

ECATS

Special Education Module: End User Manual 2019

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WHO IS PUBLIC CONSULTING GROUP (PCG)?

Public Consulting Group, Inc. (PCG) is a management consulting firm that primarily serves public sector education, health, human services, and other state, county, and municipal government clients. Established in 1986 with headquarters in Boston, Massachusetts, PCG operates from 46 offices across the U.S. and in Montreal, Canada, London, United Kingdom, and Lodz, Poland. The firm has extensive experience in all 50 states, clients in six Canadian provinces, and a growing practice in the European Union.

PCG'S EDUCATION SERVICES PRACTICE AREA (ESPA)

PCG Education offers consulting solutions that help schools, school districts, and state education agencies/ministries of education to promote student success, improve programs and processes, and optimize financial resources. Together with its state-of-the-art technology, PCG Education's consulting approach helps educators to make effective decisions by transforming data into meaningful results. Below we highlight several of our ESPA services.

Our service and product offerings include:

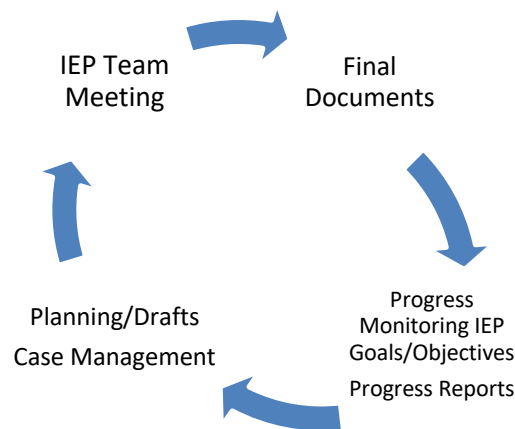
- **Special Education Consulting Services:** PCG offers comprehensive services and customized technology solutions to special education departments. Related applications and services such as EasyFax™, PaperClip™, Advanced Reporting™, state vertical reporting, Pearson partner, PowerSchool data integration, and School Interoperability Framework (SIF) certification make PCG Education an undisputed market leader.
 - **ECATS** is an internet-based solution for the development of Individualized Education Program (IEPs) and for the management of special education reporting in North Carolina. ECATS provides administrators with a powerful organizational tool, extensive reporting capabilities and instant access to student information securely via the internet.
 - The Service documentation module is a component of ECATS. Having a single universal system for both IEP and service documentation purposes minimizes the burden on providers by allowing for a highly streamlined process for IEP development and subsequent service documentation. This consolidation allows for additional monitoring of service documentation, ensuring that students are receiving the proper level of services, as well as maximizing Medicaid reimbursement for the school district.
 - The MTSS module is a third component of ECATS. ECATS MTSS complements the multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. ECATS MTSS uses an early warning system to assist educators in their data-based problem solving for decision making. The intervention planning page is designed to efficiently document interventions at both the supplemental and intensive levels. ECATS MTSS allows for progress monitoring and intervention effectiveness. Reports and summary dashboards also provide aggregate information for LEA, School and student level problem-solving.

ECATS SYSTEM OVERVIEW: Special Education Module

ECATS is an electronic data management system that allows users to create a virtual filing cabinet of all the documentation associated with special education.

In ECATS, data is entered specific to the process(es) in which an IEP Team engages. From initial referral to reevaluation to planning for an IEP Team meeting, users can manage the services provided to students with disabilities through ECATS.

Users may create draft documents to assist planning then finalize based upon the decisions of the IEP Team. Finalized documents provide a historical record and the basis for future activities that may build upon data already entered into the system. ECATS also provides the electronic platform for sharing files when students transition between local education agencies within North Carolina – ensuring that little to no interruption in the delivery of special education and related services is experienced by the student.



ECATS GENERAL INFORMATION

Security

All ECATS information is confidential. The server uses Secure Socket Layer (SSL) technology to encrypt all information as it flows across the Internet. This is the same technology that online merchants and banks use to protect your credit card number and other sensitive information.

Please adhere to the following procedures to ensure security:

- **Do not give your account name or password to anyone.**
- **Do not write your password down where it can be seen by others.**
- **Do not save documents or reports to an unsecured computer.**
- **Always log off of ECATS and close your browser when you are finished.**

Note: ECATS will automatically log you out of the system after 120 minutes of inactivity.

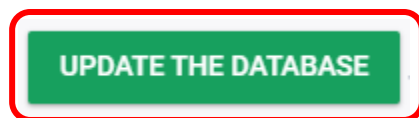
Navigation

ECATS is menu bar driven with tabs along the top on the screen that are used to navigate through the system. Clicking different tabs takes the user to different parts of the database. End users will primarily use the **Students** tab to complete work.








Saving Changes

After a change is made it is very important to click the 'Update the Database' button at the bottom of each screen to save the changes. 'Update the Database' is equivalent to *Save*. **Any information entered will be lost if users forget to click 'Update the Database'.**



Important Symbols in ECATS

Below is a list of icons, and a description of their functionality, that appear on many system pages:

	Help - This link shows general help information.
	Drop-down menu - Only one selection can be made. Click once on the box and select an option.
	Check box - More than one selection can be made. To add or remove a check, click once on the box.
	Spell Check icon – Click on the icon to launch the spell check function for a specific text box.
	Calendar icon – To add a date, click on the calendar and scroll through the screens to find the appropriate date.

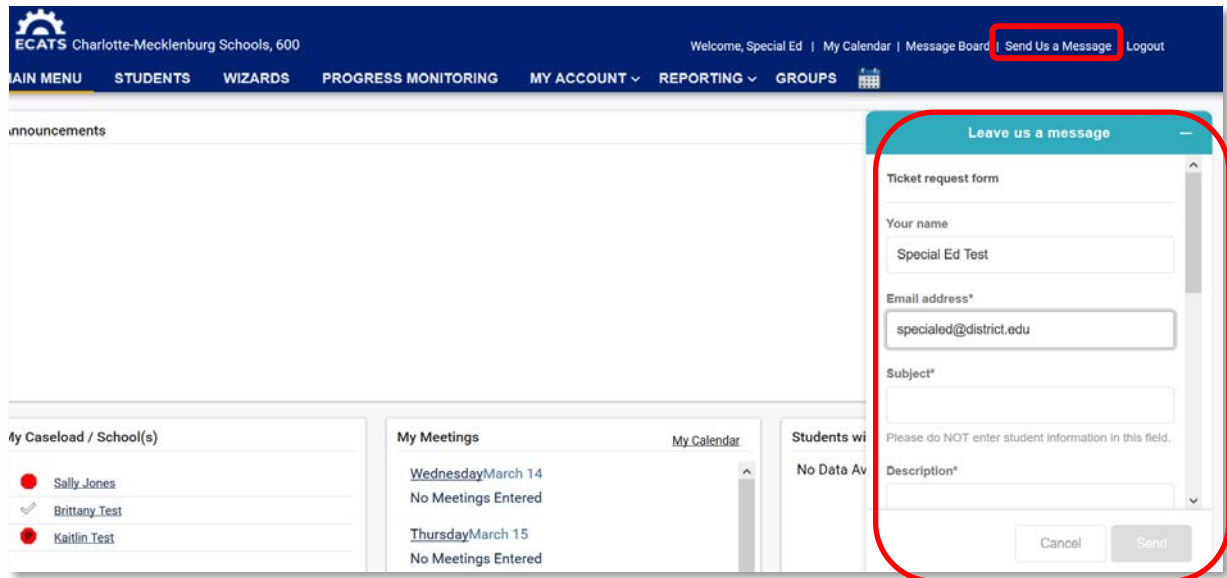
Logging into the System

To login to ECATS, go to the NCEdcloud IAM Service and select the icon for ECATS. If you do not have a login to NCEdcloud IAM Service, you need to claim your account or have a State Staff UID account created. Contact your local State Staff UID representative.

