



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Exceptional Children Division
EC Process and ECATS Courses
A User Guide for Local EC Leadership

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Introduction

The *EC Process* and *ECATS* courses are a combination of the *EC Process* modules, first released during the summer of 2018, and the user interface for Every Child Accountability and Tracking System (ECATS). These courses are accessible in NCEES through the CANVAS platform.

The initial development of the content (original EC Process modules) was a division-wide collaboration with content provided by EC Division consultants. The integration of the EC Process modules with ECATS into the CANVAS platform was coordinated with the following team members.

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This *User Guide* is intended to support local leaders of exceptional children programs with the implementation of federal regulations and state policies through high quality professional learning. These professional learning opportunities are in alignment with providing customized support to LEAs and implementing an effective general supervision system as outlined by the EC Division Strategic Plan. Further, these opportunities provide targeted technical assistance to support the LEA-Self Assessment (LEA-SA) for Core Component 1: Policy, Compliance and Monitoring.

Course Framework

The *EC Process* and *ECATS* courses in NCEES provide training for educators in a step-by-step detailed method. The courses provide a virtual, technology training platform that can be completed as individually assigned, working in small groups, or for large group blended learning. The DPI Exceptional Children Division gathers feedback at the end of each course to guide the revision process and continuously improve the learning experience.

There are 11 canvas courses with information on the process, compliant documentation, and guidance for navigating the ECATS user interface within that process. Each course consists of “modules” and each module within the specific course must be completed to earn a certificate of completion. Each course begins with an orientation module and ends with the feedback and evaluation module.

EC Process and ECATS Course	Content			Time (hours) to complete ³
	Modules	Pages	Quizzes ²	
1-Invitation to the IEP Meeting	4	33	2	2
2-Initial Referral and Consent for Evaluation	5	45	2	2
3-Determining Eligibility and Consent for Services	4	33	2	3
4a-Present Level of Academic Achievement and Functional Performance (PLAAFP) and Consideration of Special Factors	6	55	4	4
4aCPW-Communication Plan Worksheet ¹	1	28	1	2
4b-Postsecondary Transition	5	46	4	4
4c-Annual Goals, Short-Term Objectives, and Benchmarks	4	38	2	4
4d-Least Restrictive Environment (LRE) and Extended School Year (ESY)	5	43	2	4
5-Reevaluation	4	34	2	3
6-Prior Written Notice (PWN)	4	32	2	2
7-Disciplinary Change In Placement and Manifestation Determination	5	42	1	2
8-Monitoring Progress on IEP Goals, Benchmarks, and Short-Term Objectives	7	59	4	4

¹ 4aCPW is a stand-alone module covering the Communication Plan Worksheet in depth. This may be completed as a part of Course 4a-Present Level of Academic Achievement and Functional Performance and the Consideration of Special Factors or independently for deepening knowledge about the CPW process and completion.

² Some of the courses have final quizzes while others have quizzes following each module.

³ This is an approximation of the time and depends on the individual, need to repeat learning or quizzes, etc.

The core components of each course are:

- Course Orientation
- Modules
- Quizzes
- Feedback/Evaluation

Orientation: Each individual course begins with an orientation module that consists of 5 pages. This orientation module provides guidance on how to move through the course, the objectives for the course, the course syllabus, the grading and completion policy, as well as the technology tips for accessing the courses on mobile devices.

EC and ECATS Content: This content begins in Module 2 of each course and contains a reminder that *“In addition to the Federal and State policies and procedures outlined in each of the modules, participants will also need to adhere to local policies and procedures”*.

Module Overview and Topics: Each Module within the courses begins with an overview of the learning and the topics for that module. All modules must be completed sequentially to move through the course.

Quizzes: All quizzes may be taken multiple times and require a score of 100% to move on into the other modules or to complete the course.

Course Registration, Completion, and CEUs: Course registration, completion, and earned CEUs are documented through NCEES. This is one method available to leadership to request documentation of course completion.

Email Confirmation of Course Completion: Each course also ends with a page that allows participants to complete a form to receive an email confirming course completion for their own records. This is the second method available to leadership to request documentation of course completion.

Certificate of Completion: There is a *Certificate of Completion* that an LEA may elect to use and award to participants if the course is completed in a format that may not support individual enrollment in NCEES or for other purposes. A blank *Certificate of Completion* is included at the end of this guide.

Help and Support: Within the courses, participants are instructed to “Please contact your school or LEA technology support personnel for technical support and your local EC leadership for content support”. If the local EC leadership has questions about the course content and support is needed, please contact your assigned regional monitoring consultant. ZenDesk is not the appropriate platform to seek assistance with these professional learning activities.

