

[Great questions. We hope to consider topics like these as part of stakeholder conversations. If you'd be willing to be a part of those conversations, please indicate so in the feedback survey.](#)

Will SSIS be able to track discipline data - including suspensions of students with disabilities?

Yes. If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), yes. Any system that would be under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use in serving all students. As a major piece of enterprise infrastructure, it could take over other disparate systems in use over time through iterative expansion and roll-out of modules. For example, IEP, CTE, and Adult Education and Literacy are modules that could be included as well. These functions would include supporting state and federal reporting responsibilities. However, no RFP has been issued at this time, only an RFI. We are beginning the feedback process. [If you're interested in being a part of the conversation, please indicate your interest in participating using the feedback survey.](#)

How would the proposed Statewide SIS integrate with proficiency-based grading and reporting platforms like the Master Transcript Consortium?

[Great questions. We hope to consider topics like these as part of stakeholder conversations. If you'd be willing to be a part of those conversations, please indicate so in the feedback survey.](#)

Will SSIS be able to "talk to" other data systems - currently monitoring of federal grants is in a standalone GMS, all data and submissions requires manual input - would be nice to have one system talk to other if possible.

[Great questions. We hope to consider topics like these as part of stakeholder conversations. If you'd be willing to be a part of those conversations, please indicate so in the feedback survey.](#)

How is this system related to SLDS? Will this system replace existing stand-alone databases (CTE, AEL, etc.) Will access to this SSIS be given to all AOE staff?

Any SSIS would feed the longitudinal data environment at the state. If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system that would be under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use in serving all students. As a major piece of enterprise infrastructure, it could take over other disparate systems in use over time through iterative expansion and roll-out of modules. For example, IEP, CTE, and Adult Education and Literacy are modules that could be included as well. These functions would

include supporting state and federal reporting responsibilities. As with all systems, any SSIS implementation would include role-based access.

However, no RFP has been issued at this time, only an RFI. We are beginning the feedback process. [If you're interested in being a part of the conversation, please indicate your interest in participating using the feedback survey.](#)

Have you thought about how the proposed system(s) would connect to and support proficiency-based learning, proficiency-based grading and reporting, and proficiency-based graduation requirements (PBGRs) in school systems that are moving away from traditional methods of reporting?

[Great questions. We hope to consider topics like these as part of stakeholder conversations. If you'd be willing to be a part of those conversations, please indicate so in the feedback survey.](#)

How will a SSIS integrate with what we already have?

If Option 1 were to be taken, it would eventually replace all current systems in use. If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use. IEP, CTE, and Adult Education and literacy are modules that could be included as well over time. However, no RFP has been issued at this time, only an RFI. We are beginning the feedback process. [If you're interested in being a part of the conversation, please indicate your interest in participating using the feedback survey.](#)

Let me clarify, Does Option 1 get rid of EdFusion and replace it with a state-wide SIS, data gathering tool, such as what Infinite Campus provides?

Yes.

Our SIS is used to populate a data visualization tool, along with gathering to send data to the AOE. Not a question- just a reality of losing a tool that schools use that shows all components of our MTSS system. Was beyond sending data to state and feds taken into consideration? Could it?

Yes. If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system under consideration would have to be capable of supporting end users across schools, districts, and at the state level. This includes providing data visualization tools for end users at each organizational level.

Will we still be able to have the functionality of online enrollment, data analytics, scheduling, SBG, etc.

Yes. If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use.

How do you plan to use this data to connect to statewide assessments systems? Like SBAC, FitnessGram, VTSA, etc.

The AOE currently must integrate these data for myriad reporting requirements. This need doesn't go away. These data must be able to be linked for required reporting, so AOE is moving forward with its work to stand up an operational data store. This does not impact the pursuit of any of the options discussed in the presentation. It is an existing and ongoing need that must be met.

How would a SSIS address issues that are specific to the LEAs? I.e. our current SIS provides online registration and we might ask questions on forms that other schools might not require. How much customization would the LEA's have over their communication tools, registration, 3rd-party integrations if we moved to a SSIS?

[Great questions. We hope to consider topics like these as part of stakeholder conversations. If you'd be willing to be a part of those conversations, please indicate so in the feedback survey.](#)

Please confirm: If Option 1 were chosen, would SLDS uploads, and all that entails at the LEA level, go away because the State would have access to the back-end data?

Yes.

How does option 1 impact Tech Centers? Would they be reporting from their SIS?

[Great questions. We hope to consider topics like these as part of stakeholder conversations. If you'd be willing to be a part of those conversations, please indicate so in the feedback survey.](#)

How do you ensure that people are able to integrate with current LEA systems that are already in place if option 1 is put in place?

If Option 1 were to be taken, it would eventually replace all current systems in use. If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use. IEP, CTE, and Adult Education and Literacy are modules that could be included as well over time. However, no RFP has been issued at this time, only an RFI. We are beginning the feedback process. [If you're interested in](#)

[being a part of the conversation, please indicate your interest in participating using the feedback survey.](#)

For option 1, what training would the AOE offer to school-based staff...i.e. registrars? They have been left out of statewide training since the implementation of SLDS...