MAIN MENU TAB

Questions/Issues/Suggestions

To inform the Helpdesk of any issue, use the ‘*Send Us a Message*’ via the link on the ECATS Main Menu page. This will prompt a web form to open in order to submit a ticket.



The screenshot displays the ECATS Main Menu interface. The top navigation bar includes links for 'MAIN MENU', 'STUDENTS', 'WIZARDS', 'PROGRESS MONITORING', 'MY ACCOUNT', 'REPORTING', and 'GROUPS'. A 'Send Us a Message' link is highlighted in the top right corner. A modal form titled 'Leave us a message' is open on the right side of the screen. The form contains the following fields: 'Your name' (pre-filled with 'Special Ed Test'), 'Email address*' (pre-filled with 'special.ed@district.edu'), 'Subject*', and 'Description*'. A warning message states 'Please do NOT enter student information in this field.' The form also includes a 'Ticket request form' header and a 'Please do NOT enter student information in this field.' warning. The background shows the ECATS interface with a top navigation bar and a sidebar with 'My Caseload / School(s)' and 'My Meetings' sections.

Users will be prompted to enter the following ticket fields:

- **Your name** – This will auto populate with your name
- **Email address** – This will auto populate with the email set on your ECATS profile – IMPORTANT: this should NOT be changed when submitting a ticket.
- **Subject** - Enter a subject line (*required)
- **Description** – Describe your question/issue (*required)
- **Module** – Select the module that relates to your ticket – Special Education, Service Documentation, MTSS, etc. (*required)
- **Student** – Enter in a student name, student ID etc., if applicable
- **Page Title** – Indicate the page related to your question/issue
- **Attachment** – Upload attachments to help explain your issue/question

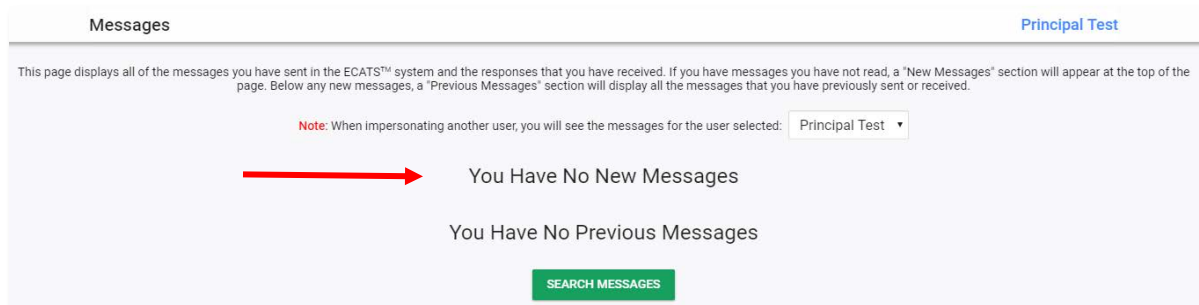
Once the Helpdesk responds to your message, you will receive an e-mail (to the address listed within your ECATS profile) informing you that you have a new message. All messages and responses are sent internally within the system.

Reviewing previously submitted tickets

Users can access previously submitted tickets by logging into ECATS and selecting the “Message Board” link.

Accessing Messages Related to Alerts

To access a new message related to an Alert, click on '[My Messages](#)'. This will direct you to the following screen, which displays *New Messages*, as well as stores your *Previous Messages*.



Once you have read all new messages, you will no longer see the '[New Mail](#)' icon on your Main Menu screen.

Announcements

On the Main Menu page, you will find Announcements. This message is edited by your district's administrators and/or NCDPI EC Division and will alert you of any important information. Please check this message each time you log in to stay informed with state or district wide changes or updates.

Document Library

At the bottom of the Main Menu page you will see any files that have been made available to you for viewing or downloading. To view a file, click on the name of the file (denoted by a [blue](#) hyperlink). The file will open and you will have the option of saving it to your computer. When you are finished viewing the file, click on the "Main Menu" tab at the top of your screen. Do not close your browser, as you are still logged in to ECATS.

STUDENTS SECTION



Student Overview

When searching for students, please remember that districts are using a separate Student Information System (PowerSchool) that provides information to ECATS. If the student you are looking for does not display, please contact your district administrator. The system will only allow a certain number of students to appear on the search results screen at once. Narrow the search by entering the student's ID, school, or choosing either *General Education*, *Initial Eligibility* or *Current Reevaluation*, *IEP*, *Special Education*, or *Referral* and the beginning letters of the child's last name. Some users might not be able to search for students and may only be able to view their individual caseload.

- 1) From the Main Menu, click the "Students" tab.
- 2) Enter the criteria to search by, such as *Student Last Name* or *Student ID*.

- 3) The student's record will appear if that student fits the entered criteria or a list of students with the same last name exists in the database.
- 4) To select a specific student record, click on the name of the student.

Del	CP	Last Elig	Last IEP	School	Grade	Name	Student ID	Age	Dis	Case Manager	IEP Begin	IEP End
<input type="checkbox"/>	✓			Import	2	Aimee Test	AIMEETEST	8 Years	AU			
<input type="checkbox"/>	✓			Import	5	Brittany Test	10182017TEST	11 Years				
<input type="checkbox"/>	✓			Import	2	Colin Test	TEST019394	6 Years	AU	Jonathan Test		
<input type="checkbox"/>	✓					elig test	1645791354	9 Years	MU			
<input type="checkbox"/>	✓	02/07/2019	02/07/2019	Import	5	Joshua F Test	TEST123	10 Years	DB,DD,IDMO	Admin Test	02/07/2019	02/06/2020
<input type="checkbox"/>	✗	02/28/2015	05/18/2018	Import	2	Kaitlin Test	KAITLINTEST	8 Years	IDMO	Admin Test	05/18/2018	05/16/2019

(6 Students)

Viewing Caseloads

Once assigned to a student's IEP team, users have a 'View My Caseload' button that will direct to the user's entire caseload. Within two simple clicks a student record can be added.

- 1) Click the 'View My Caseload' button at the bottom of the Student Search page.

Criteria for Selecting Students to View

Grade Level: All Grades *
 School: All Schools* (* Limited to those Schools you have access to) *
 Student Last Name: Exact Match ?
 Student First Name: Exact Match ?
 Student Middle Name: Exact Match ?
 Student ID: Exact Match ?
 Status: ☐ General Ed ☐ Eligibility ☐ IEP
☐ Referral ☐ Special Ed
 Sort List By: Student's Last Name *

VIEW STUDENTS ?
 ADVANCED STUDENT SEARCH
VIEW MY CASeload

- 2) The following *Select a Student* page will list all the students who you serve via the "Team" tab, either as a case manager or as a team member. Any students who you are the case manager of will be listed at the top of the page with a gray background.

Select a Student (Caseload of Special Ed Test)

CP	Last Elig	Last IEP	School	Grade	Name	Student ID	Age	Dis	Case Manager	IEP Begin	IEP End
✓			Import	2	Aimee Test	AI MEETEST	8 Years	AU			
✓			Import	5	Brittany Test	10182017TEST	11 Years				
✓			Import	2	Colin Test	TEST019394	6 Years	AU	Jonathan Test		
✓	02/07/2019	02/07/2019	Import	5	Joshua F Test	TEST123	10 Years	DB,DD,IDMO	Admin Test	02/07/2019	02/06/2020
●	02/28/2015	05/18/2018	Import	2	Kaitlin Test	KAITLINTEST	8 Years	IDMO	Admin Test	05/18/2018	05/16/2019

















(5 Students)

Student Compliance Overview

Every student in ECATS has a compliance symbol associated with their name. When viewing the caseload, the compliance symbols are a quick way to see which students are in or out of compliance, as well as students who have approaching deadlines. Definitions of compliance symbols are located below.