The courses follow a nautical navigation or voyage theme to keep them interesting. *For a successful voyage, there must be collaboration and preparation before setting sail. Some voyages can go off course and plans must be re-examined, and adjustments made. This is the voyage of EC Process and ECATS.*

NCEES Course Codes

The titles and course codes used to locate the courses in NCEES are listed below in the chart. To locate the courses in NCEES, search using the name and/or individual course code. Using the course codes will quickly access the specific course. Registering and completing the course in NCEES allows the course to be documented on an individual’s NCEES transcript and CEUs to be awarded.

EC Process and ECATS Course Name		Course Code
Course 1:	Invitation to the IEP Team Meeting	16779
Course 2:	Initial Referral and Consent for Evaluation	16780
Course 3:	Determining Eligibility and Consent for Services	16781
Course 4a:	Present Levels of Academic Achievement and Functional Performance (PLAAFP) and Consideration of Special Factors	16782
	Module 4aCPW: Communication Plan Worksheet	16789
Course 4b:	Postsecondary Transition	16783
Course 4c:	Annual Goals, Short-Term Objectives, and Benchmarks	16784
Course 4d:	Least Restrictive Environment (LRE) and Extended School Year (ESY)	16785
Course 5:	Reevaluation	16786
Course 6:	Prior Written Notice (PWN)	16787
Course 7:	Disciplinary Change in Placement and Manifestation Determination	16788
Course 8:	Monitoring Progress on IEP Goals, Benchmarks, and Short-Term Objectives	18608

Successful completion of the courses and the awarding of CEUs is NOT monitored by NCDPI or the EC Division and is the responsibility of the individual participant and the LEA.

Course Evaluations and Feedback

Each of the 10 courses ends with a module containing the *Course Evaluation and Feedback Form*. Participants in the courses must fill out the Course Evaluation and Feedback Form for each course completed. The contents of the Evaluation and Feedback Form are below.

Evaluation and Feedback Module

We value your input and suggestions for improvement; but even more, we desire to know how you will not only apply this learning, but how this learning will impact your performance and student outcomes.

Course Evaluation and Feedback: This is an anonymous evaluation. No personal information is collected in this survey.

- Which course did you complete? If you are unsure, you may refer to your CANVAS page.
 - I understood the purpose and objectives of the course.
 - I will apply content from this professional learning in my district or school.
 - The professional learning was aligned with the goals and priorities of my district.
 - I require additional support to implement the content of professional learning.
 - This course is of high-quality professional learning.
 - The instructional level of this course was consistent with my expectations.
- What was a strength of this professional learning experience?
- What recommendations do you have for improving the quality of this professional learning experience?
- Do you have any suggestions for future online courses? If so, please share your ideas.

Utilizing the *EC Process and ECATS* Courses

These courses are intended to serve multiple purposes for a variety of LEAs. Some possible methods for using the courses include:

- PLC: Use as a professional learning opportunity for different groups of EC professionals throughout the year to keep all staff members up to date on EC Processes and ECATS.
- New Teachers: Use the courses to train teachers new to the profession, new to the state, new to EC or for any situation when an educator needs to learn a new EC Process and ECATS for that process.
- Individual Study: As EC professionals need a refresher on content, the courses can be assigned to individuals for opportunities to improve or expand knowledge of EC Process and ECATS.
- Professional Development: Use as a blended learning course for LEA staff to facilitate building capacity using directors, coordinators, or program specialists as the leads and other non-EC staff (school administrators, etc.) as participants.
- Train-the-Trainer: Work with the LEA lead EC professionals to ensure consistency in knowledge and then the lead staff can re-deliver the content to select individuals, small groups, or large groups, depending on the LEA need.

....and so much more!

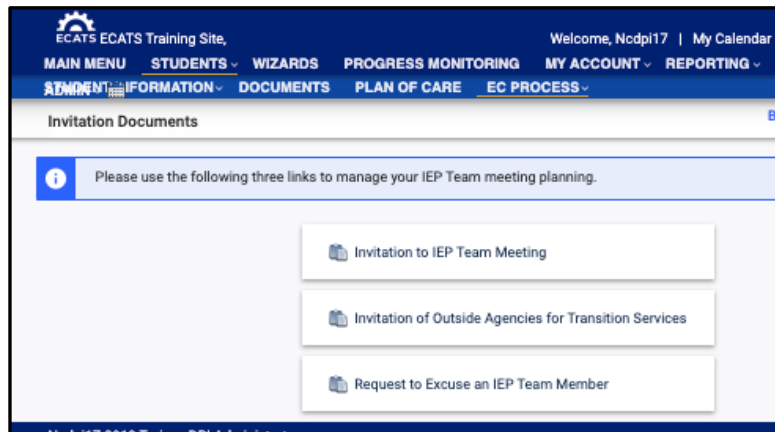
Outline of CANVAS Courses

Course 1-Invitation to the Individual Education Program (IEP) Meeting

In this course, you will learn about the IEP invitation, the required members of the IEP team, completing the invitation to the IEP meeting and supporting policy for guiding this part of the process.