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system or vendor under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use.

Could there be 2 SIS systems in Option 1?

We believe that VT needs to reduce complexity to make this work manageable for all. If a statewide SIS were to be pursued, a single SIS would be contracted, not two.

Wouldn't you want to take action on Option 3 if the choice is Option 2?

There is definitely the potential to move forward with component of multiple options depending on the path chosen to move forward. This will be evaluated and discussed more in the next phase of the project scoping.

If Option 1, does that mean selection of an existing SIS or another "build" of a state SIS?

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system or vendor under consideration would have to have a proven track record of successful statewide implementations. A bespoke solution, newly built unique for Vermont would not be sought.

Would either Option 1 or Option 2 make it possible to digitally transfer student records to another district (a current time-intensive process)? Are there other non-reporting processes that would be affected and are being considered?

Option 1 would be capable of this kind of transfer. Option 2 would not.

Other States that have gone with Option 1 are Hawaii, Montana, Nevada, South Dakota, and Kentucky. Will these states be visited to see how it works?

Virtually, yes. In fact, we have already spoken with all of these states and plan to do so on an ongoing basis.

For option 2 - the API - How would the tool manage data from multiple tools. For example, we do not track incidents for state reporting within the SIS...What about fields that have to be hand edited due to limitations?

If records are not managed within the SIS, then they can't benefit from the API integration. To the fullest extent possible, best practices in data management tell us that we should manage our records in a single, integrated tool. We encourage all organizations to approach their record keeping this way. [Free resources to support this kind of work are available via the National Forum on Education Statistics.](#)

If you were to go with Option 1 which SIS would you be leaning toward?

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system or vendor under consideration would have to have a proven track record of successful statewide implementations. A bespoke solution, newly built unique for Vermont would not be sought. [If you're interested in being a part of the conversation, please indicate your interest in participating using the feedback survey.](#)

Would option 2 go out as an RFP if that was chosen? Or are you set with Ed-Fi?

Part of Option 2 may require an RFP (e.g. provision of a state-contracted SIS to LEAs with no SIS currently), while other parts of that approach could be done by state personnel or staff augmentation contracts.

My understanding is that the only SIS that has a functioning data input into edFusion is Infinite Campus. I know PowerSchool has been working on getting an outside vender to do it for them. Will this fact play any weight in option 2?

No. If Option 2 were to be pursued, new API connections would be established with SISs.

How do the systems that we have in place play a role in the decision if it were option 2?

Option 2 would enable API hook up to Ed-Fi compliant SISs in place across the state. It would also pursue providing a state-contracted SIS option for LEAs with no SIS in place, if at all possible.

Another big process to consider in all of this would be what is going to happen with our old data. That is potentially a huge lift for districts. I think in part of the exploration of some of these systems, we need to see the ability of the companies and the agency to support this massive transfer of data from one system to another. In addition to the large cost that will be involved, my real concern is the level of availability of expertise in doing that work.

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system or vendor under consideration would have to have a proven track record of successful statewide implementations. A part of this work would be to determine the scale and scope of data migration. Your concern about available resources with the expertise to do this kind of work here in Vermont is well-founded. This is part of why we as a whole state, together, need to find a way forward that reduces complexity and costs (staff, expertise, time, burden) on us all to do this kind of work. [If you would be interested in participating in conversations about what would be needed for us all to make meaningful change together to address these challenges, please respond to the feedback survey indicating your willingness to participate.](#)

Is there any thought related to providing districts with funds to have the adequate human resources? We know that migrations always take longer and require more labor than you originally estimate. In today's day and age, it is almost impossible to get budget approval to add staff. It is difficult to have such a large mandate without the funding needed.

Your concern about available resources with the expertise to do this kind of work here in Vermont is well-founded. This is part of why we as a whole state, together, need to find a way forward that reduces complexity and costs (staff, expertise, time, burden etc.) on us all to do this kind of work. [If you would be interested in participating in conversations about what would be needed for us all to make meaningful change together to address these challenges, please respond to the feedback survey indicating your willingness to participate.](#)

Will AOE be trained on using SSIS?

Yes, and so would all field users.

Will the new system have vendor support to help training the field, and support troubleshooting errors as they encounter?

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system or vendor under consideration would have to be capable of supporting end users across schools, districts, and at the state level for operational use. Robust training and implementation support would be needed along with many other requirements. If you would be interested in participating in conversations about what would be needed for a successful RFP, [please respond to the feedback survey indicating your willingness to participate.](#)

How much training will this require for our staff? What resources will be provided for training?

If the state were to go to RFP for a statewide SIS (which it has not done at this time, it has only gone to RFI), any system or vendor under consideration would have to be capable of

supporting end users across schools, districts, and at the state level for operational use. Robust training and implementation support would be needed along with many other requirements. If you would be interested in participating in conversations about what would be needed for a successful RFP, [please respond to the feedback survey indicating your willingness to participate.](#)