✓			Import	2	Colin Test	TEST019394	6 Years	AU	Jonathan Test		
✓	02/07/2019	02/07/2019	Import	5	Joshua F Test	TEST123	10 Years	DB,DD,IDMO	Admin Test	02/07/2019	02/06/2020
●	02/28/2015	05/18/2018	Import	2	Kaitlin Test	KAITLINTEST	8 Years	IDMO	Admin Test	05/18/2018	05/16/2019

Compliance Symbol Definitions

Symbol	Meaning
	It has been > 1095 days (3 years) since this student's Eligibility Date. A triennial re-evaluation is due.
	It has been > 1035 days since this student's Eligibility Date. A triennial re-evaluation is due within 2 months.
	It has been > 365 days since this student's Last IEP Date
	It has been > 335 days since this student's Last IEP Date
	Warning: It has been > 90 days since this student's Referral Date and Eligibility has not yet been determined. The 90-day timeline is due.
	Warning: It has been >77 days since the initial referral. The 90-day timeline is due soon.
	The student has a current eligibility and a current IEP/PSSP.
	This student is classified as a general education student.
	STOP: It has been > 1095 days (3 years) since this student's Eligibility Date. The student's eligibility has expired. A triennial re-evaluation is due.
	WARNING: It has been > 1035 days since this student's Eligibility Date. A triennial re-evaluation is due within 2 months.
	STOP: It has been > 365 days since this student's IEP was developed. The current IEP has expired.
	WARNING: It has been > 335 days since this student's IEP was developed. The current IEP will expire soon.
	STOP: It has been >97 days since the initial referral. The 90-day timeline has been exceeded.
	Warning: It has been >77 days since the initial referral. The 90-day timeline is due soon.
	The student has a current eligibility and a current IEP/PSSP.
	This student is currently classified as a general education student.

REPORTING TAB



The “Reporting” tab on the Main Menu allows users to run reports, view reports and create new reports.

To Run a Standard Report:

- 1) From the Main Menu – Click on the “Reporting” tab.
- 2) Select “Standard Reports” from the drop-down menu.
- 3) A table for Drill-Down Reports displays under the “Standard Reports” header. These reports will allow users to “drill down” into data by narrowing search criteria. Hovering over the report name will provide a short description of the report and the data it will pull.

A screenshot of the 'Service Log Report' form. The form has a light blue header with the title 'Service Log Report'. Below the header, there are four input fields: 'Type of Date to Use:' with a dropdown menu set to 'Date of Service', 'Start Date:' with a date picker set to '01/10/2018', 'End Date:' with a date picker set to '02/09/2018', and 'Order the results by:' with a dropdown menu set to 'Student's Last Name'. A green 'NEXT' button is located at the bottom right of the form.

- 4) A table for Scheduled Reports displays at the bottom of the page. Choose the appropriate tab and click on the hyperlink for the desired report to run it.
 - a. Hovering over the report name will provide a short description of the report and the data it will pull.
 - b. When the report is complete users will receive an email notification.
 - c. The time required to generate a report is reflective of the amount of data returned and how many other reports are already scheduled to run. Reports with very large amounts of data will run at midnight.

A screenshot of the 'Scheduled Reports' table. The table has a light blue header with the title 'Scheduled Reports'. On the left side, there is a sidebar with four tabs: 'General', 'Service Logging', 'PCG Use Only', and 'State'. The 'General' tab is selected. The table contains two columns of hyperlinks. The first column lists reports such as 'Update OLTP Accommodations', 'OLTP Accommodations', 'IEP Export Report', 'Parent Consent Export Report', 'Provider Certification Export Report', 'Do Not Bill Provider Export Report', 'Service Log Export Report', and 'Plan of Care Export Report'. The second column lists reports such as 'Physician Authorization Export Report', 'Provider Workload Report - User', 'Provider Workload Report - LEA', 'Provider Workload Report - School', 'ExitCount Report', 'Indicator 11', 'NCECATS Indicator11', and 'IEP Services Report with Minutes (xls)'.

- d. After a report has been run, users can find the results by navigating to the “My Reports” link under the “Reporting” tab. Click on the hyperlink to view the report.

MAIN MENU STUDENTS WIZARDS GROUPS MY ACCOUNT REPORTING ADMIN					
Reports					Admin Test
Report	Date Created	Created By	Report Level		
Parent Consent Report	02/09/2018	Admin Test	System	School	User
(Reports)					

STUDENT INFORMATION

Profile Tab

After selecting a student, the Personal Information containing basic demographic data for that student will appear. This information is imported from your student information system (PowerSchool). The “Personal Information” tab in ECATS is accessible as *view only*. To maintain data integrity, users are not permitted to edit information on this page.

Access Student Profile

- 1) Hover over the “Student Information” dropdown click on the “Profile” tab.

MAIN MENU STUDENTS WIZARDS PROGRESS MONITORING MY ACCOUNT REPORTING																										
STUDENT INFORMATION EC PROCESS DOCUMENTS																										
<div> <div>PROFILE</div> <div> PERSONAL INFORMATION PARENTS/STUDENT SCREENINGS & OBSERVATIONS TEAM ELIGIBILITY CONTACTS STUDENT HISTORY </div> </div>																										
<div> <div>Student Profile</div> <div>David Test - 100027 08/18/2012</div> <div>Import Holding School Import</div> </div>																										
<div> <div>Personal Information</div> <div> <div>Personal Data</div> <div>Grades</div> <div>Attendance</div> <div>Academic</div> <div>Special Education</div> </div> </div>																										
<table> <tr> <td>David Test</td> <td>ELL Level</td> <td></td> </tr> <tr> <td>Import Holding School</td> <td>Grade</td> <td>Fourth Grade</td> </tr> <tr> <td>100027</td> <td>Status</td> <td>SpecialEd</td> </tr> <tr> <td>08/18/2012</td> <td>Reading Level</td> <td></td> </tr> <tr> <td>Home Language</td> <td>Guardians</td> <td>Mom and Dad Test</td> </tr> <tr> <td>Phone</td> <td></td> <td></td> </tr> <tr> <td>Group(s)</td> <td>Teacher(s)</td> <td></td> </tr> </table>						David Test	ELL Level		Import Holding School	Grade	Fourth Grade	100027	Status	SpecialEd	08/18/2012	Reading Level		Home Language	Guardians	Mom and Dad Test	Phone			Group(s)	Teacher(s)	
David Test	ELL Level																									
Import Holding School	Grade	Fourth Grade																								
100027	Status	SpecialEd																								
08/18/2012	Reading Level																									
Home Language	Guardians	Mom and Dad Test																								
Phone																										
Group(s)	Teacher(s)																									

- 2) The Student Profile will be displayed as the default page when users click on a student's name. Within this page a student's basic demographics and other information will be displayed.

The screenshot shows the 'EdPlan Student Profile' interface for a student named 'Brittany Test'. The 'Personal Information' tab is selected, displaying a table with the following data:

Personal Information			
Name	Brittany Test	ELL Level	
School	Test School	Grade	Fifth Grade
Student ID	10182017TEST	Status	RegularEd
Date of Birth	10/18/2007	Reading Level	
Home Language	English	Guardians	Mrs & Mrs Test
Phone	919-777-6633		
Group(s)	Elementary Test	Teacher(s)	General Ed Test

- 3) Next, the "Performance Data" tab will show assessment information for the student and can be filtered by school year.

The screenshot shows the 'Performance Data' tab selected. It features an 'Assessment Filter Criteria' section with a 'School Year' dropdown set to '2017-2018'. Below the dropdown are 'EXPAND ALL' and 'COLLAPSE ALL' buttons. A message box states: 'Student does not have any assessment data for the selected school year.'

- 4) Next, the "Grades" tab will show grades for the student and can be filtered by school year.

The screenshot shows the 'Grades' tab selected. It features a 'School Year' dropdown set to '2017-2018'. A message box states: 'Student does not have any course data for the selected school year.'

- 5) Next, the “Attendance” tab will show attendance for the student and can be filtered by school year.