Course Modules and Pages

- Invitation to IEP Meetings
 - Planning Ahead
 - Who is the IEP Team?
 - Other Potential Team Members
 - Related Services Providers
 - When A Parent Does Not Respond
 - Invitation to the IEP Meeting-ECATS
- Request to Excuse Required IEP Team Member
 - Meeting Attendance
 - Alternate Means of Participation
 - Use of Excusal
 - Request to Excuse: ECATS
- Invitation of Outside Agency
 - Policy and Planning
 - Invitation of Outside Agency-ECATS
 - Quick Look: Invitation to IEP Meeting

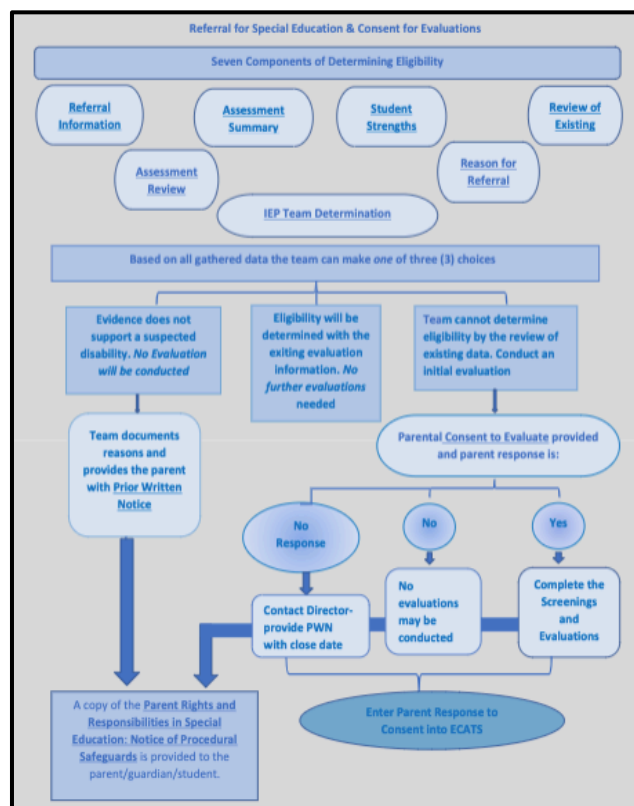


Course 2-Initial Referral and Consent for Evaluation

In this course, you will learn about the initial referral process when suspecting a disability, timelines, policy, and points to consider in the completion of the required ECATS documentation. This course is all about the data gathering needed to support students and determine the next steps.

Course Modules and Pages

- Referral Information
 - When Should a Referral Be Considered-Policy?
 - Initial Referral-When to Consider 2 and ECATS Beginning
 - School Age and Preschool Referrals
 - Referral Information-90 Day Timeline
 - Entering the Referral Information into ECATS
- Student Strengths, Review of Existing Data, and Assessment Summary
 - School Age and Preschool Student Strengths
 - Student Strengths in ECATS
 - Review of Existing Data-School Age and Preschool
 - Outside of the Norm for Vision and Hearing Screenings
 - Assessment Summary-Overview
 - Add Assessments/Custom Assessments
 - Add Multiple Assessments
 - Assessment Review Process
 - Assessment Summary and Review Videos
 - Reason for Referral and ECATS
- IEP Team Determination and Evaluation Plan
 - Suspected Area(s) of Disability
 - Three Team Choices
 - Prior Written Notice
 - Evaluation Plan
 - Information for Creating Drafts/Final Documents
 - Create Draft/Final Document-ECATS
- Consent for Evaluation/Reevaluation
 - Informed Consent
 - Two Steps for Consent: Step 1
 - Two Steps for Consent: Step 2
 - Uploading Parent Signatures
 - Quick Look: Referral & Consent