EdPlan™ EDPlan Student Profile Brittany Test

Personal Information Performance Data Grades Attendance Special Education

School Year 2017-2018

Student does not have any attendance data

- 6) Next, the “Special Education” tab will show major dates and information within the student’s special education timeline.

EdPlan™ EDPlan Student Profile Brittany Test

Personal Information Performance Data Grades Attendance Special Education

Special Education

Eligible	No	Disabilities	
Eligibility Date		Current IEP Date	
Current IEP	No Current IEP Doc	Current IEP-at-a-Glance	No Current IEP-at-a-glance Doc

PARENTS/STUDENT TAB

From the student specific menu bar, the “Parents/Student” tab is used to add parents and guardians. It is also used to add team members who participate from outside agencies and, if applicable, the student.

To Access: Hover over the “Student Information” dropdown and select the “Parents/Student” tab.

MAIN MENU STUDENTS WIZARDS PROGRESS MONITORING MY ACCOUNT REPORTING

STUDENT INFORMATION EC PROCESS DOCUMENTS

PROFILE **Student Profile** David Test - 100027 | 08/18/2012
Import Holding School | Import

Personal Information Performance Data Grades Attendance Academic Special Education

Parents/Student

David Test	ELL Level	
Import Holding School	Grade	Fourth Grade
100027	Status	SpecialEd
08/18/2012	Reading Level	
Home Language	Guardians	Mom and Dad Test
Phone	Teacher(s)	
Group(s)		

Making Edits:

- 1) Within this page a user can update parent and/or guardian information. As information is updated on this page click the “Update the Database” button to save changes.
- 2) Click the “Details” button next to the current parent information to edit more details regarding the parent and/or guardian. As information is updated click the “Update the Database” button to save changes.

A screenshot of a web application interface showing a table of parent/guardian information. The table has columns for 'Del', 'Pos', 'New Pos', 'Name', 'Relation', 'Home Ph', 'Work Ph', and 'Cell Ph'. The first row contains the data: 'Mrs & Mrs Test', 'Both Parents', '919-777-6633', '919807-4026', and '910-222-2222'. To the right of the table is a green button labeled 'DETAILS'. Below the table is a green button labeled 'UPDATE THE DATABASE'. At the bottom are two more green buttons: 'ADD NEW PARENT/GUARDIAN' and 'ASSOCIATE WITH EXISTING PARENT/GUARDIAN'. The 'DETAILS' and 'UPDATE THE DATABASE' buttons are highlighted with red rectangles.

To add an individual to this page:

- 1) Click the ‘Add New Parent/Guardian’ button.

A screenshot of the same web application interface as above. The 'ADD NEW PARENT/GUARDIAN' button at the bottom is highlighted with a red rectangle.

- 2) Enter all the relevant information.
 - a. *Student Lives Here* must be checked for at least one parent/guardian.
 - b. If the person should appear on the IEP Team, check *Include on IEP Team*.
- 3) Click the ‘Update the Database’ button.

A screenshot of the 'Add Parent(s)/Guardian' form. The form has a title bar with 'Add Parent(s)/Guardian' on the left and 'Brittany Test' on the right. The form contains several fields: 'Full Name', 'Relationship' (set to 'Aunt'), 'Language', 'Address', 'City, State, Zip Code', 'E-Mail', 'Home Phone', 'Work Phone', and 'Comments'. There are two checkboxes: 'Student Lives Here' (checked) and 'Include on IEP Team' (checked). Red arrows point to these checkboxes. At the bottom is a green button labeled 'UPDATE THE DATABASE'.

Associating Parents:

- 1) Click “Associate with Existing Parent/Guardian” button to associate another student’s parent/guardian with the current student. Search for the parent/guardian by the filters/options on the page and click “View Parent(s).”

Search for Parents to Associate Brittany Test

Grade Level: *

School:

Parent Last Name: ☐ Exact Match

Parent First Name: ☐ Exact Match

Title: ☐ Exact Match

Parent ID: ☐ Exact Match

Sort List By: *

VIEW PARENT(S)

- 2) Click on the parent/guardian that should be associated with the student’s record.

Select a Parent to Associate

Name	Parent ID	Home Phone	Work Phone	Cell Phone	E-Mail
Martha Test					
Mom and Dad Test					

- 3) Select the relationship of the parent/guardian to the student, home and/or team information and select the “Update the Database” button to save the parent/guardian to the student’s record. Edit the Parent information by clicking the “Details” button.

Associate Martha Test Brittany Test

Relationship: Add [Martha Test](#) as of [Brittany Test](#).

Home: ☐ Student Lives Here ?

Teams: ☐ Include on IEP Team
☐ Include on RTI Team

Parent Information

Full Name: Martha Test
Language:
Address:
City, State, Zip Code: ,
Home Phone:
Home Fax:

Work Phone:
Cell Phone:
Other Phone:
E-Mail:

Comments:

UPDATE THE DATABASE

TEAM TAB – IEP TEAM AND CASE MANAGER

- 1) Hover over the “Student Information” tab in the menu bar and click on “Team” from the “Student Information” menu.

The screenshot shows the 'Student Profile' page for David Test. The 'STUDENT INFORMATION' dropdown menu is open, and the 'TEAM' option is highlighted with a red box. The page displays various student information fields such as Name, School, ID, Date of Birth, ELL Level, Grade, Status, Reading Level, Home Language, Phone, Group(s), Guardians, and Teacher(s).

- 2) Within this page users can assign the case manager to the student as well as select the IEP team members. Select a case manager from the dropdown and click “Update the Database” to assign the case manager to the student.

The screenshot shows the 'IEP Team' page for Brittany Test. It features a 'Case Manager' dropdown menu currently set to 'Johnson, Michael'. Below this is a table with columns for 'Name' and 'Relationship'. The table lists four team members: Clinician Test (Test User), Principal Test (Principal), SueAnn Stalnaker (NC DPI Staff), and Mrs & Mrs Test (Both Parents). At the bottom, there are two green buttons: 'SELECT IEP TEAM' and 'UPDATE THE DATABASE', both with question mark icons.

Name	Relationship
Clinician Test	Test User
Principal Test	Principal
SueAnn Stalnaker	NC DPI Staff
Mrs & Mrs Test	Both Parents

- 3) Click the “Select IEP Team” button to assign other IEP team members to the student’s team. Once necessary members are selected click “Update the Database” to ensure team members have been saved to the student’s record. Check the checkbox in the “View Only” column for those team members who will need access to view the student record but should not be able to edit any of the data within it.

Select IEP Team Members

Brittany Test

Case Manager: Michael Johnson

Parents, etc. who will receive IEP Information:

Parent Name(s)	Relationship
<input checked="" type="checkbox"/> Mrs & Mrs Test	Both Parents
<input type="checkbox"/> Martha Test	Aunt

Other Users at Test School who can access IEP Information:

User Name	View Only?
<input checked="" type="checkbox"/> Test, Clinician, Test User	<input type="checkbox"/>
<input type="checkbox"/> Test, Unsupervised, Unsupervised Clinician	<input type="checkbox"/>
<input type="checkbox"/> Test, Special Ed, Special Education Teacher	<input type="checkbox"/>
<input type="checkbox"/> Test, General Ed, General Education Teacher	<input type="checkbox"/>
<input checked="" type="checkbox"/> Test, Principal, Principal	<input type="checkbox"/>
<input type="checkbox"/> Test, Speech	<input type="checkbox"/>
<input type="checkbox"/> Test, PT	<input type="checkbox"/>

Users associated with all Schools who can access IEP Information:

User Name	View Only?
<input type="checkbox"/> Alhour, Julian, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Blas, Kelley, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Fiegler, Lorie, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Herring, Ashley, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Holahan, Lauren, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Hudgens, CarolAnn, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Humphreys, Vicki, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Hussey, Bill, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Jablonski, Amy, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Johnson, Nancy, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Kincaid, Jordan, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Miller, Amy, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> OFarrow, Khalliah, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Ogburn, Erik, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Parker, Quentin, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Ray, Laurie, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Schmidt, Paul, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Sims, Jennifer, NC DPI Staff	<input type="checkbox"/>
<input checked="" type="checkbox"/> Stalnaker, SueAnn, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Test, Admin, Test User	<input type="checkbox"/>
<input type="checkbox"/> Thomas, Sherry, NC DPI Staff	<input type="checkbox"/>

on this Student's IEP Team who is not a user in this system, you will need to first add that person on the "Parents" page, which allows adding other persons besides parents, e.g. a Student's doctor, c

UPDATE THE DATABASE



CONTACTS TAB

- 1) Hover over the “Student Information” tab in the menu bar and click on “Contacts” from the “Student Information” menu.

The screenshot shows the 'Student Profile' page for David Test. The 'STUDENT INFORMATION' dropdown menu is open, and the 'CONTACTS' option is highlighted with a red box. The page header includes 'MAIN MENU', 'STUDENTS', 'WIZARDS', 'PROGRESS MONITORING', 'MY ACCOUNT', and 'REPORTING'. The student's name 'David Test - 100027 | 08/18/2012' and school 'Import Holding School | Import' are displayed in the top right. The profile table shows details for David Test, including his grade (Fourth Grade), status (SpecialEd), and guardians (Mom and Dad Test).

- 2) Within this page users can add a contact attempt that was made by clicking the “Add a Contact” or “Add a Non Parent Contact” button. Click the “Details” button to edit a contact log that has already been saved.

The screenshot shows the 'Parent Contacts' page for Brittany Test. It displays a table with columns for 'Del', 'Contacting Person', 'Person Contacted', 'Contact Method', 'Contact Date', 'Contact Result', and 'Document'. A contact attempt for Michael Johnson is listed. A red box highlights the 'DETAILS' button next to the contact. Below the table, there are three green buttons: 'UPDATE THE DATABASE', 'ADD A CONTACT', and 'ADD A NON PARENT CONTACT', each with a question mark icon.

The screenshot shows the 'Add Parent Contact' form for Brittany Test. It includes fields for 'Person making contact' (Cory Wall), 'Person Contacted' (Mrs & Mrs Test), 'Contact Method' (Email), 'Contact Date' (with a calendar icon), 'Start Time' and 'End Time' (with AM/PM radio buttons), 'Contact Result' (a dropdown menu), and 'Notes' (a text area). A red box highlights the 'ADD A CONTACT' and 'ADD A NON PARENT CONTACT' buttons from the previous screenshot. At the bottom, there is a green 'UPDATE THE DATABASE' button.

STUDENT HISTORY TAB

- 1) Hover over the “Student Information” tab in the menu bar and click on “Student History” from the “Student Information” menu.

The screenshot shows the 'Student Profile' page for David Test. The 'STUDENT HISTORY' option in the left-hand menu is highlighted with a red box. The main content area displays various tabs for the student's record, including Profile, Personal Information, Parents/Student, Screenings & Observations, Team, Eligibility, and Contacts. The 'STUDENT HISTORY' tab is currently selected.

- 2) Within this page the student’s history of events will display. Users can also choose to view any user actions made to the student’s record.

Student History Erin Test (▲) - TST2342 | 01/02/2008
Test School | TST

Event ID	Event Date*	Event Type	Begin Date	End Date	User	Document	Date Created	
249	02/07/2018	Notification - IEP			Erin Sanderson	Prior Written Notice (ID# 861)	02/07/2018 19:51 (21 days)	DETAILS
248	02/07/2018	Notification - IEP			Erin Sanderson	Prior Written Notice (ID# 860)	02/07/2018 19:40 (21 days)	DETAILS
234	02/07/2018	Parent Consent			Erin Sanderson	Consent for Eval (ID# 820)	01/31/2018 22:08 (28 days)	DETAILS
244	02/01/2018	Eligibility Determination	02/01/2018	02/01/2021	Erin Sanderson	Eligibility Determination (ID# 845)	02/02/2018 18:57 (26 days)	DETAILS
233	01/30/2018	Referral			Erin Sanderson	Special Education Referral (ID# 823)	01/31/2018 22:07 (28 days)	DETAILS
227	01/30/2018	Grade Change (Third Grade)	01/30/2018		Erin Sanderson		01/30/2018 18:43 (29 days)	DETAILS
226	01/30/2018	School Change (Test School)	01/30/2018		Erin Sanderson		01/30/2018 18:43 (29 days)	DETAILS

- 3) Click “View User Actions” to see the actions taken by users within the student’s record. Fill out the search criteria and select the “Show User Actions” button.

View User-Student Actions Criteria Brittany Test

Please enter the criteria for the User Actions you wish to view:

Begin Date: 12/19/2017	End Date: 01/19/2018
Activity: All	Page: All
All Accesses: <input checked="" type="checkbox"/> List all users who accessed the Student records	Service Logs: <input checked="" type="checkbox"/> Show all services that were logged for the Student
Primary Sort: Date	Secondary Sort: Date

[SHOW USER ACTIONS](#)

View User-Student Actions					Brittany Test
Changes to Brittany Test's records between 12/19/2017 and 01/19/2018					
User	Date	Type	Category	Action	
Michael Johnson	01/12/2018 13:38:53	View	FlexibleInterface	Entered FlexibleInterfacePage50 (EDPlan Student Profile)	
Michael Johnson	01/12/2018 13:39:00	View	FlexibleInterface	Entered FlexibleInterfacePage2 (Referral)	
Michael Johnson	01/12/2018 13:39:06	Update	StudentCustomData	Modified: REF_ReferralType: (SAR)	
Michael Johnson	01/12/2018 13:39:06	View	FlexibleInterfacePage2.htm	Entered FI Section: FlexibleInterfacePage2.htm	
Michael Johnson	01/12/2018 13:39:08	View	ReferralInformation.htm	Entered FI Section: ReferralInformation.htm	
Michael Johnson	01/12/2018 13:39:19	Update	StudentCustomData	Modified: REF_ReferralDate: (01/11/2018)	
Michael Johnson	01/12/2018 13:39:41	Update	StudentCustomData	Modified: REF_ReferralSource: (18) REF_ReferralDate: (01/11/2018)	
Michael Johnson	01/12/2018 13:40:14	Update	StudentCustomData	Modified: REF_ReferralSourcePos: (Dad) REF_ReferralSource: (18) REF_ReferralDate: (01/11/2018)	
Michael Johnson	01/12/2018 13:41:38	Update	StudentCustomData	Modified: REF_ReferralCopy: (01/23/2018) REF_ReferralSourcePos: (Dad) REF_ReferralTransfer: (No) REF_ReferralDate: (01/11/2018)	
Michael Johnson	01/12/2018 13:42:04	View	FlexibleInterface	Entered FlexibleInterfacePage2 (Referral)	
Michael Johnson	01/12/2018 13:42:11	View	ReferralInformation.htm	Entered FI Section: ReferralInformation.htm	
Michael Johnson	01/12/2018 13:42:38	View	FlexibleInterface	Entered FlexibleInterfacePage2 (Referral)	
Michael Johnson	01/12/2018 13:42:41	View	AssessmentSummary.htm	Entered FI Section: AssessmentSummary.htm	
Michael Johnson	01/12/2018 14:00:05	View	FlexibleInterface	Entered FlexibleInterfacePage50 (EDPlan Student Profile)	

- 4) Finalized documents/events can be removed by authorized users within each LEA.

INVITATION DOCUMENTS TAB

INVITATION TO IEP TEAM MEETING

- 1) Hover over the EC Process tab in the menu bar and click on "Invitation Documents" from the menu. On the Invitation Documents page, click on the section titled "Invitation to IEP Team Meeting."