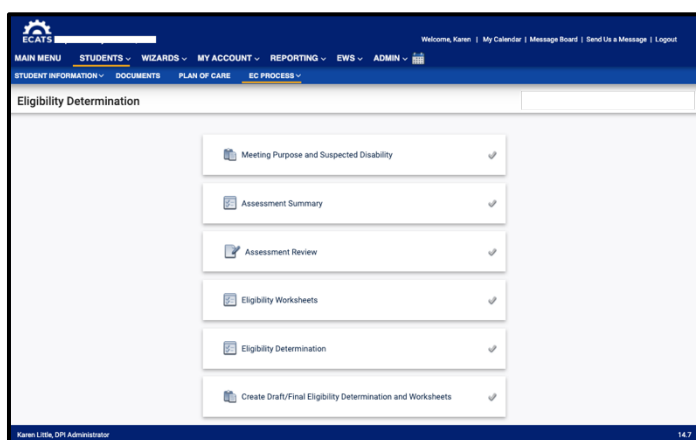


Course 3-Determining Eligibility and Consent for Services

This course is about determining if a student is a child with a disability, if that student requires specially designed instruction, and if so, obtaining consent for services. This course reviews the policy with points to consider and includes instruction in completing the ECATS required documentation for eligibility and consent for services.

Course Modules and Pages

- Who Is a Child with a Disability?
 - Definition of a Child with a Disability
 - The Disability Areas
 - Prong One: Disability
 - Prong Two: Adverse Effect
 - Prong Three: Instructional Requirements
 - Procedures for Determining Eligibility
- Completing the ECATS Eligibility Screens
 - Meeting Purpose and Suspected Disability
 - Assessments
 - Assessment Summary
 - Assessment Review
 - Eligibility Worksheets
 - Key Reminders
 - Making Decisions
 - Creating the Documents
- Parental Consent for Services
 - Policies and Parental Consent for Services
 - Revocation of Parent Consent for Services
 - Parental Consent ECATS Screens
 - Parental Consent-Step 2
 - Uploading Parent's Signature
 - Quick Look at Eligibility and Parental Consent for Services



Course 4a-Present Level of Academic Achievement and Functional Performance (PLAAFP) and Consideration of Special Factors

This course will lead the learner through the creation of the Present Levels of Academic Achievement and Functional Performance (PLAAFPs) and consideration of the Special Factors. PLAAFPs will be reviewed with the focus on aligning to state standards with measurement in mind, and the consideration of special factors will guide any additional needs to be identified for further documentation.

Course Modules and Pages

- Beginning the IEP Process in ECATS
 - EC Process IEP
 - The First Steps of Preparation for the IEP Process in ECATS
 - Meeting Purpose and IEP Dates
 - Creating an IEP Student Profile
- Beginning with the End in Mind
 - Aligning IEPs with State Content Standards
 - Benefits of Standards -Aligned IEPs
 - The Seven Step Process for Standards-Aligned IEP
 - The “Keel” of the IEP-The PLAAFP
- Compiling the Sources of Relevant Information
 - Present Levels of Academic and Functional Performance (PLAAFP)
 - The PLAAFP “Academic Achievement and Functional Performance?”
 - The Sources of Relevant Information
 - Documenting the Current, Relevant, Objective Data in ECATS
 - Sources of Relevant Information-ECATS
- Writing the PLAAFPs
 - Trajectory for Student Success
 - REMINDER: Present Levels of Academic and Functional Performance (PLAAFP)
 - The PLAAFP-Common Mistakes
 - Making CLEAR Present Level Statements
 - Liliana Test and Reading Data
 - Backward Mapping Individual Student Data to the NC State Standards
 - Graphic Organizer for PLAAFP Data
 - Present Levels of Academic and Functional Performance-ECATS
 - Adding Data for Sources to Develop the PLAAFPs
 - Writing the PLAAFP Statements in ECATS-Part 1
 - Writing the PLAAFP Statements in ECATS-Part 2
 - PLAAFPs “Show Section” for Review
- Consideration of Special Factors
 - What Must Be Considered for Special Factors?
 - Is the Student an English Learner?
 - Does the Student Have Any Special Communication Needs?
 - Does the Student Require Assistive Technology Devices or Services?
 - Does the Student Require the Instruction In or Use of Braille?
 - Does the Student Have a Documented Hearing Loss?
 - For the Student Who Is Deaf or Hard of Hearing, the Following Have Been Considered
 - Does the Student Have Behaviors(s) that Impeded His/her Learning or that of Others?
 - Does the Student Require Adapted Physical Education (APE)?
 - Is the Student Receiving Instruction Using the Extended Content Standards?
 - Supports for Academic, Functional, Personal Changes or Circumstances
 - Requiring Specially Designed Instruction (SDI)



4aCPW-Communication Plan Worksheet (Stand-Alone Module or Add-In)

The Communication Plan Worksheet is a required component of the IEP for any child with hearing loss in North Carolina. On the following pages, we will discuss why the Communication Plan Worksheet is a vital component of the IEP, as well as provide a step-by-step guide on how to complete this worksheet for your student with hearing loss.

Module Content

- Introduction
- Student Information
- Section I: Consider the Student's Language and Communication Needs
- Student Language & Student Communication
- Definitions of Communication Modes/Methods
- Student Language & Communication Supporting Questions 1-3
- Section II: Opportunities for Direct Communication
- Opportunities for Access and Communication: Supporting Questions 1-4
- Section III: Consider Student Academic Level
- Section IV: Consider Full Range of Needs
- Section V: Consider Need for Amplification and Assistive Technology Devices and/or Services
- Section VI: Documentation of Data to be used in Placement Decisions
- Frequently Asked Questions
- The Deaf and Hard-of-Hearing Statewide System of Support



Ask the parent to give examples of how they communicate with their child within the home!

Course 4b-Postsecondary Transition

This course addressing Postsecondary Transition begins with age-appropriate transition assessment to identify the student's strengths, preferences, interests, and needs to reach identified postsecondary goals. You will learn how to use this data gathered to identify a course of study, develop postsecondary goals, and align transition services with those goals. Additionally, this course will address the transfer of rights and the completion of the Summary of Performance as students leave through graduation or meeting age requirements.

Course Modules and Pages

- Transition Policy and Planning
 - Introduction to Transition Planning
 - When are Transition Services Required in the IEP?
 - Transition Planning Priorities
- Age-Appropriate Transition Assessment and Postsecondary Goals
 - Step 1 Transition Planning Process: Age-Appropriate Transition Assessment
 - Age-Appropriate Transition Assessment: Getting to Know the Student
 - Step 2 in the Transition Planning Process: Present Levels
 - Age-Appropriate Transition Assessment into the IEP-Student Profile
 - Age-Appropriate Transition Assessment into the IEP-PLAAFP
 - Transition in the IEP for the 14-year old
 - Step 3 in the Transition Planning Process: Postsecondary Goals
 - Compliant Postsecondary Goals
 - Developing the Postsecondary Goals
 - Postsecondary Goals and Supports in ECATS
 - Compliant or Not Compliant Postsecondary Goals-Part 1
 - Compliant or Not Compliant Postsecondary Goals-Part 2
- Transition Services, Transfer of Rights, and Age of Majority
 - Revisit Postsecondary Transition Policy
 - Postsecondary Supports and Services
 - Step 4 in the Transition Planning Process: Services Support Student Outcomes
 - Step 5 in the Transition Planning Process: Transition Services
 - What are Transition Services and Activities?
 - Entering Transition Services into the IEP and ECATS
 - Step 6 in the Transition Planning Process: Annual Goals
 - Annual Goals Related to the Student Transition Services Needs
 - Transfer of Rights and Age of Majority
- IEP Members When Transition is Discussed and Summary of Performance
 - Policy Addressing IEP Team Members when Transition is Discussed
 - Consent to Invite an Outside Agency-Why Invite?
 - Consent to Invite an Outside Agency-Can We Invite and When?
 - Consent to Invite an Outside Agency-How Do we Get Consent?
 - Student Participation in the IEP Team Meeting
 - Inviting the Student and the Outside Agency to the IEP Meeting
 - The Summary of Performance (SOP)
 - IEP Overview



From Assessment to Practice: A Model for Teachers



This model is based on:

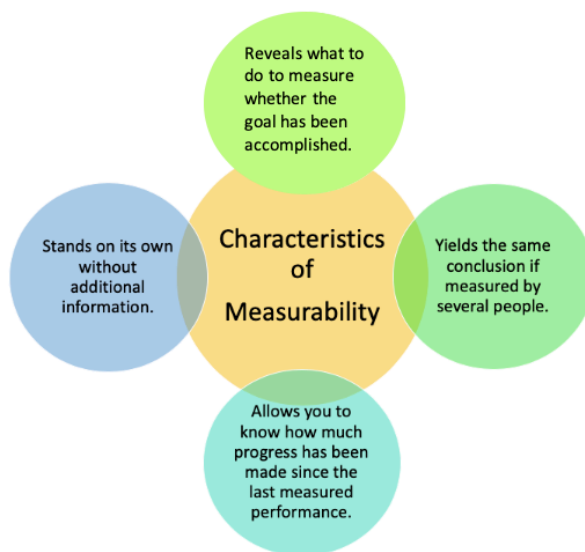
Mazzotti, V. L., Rowe, D. A., Kelley, K. R., Test, D. W., Fowler, C. H., Kohler, P. D., & Korterling, L. J. (2009). Linking transition assessment and postsecondary goals: Key elements in the secondary transition planning process. *TEACHING Exceptional Children*, 42, 44-51. doi: <https://doi.org/10.1177/004005990904200205>

Course 4c-Annual Goals, Short-Term Objectives, and Benchmarks

In this course, the learner will define and identify measurable annual goals including making those goals ambitious and attainable. Methods of measuring progress on annual goals, and writing short-term objectives and benchmarks will be reviewed and instruction on how to document these components into ECATS is included.