The screenshot displays the ECATS system's main menu at the top, with tabs for MAIN MENU, STUDENTS, WIZARDS, PROGRESS MONITORING, MY ACCOUNT, and REPORTING. Below this, a sub-menu is open for 'EC PROCESS', showing options like INVITATION DOCUMENTS, REFERRAL, CONSENT, ELIGIBILITY, IEP, PRIOR WRITTEN NOTICE, PSSP, REEVALUATION, DISCIPLINARY CHANGE IN PLACEMENT, MANIFESTATION DETERMINATION, DATA COLLECTION, and SUMMARY OF PERFORMANCE. The 'INVITATION DOCUMENTS' option is highlighted with a red box. On the right side of the page, the user's name 'David Test - 100027' and the date '08/18/2012' are displayed. Below the menu, the 'Invitation Documents' page is shown, featuring a section titled 'Invitation to IEP Team Meeting' which is pointed to by a red arrow. Other visible sections include 'Request to Excuse an IEP Team Member' and 'Request to Excuse an IEP Team Member'.

- 2) Fill in the fields on the document creation page including the applicable dates, the meeting participants, and other information. Note that if outside agencies are attending, additional fields will display and dates consent to participate was provided by the parent are required.

Create Invitation To IEP Team Meeting

Brittany Test

To which parent/guardian is this letter addressed?

Additional invitation to parent/guardian (If needed):

For a child who is or will be 14 years of age or older during the duration of this IEP:

☐ Your child is being invited to attend this meeting as required by state and federal statute

Date sent:

☐ Discuss the special education referral for an initial evaluation or reevaluation
☐ Discuss evaluation results to determine eligibility for special education and related services
☐ Discuss, develop, review and/or revise the individualized education program
☐ Discuss educational placement
☐ Discuss transition
☐ Other

The purpose of this meeting is to (Check all that may apply):

☐ Discuss the special education referral for an initial evaluation or reevaluation
☐ Discuss evaluation results to determine eligibility for special education and related services
☐ Discuss, develop, review and/or revise the individualized education program
☐ Discuss educational placement
☐ Discuss transition
☐ Other

Meeting date:

Meeting time:

Meeting place:

Participants

The following required members of the IEP team are expected to attend the meeting (A Request to Excuse Required IEP Team Member(s) has been obtained if any of the below participants are identified as excused)

Required IEP Team Members:

☐ LEA Representative
☐ General Education Teacher
☐ Audiologist(s)

☐ Special Education Teacher
☐ Interpreter of Instructional Implications of Evaluation Results
☐ Physical Therapist(s)

☐ School Counselor

Other Participant(s):

Are there any outside agencies/community organizations attending the IEP Team meeting?

Yes

Agency Name:

Attending to discuss transition services?

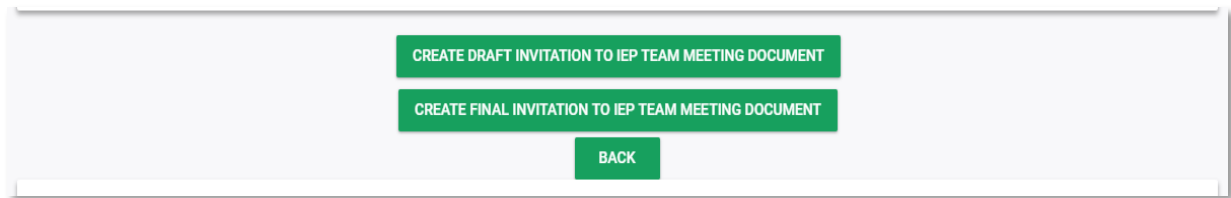
Date consent to participate was provided by the parent:

ADD AGENCY

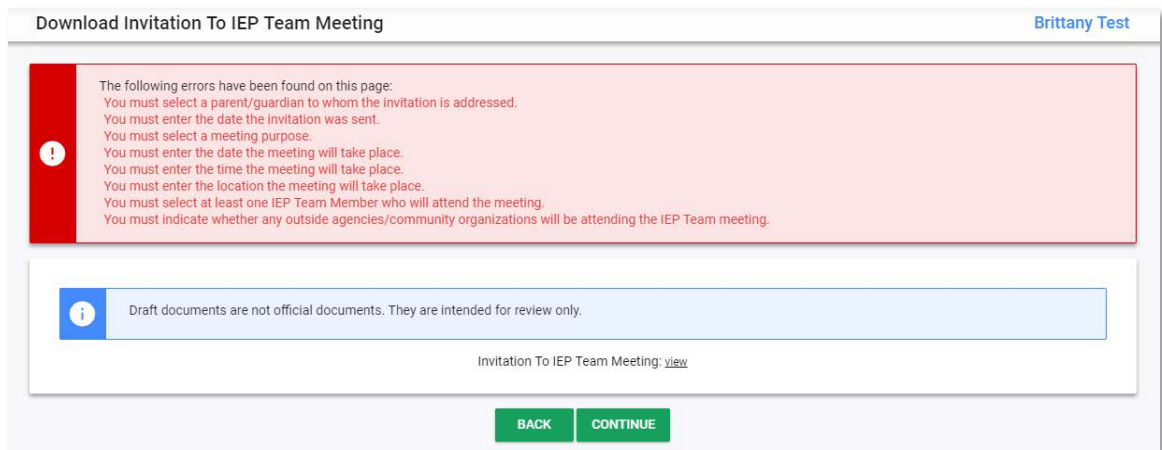
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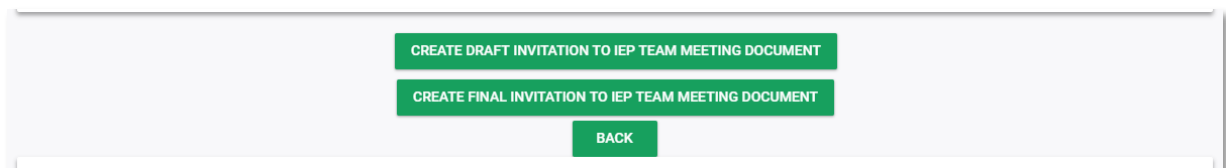
- 3) At the bottom of the page, click the “Create Draft Invitation to IEP Team Meeting Document” button.



- 4) Any errors found on the document creation page will display in a red box at the top of the Download Invitation to IEP Team Meeting page. (Users may still view the draft document without correcting these errors, but will not be able to finalize the document.)



- Click on the “Back” button at the bottom of the page to navigate back to the document creation page to make changes.
- Click on the “Continue” button to navigate back to the main Invitation Documents page.
- Click on the “view” hyperlink at the bottom to view the draft PDF document in a new browser tab.
- Once all errors are corrected and the user is ready to finalize the document, click on the “Create Final Invitation to IEP Team Meeting Document” button at the bottom of the document creation page.

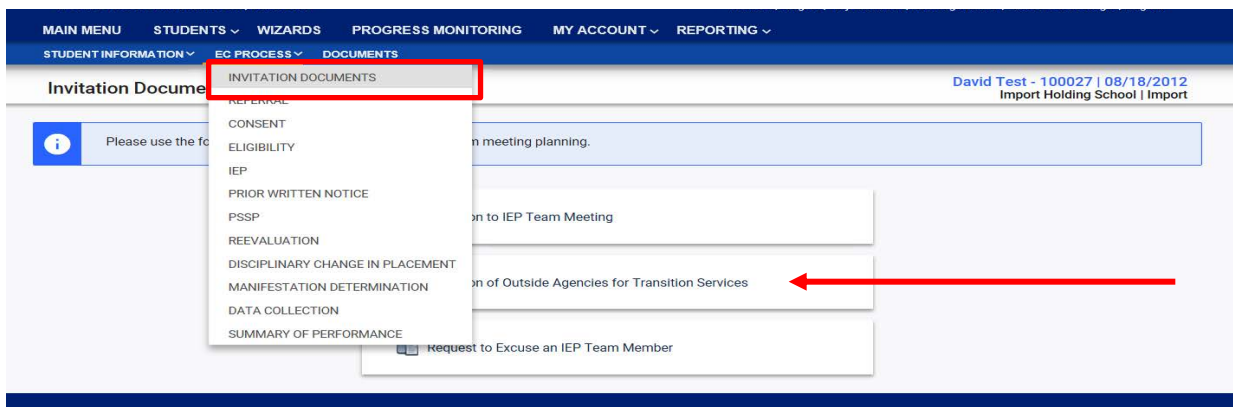


- e. The link to the created document can be accessed from the bottom of the Invitation to Team Meeting document creation page or from the Documents tab.