Course Modules and Pages

- Understanding Measurable Annual Goals
 - Definition of Annual Goals
 - Further Defined: Alternative Achievement Standards
 - Considerations for Annual Goals
 - Considerations for Annual Goals-2
 - Definition of Measurable
 - Characteristics of Measurability
 - Being SMART
 - Defining Observable
 - Navigating to Annual Goals in ECATS
 - Documenting Annual Goals in ECATS
- Method of Measuring Progress
 - NICHCY Reflection
 - Criterion or Expected Level of Performance
 - Criterion Reminders
 - What Tools to use to Monitor Progress
 - Measuring Musts
 - Measuring Practice
 - Documenting Details for Annual Goals in ECATS
 - Reporting Progress
 - EC Teacher/Service Providers Musts
- Benchmarks and Short-Term Objectives
 - When to Use and Why
 - Documenting Benchmarks and STOs for Annual Goals in ECATS
 - Points to Remember
 - Final Thought



Course 4d-Least Restrictive Environment (LRE) and Extended School Year (ESY)

This course will address the considerations required in policy for determining the Least Restrictive Environment for specially designed instruction and related services. This includes a review of the continuum of placements, justifying the LRE, supplemental aids, services, accommodations, and modifications, and finally considerations for the extended school year. The course will include the policies and how to document this process into ECATS.

Course Modules and Pages

- Least Restrictive Environment (LRE)
 - Defining LRE
 - The Significance of Satisfactorily
 - The Requirement for LRE
 - Summarizing LRE
- Continuum Educational Placement
 - Why Provide a Continuum
 - Elements of Specially Designed Instruction
 - Related Services
 - Nonacademic Services and Activities
 - Adding Services in ECATS
 - Determination of the Continuum of Educational Placements
 - Determination of the Continuum of Educational Placements-Preschool
 - LRE Justification Statement
 - Additional Service Information in ECATS
 - Creating a Progress Report in ECATS
- Supplemental Aids, Services, Accommodations, and Modifications
 - What are Supplemental Aids and Services
 - Defining Accommodations
 - Defining Modifications
 - Is it an Accommodation or a Modification?
 - Supports for School Personnel
 - Participation in Assessments
 - Classroom Activities and District and State Assessments
 - Considerations for Team Decision-Making
 - Considerations for Team Decision-Making 2
 - Alternate Assessment
 - Documenting Accommodations in ECATS
- Extended School Year (ESY)
 - Defining ESY
 - Determining ESY
 - Documenting ESY in ECATS

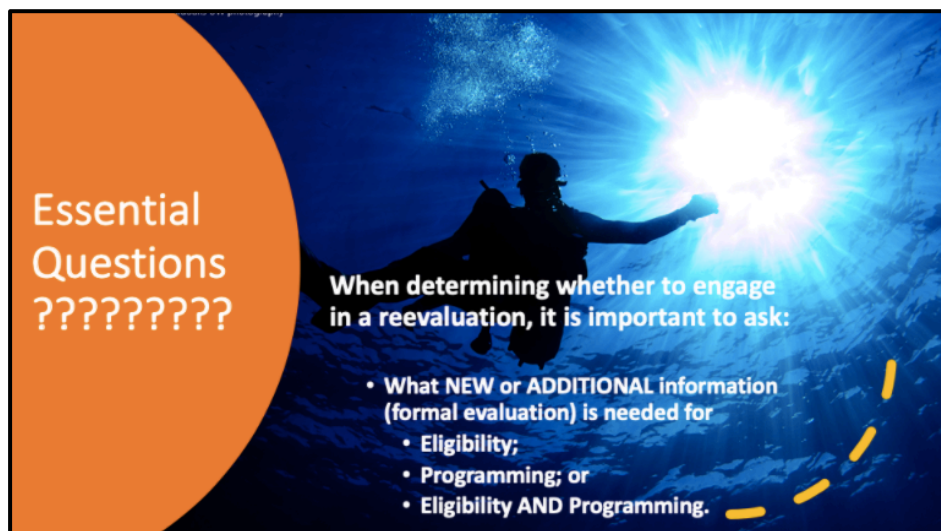


Course 5-Reevaluation

Reevaluation will take you through the process of determining the need for a reevaluation and the triennial or three-year reevaluation process. This course defines reevaluation, reviews policies, and walks through the process for determining the need for additional data during the reevaluation process and obtaining parent consent if needed.