Invitation To IEP Team Meeting Documents				
Document ID	Date Created	Created By	Document	Status
894	02/22/2018	Jess Bengé	Invitation To IEP Team Meeting	(Draft)
229	12/15/2017	Pranitha Yerra	Invitation To IEP Team Meeting	Final

INVITATION OF OUTSIDE AGENCIES FOR TRANSITION SERVICES

- 1) Hover over the EC Process tab in the menu bar and click on “Invitation Documents” from the menu. On the Invitation Documents page, click on the section titled “Invitation of Outside Agencies for Transition Services.”




- 2) Fill in the fields on the document creation page. If the user selects that the rights have transferred to the student, the document will be addressed to him/her. If not, select the addressee from the dropdown that will appear.

STUDENT INFORMATION ▾ **EC PROCESS ▾** PLAN OF CARE PREK TRANSITION DOCUMENTS

Create Invitation of Outside Agencies Brittany Test

Have rights outlined in procedural safeguards transferred to the student?


Date sent: 

Outside agency participants expected to attend the meeting for the purpose of transition services:

Name	Agency
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>


- 3) At the bottom of the page, click the “Create Draft Invitation of Outside Agencies Document” button.


[CREATE DRAFT INVITATION OF OUTSIDE AGENCIES DOCUMENT](#)
[CREATE FINAL INVITATION OF OUTSIDE AGENCIES DOCUMENT](#)
[BACK](#)

 No Invitation of Outside Agencies Documents have been generated for this student.

- 4) Any errors found on the document creation page will display in a red box at the top of the Download Invitation of Outside Agencies page. (Users may still view the draft document without correcting these errors, but will not be able to finalize the document.)

Download Invitation of Outside Agencies Brittany Test

 The following errors have been found on this page:
 You have not indicated whether or not the rights outlined in procedural safeguards have been transferred to the student. Please select Yes or No from the dropdown.
 You must enter the date the consent to invite outside agencies was sent.
 You have not listed any outside agencies to be invited. You must add the name of at least one outside agency participant.

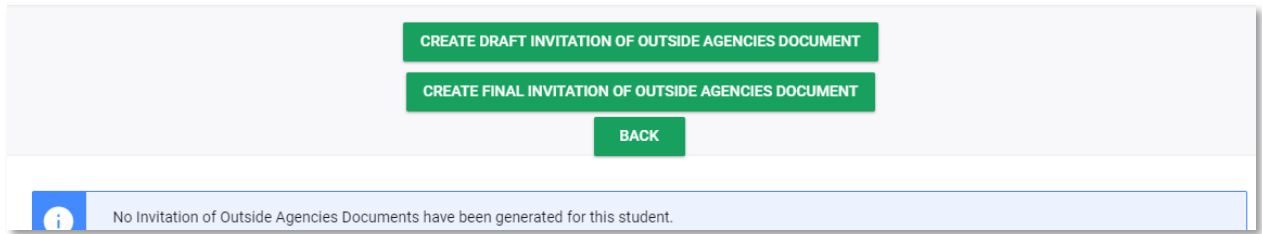
 Draft documents are not official documents. They are intended for review only.

Invitation of Outside Agencies: [view](#)

[BACK](#) [CONTINUE](#)

- a. Click on the “Back” button at the bottom of the page to navigate back to the document creation page to make changes.
- b. Click on the “Continue” button to navigate back to the main Invitation Document page.
- c. Click on the “view” hyperlink at the bottom to view the draft PDF document in a new browser tab.

- d. Once all errors are corrected and the user is ready to finalize the document, click on the “Create Final Invitation of Outside Agencies Document” button at the bottom of the document creation page.

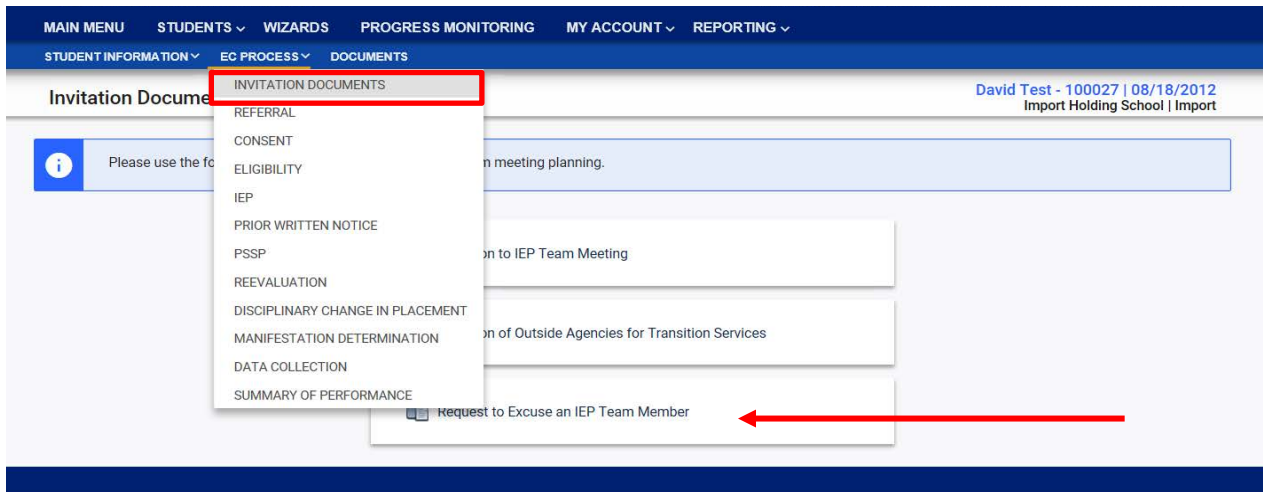


- e. The link to the created document can be accessed from the bottom of the Invitation of Outside Agencies document creation page or from the Documents tab.



REQUEST TO EXCUSE AN IEP TEAM MEMBER


- 1) Hover over the EC Process tab in the menu bar and click on “Invitation Documents” from the menu. On the Invitation Documents page, click on the section titled “Request to Excuse an IEP Team Member.”





- 2) Fill in the fields on the document creation page.

Create Request to Excuse an IEP Team Member Brittany Test

Request To Excuse Required IEP Team Members

Date sent: 12/22/2017 

Have rights outlined in procedural safeguards transferred to the student? No 

Dear: 

The following required members of the IEP team will not attend the meeting; however, they will participate by providing written input to all team members prior to the meeting:

☐ LEA Representative ☐ Special Education Provider(s) of the Student
☐ General Education Teacher(s) of the Student ☐ Interpreter of Instructional Implications of Evaluation Results

The following required members of the IEP team will not attend the meeting because their curriculum area is not being discussed:


☐ LEA Representative ☐ Special Education Provider(s) of the Student
☐ General Education Teacher(s) of the Student ☐ Interpreter of Instructional Implications of Evaluation Results


- 3) At the bottom of the page, click the “Create Draft Request to Excuse an IEP Team Member Document” button.

[CREATE DRAFT REQUEST TO EXCUSE AN IEP TEAM MEMBER DOCUMENT](#)
[CREATE FINAL REQUEST TO EXCUSE AN IEP TEAM MEMBER DOCUMENT](#)
[BACK](#)

- 4) Any errors found on the document creation page will display in a red box at the top of the Download Request to Excuse an IEP Team Member page. (Users may still view the draft document without correcting these errors, but will not be able to finalize the document.)