Course Modules and Pages

- Definition of Reevaluation
 - Definition of Reevaluation
 - Reevaluations Through the Lens of Policy
 - Eligibility vs. Programming Reevaluations
- Components of the Reevaluation Process
 - Assessment Summary
 - Assessment Summary in ECATS
 - Review of Existing Data
 - Review of Existing Data in ECATS
 - Reevaluation Determination
 - Reevaluation Determination: No Additional Data Needed
 - Reevaluation Determination: Additional Data Needed
 - Important to Remember
 - Also Important to Remember
 - Required Assessments
 - Creating a Reevaluation Report
 - Parental Consent
 - Uploading Parent's Signature
- Do I Need to Conduct a Reevaluation?
 - Essential Questions to Ask
 - More Essential Questions to Ask
 - Chart It Out
 - Reevaluation Scenarios
 - Reevaluation Flow Chart

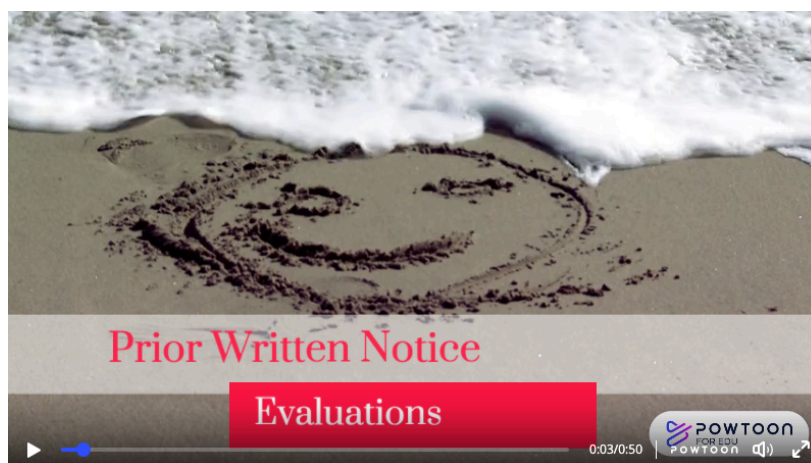


Course 6-Prior Written Notice (PWN)

In this course, you will summarize the plans the team has made, with clear proposals, refusals, and ideas considered but rejected. This course will review a well-written notice documenting the actions proposed and the data-based reasons behind the proposals as the team plotted the course for the year. With a clear prior written notice, others can follow and understand how the team arrived at the decisions outlined and follow the plan.

Course Modules and Pages

- Plotting a Course with Written Documentation
 - The Policy of PWN
 - Importance and Purpose of Prior Written Notice
 - Requirements of Providing Prior Written Notice
 - Identification Example
 - Evaluation Example
 - Educational Placement Example
 - Provision of FAPE Example
- The Elements of Prior Written Notice
 - What are the Key Elements?
 - Navigating to PWN in ECATS
 - Description of Actions Proposed
 - Description of Action Refused
 - Description of Data Used
 - Description of Options Rejected
 - Description of Other Factors
 - Final Details
- Considerations for PWN
 - Thoughts to Remember
 - Requirements of Providing Prior Written Notice
 - Requirements of Providing Prior Written Notice to the Parent
 - Cautionary Note

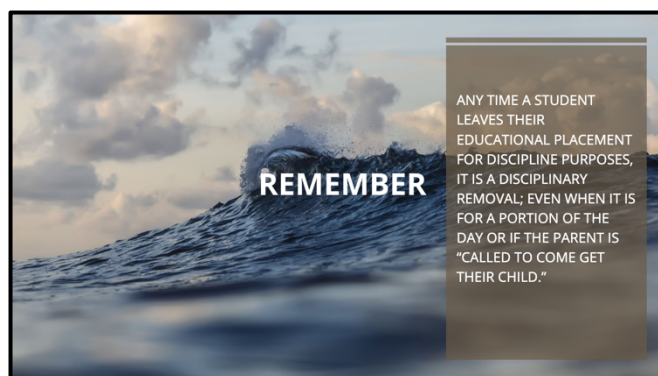


Course 7-Disciplinary Change in Placement and Manifestation Determination

In course 7 you will learn about Disciplinary Change in Placement and Manifestation Determination. If a student violates the Student Code of Conduct, certain consequences are implied. A student with a disability has protections provided by the IDEA and NC Policies Governing Students with Disabilities regarding consequences including removals from school.

Course Modules and Pages

- Disciplinary Policy for Students with Disabilities
 - North Carolina Policies Governing Services for Children with Disabilities
 - Disciplinary Removal Days
 - Disciplinary Removals Reminder
 - The Eleventh Day
- Disciplinary Change in Placement
 - Educational Placement removals Due to Discipline
 - Examples of Disciplinary Removals
 - Examples of Disciplinary Removals-2
 - Disciplinary Check Point
 - Change in Placement
 - Determining a Pattern
 - Change of Placement in ECATS
 - Manifestation Attendees in ECATS
 - PWN: Change in Placement in ECATS
 - Invitation to IEP Meeting for Change in Placement & MDR
 - Invitation: Meeting Details
 - Change in Placement Video
- Manifestation Determination Review (MDR)
 - Locating the MDR in ECATS
 - When is an MDR Needed?
 - MDR Review of Data-Current Disciplinary Event
 - Special Circumstances
 - Special Circumstances Results
 - Discipline and Homebound Instruction
 - Data Used to Consider Manifestation of the Student's Disability
 - Implementation of the IEP
 - Data-Evaluations and Additional Diagnostic Procedures
 - Behavior: Points to Consider
 - Assessment of Manifestation Determination
 - Decision Made: Now What Happens?

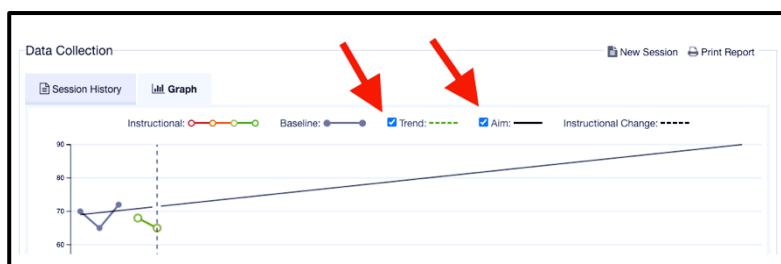
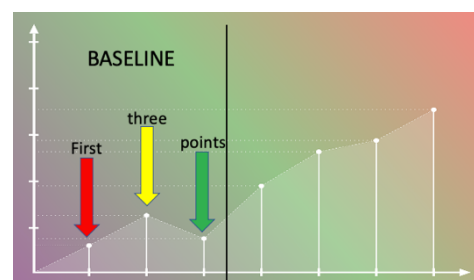


Course 8-Monitoring Progress on IEP Goals, Benchmarks, and Short-Term Objectives

This course will guide you on monitoring the progress resulting from the implementation of the IEP. The learner will understand writing annual goals with measurement in mind, data collection methods, and aligning criterion to successfully monitor student progress. The course will familiarize the learner with the ECATS basic progress monitoring set-up, the advanced set-up to monitor multiple skills, benchmarks, and short-term objectives. It demonstrates the steps to create groups for monitoring and provides examples of measurable goals aligned with data collection measurements and criterion.

Course Modules and Pages

- Progress Monitoring in Policy and Regulations
 - North Carolina Policy on Progress Monitoring
 - Policy and Monitoring Progress on the Annual IEP Goals
 - Policy for Review and Revise the IEP Based on Progress
 - Reasons Beyond Policy for Monitoring Progress
- Writing Annual Goals with Measurement in Mind
 - Being SMART with Writing Annual Goals
 - The “Keel” of the IEP-the PLAAFP
 - What does it really mean: Measurable Annual goals?
 - Measurable Skills are Observable
 - Measuring Musts
 - NICHCY Reflection
- Graphing the Data Collected for Monitoring Annual Goals
 - Planning for Monitoring Progress on Annual Goals
 - Characteristics of Measurability
 - Mastery Criteria + Maintenance =MASTERY OF THE SKILL
 - Mastery Criteria in ECATS
 - Graphing for Monitoring Progress Vocabulary-Baseline Data
 - Graphing for Monitoring Progress Vocabulary-Aim Line
 - Graphing for Monitoring Progress Vocabulary-Trend Line
- Basic Set Up in ECATS to Monitor Progress
 - ECATS Progress Monitoring Basics
 - How to Launch the Progress Monitoring Wizard
 - Goal Set Up in Progress Monitoring Wizard
 - Data Collection Basics
 - Steps to Data Collection
 - Collection History and Monitoring Student Data
 - The Graph
 - The Report
 - Create A Progress Monitoring Summary Document
- Advanced Set Up to Monitor Progress in ECATS
 - Setting Up “Steps” to Measure Short-Term Objectives and /or Benchmarks
 - Steps Data Entry Report and Graph
 - Multiple Step Annual Goals
 - Student Groups
 - Groups Data Entry



Certificate of Completion

EC Process and ECATS

has completed

Course Name

Date

This course takes approximately _____ hours to complete and is
valued at _____ CEUs.



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EC Division
Policy, Monitoring, and Audit Section