Download Request to Excuse an IEP Team Member Brittany Test

 The following errors have been found on this page:
 You have indicated that the rights outlined in procedural safeguards have not been transferred to the student, but you have not selected a parent or guardian to address the request to. Please select a parent/guardian from the dropdown.
 You have not selected any IEP Team Members to excuse. Please select at least one IEP Team Member who will not attend the meeting.

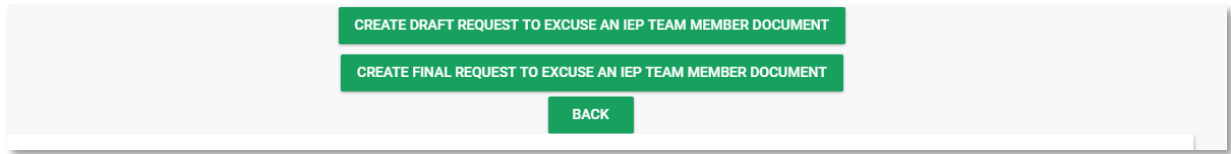
 Draft documents are not official documents. They are intended for review only.

Request to Excuse an IEP Team Member: [view](#)

[BACK](#)
[CONTINUE](#)

- a. Click on the “Back” button at the bottom of the page to navigate back to the document creation page to make changes.
- b. Click on the “Continue” button to navigate back to the main Invitation Document page.
- c. Click on the “view” hyperlink at the bottom to view the draft PDF document in a new browser tab.

- d. Once all errors are corrected and the user is ready to finalize the document, click on the “Create Final Request to Excuse an IEP Team Member” button at the bottom of the document creation page.

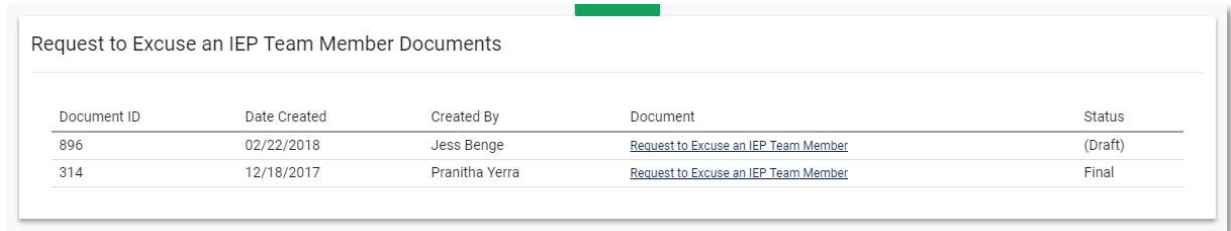


CREATE DRAFT REQUEST TO EXCUSE AN IEP TEAM MEMBER DOCUMENT

CREATE FINAL REQUEST TO EXCUSE AN IEP TEAM MEMBER DOCUMENT

BACK

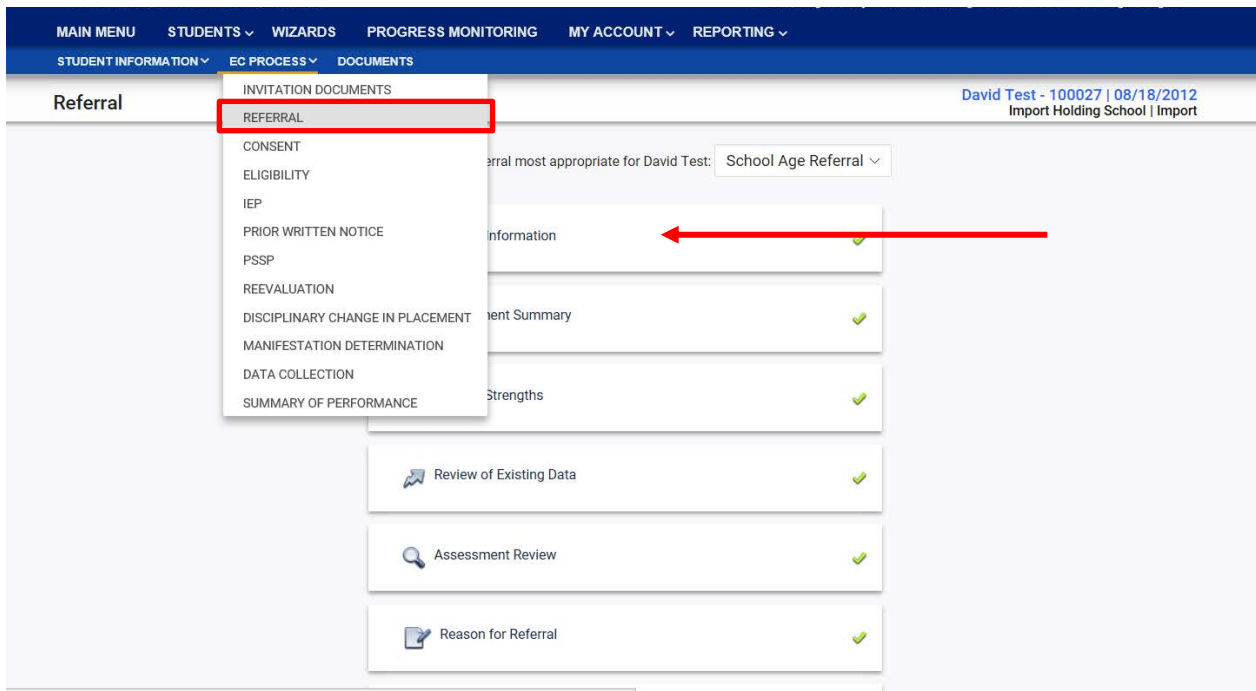
- e. The link to the created document can be accessed from the bottom of the Request to Excuse an IEP Team Member document creation page or from the Documents tab.



Document ID	Date Created	Created By	Document	Status
896	02/22/2018	Jess Bengé	Request to Excuse an IEP Team Member	(Draft)
314	12/18/2017	Pranitha Yerra	Request to Excuse an IEP Team Member	Final

REFERRAL PROCESS TAB

- 1) Hover over the EC Process tab in the menu bar and click on “Referral” from the dropdown menu. On the Referral Process page, users will see the links for each section in the process. Select the type of referral being completed for the student from the dropdown at the top (either School Age Referral or Pre-K Referral.) This will determine which sections appear below. If there is no data entered in any of the sections, the compliance check marks will appear clear. As data is entered and saved in each section, the check marks will change to green check marks (all error checks are met) or red X signs (there are errors within that section that need to be addressed before a final document can be created.)



- 2) Click on the first section in the process, “Referral Information.” Fill in the referral date, the referral source, the title/position of the referral source and the other applicable information.

The screenshot shows the 'Referral Information' form. At the top, the title 'Referral Information' is displayed, and the user's name 'Jordan Test' is in the top right corner. Below the title, there is a blue bar with an information icon and the text 'Ref'. The main form area contains several fields: 'Referral Date' with a calendar icon, 'Referral Source' with a dropdown arrow, 'Referral Source Position' with a text input field and a small icon, and 'Case Manager' with the text 'Test Test TT'. The form is designed for entering referral details.

- 3) At the bottom of the page, click the “Save and Continue” button. Any errors found in this section will display in a red box at the top of the page.

Referral Information Jordan Test

The following errors have been found on this page:

- You must indicate the date the referral was made.
- You must include a referral source.
- You must indicate the position of the referral source.
- You must indicate which parent/guardian/student the referral was sent to.
- You must indicate when a copy of the referral was sent to the parent/guardian/student.
- You must indicate whether the student is transferring from another state with a current IEP.

- 4) If there are no errors on the page, users will be brought to the “Assessment Summary” section. Click on the “Add Assessment(s)” button to add assessments to the table. Note that existing data is entered here as well as data gathered after the evaluation plan is completed.

Assessment Summary Jordan Test

Del	Pos	New Pos	Date	Assessment Area	Assessment	Subject Area	Scores Reported	Actions
<input type="checkbox"/>	1		11/29/2017	Adaptive Beha	Adaptive Behavior - Adaptive Behavior Assessment System - 2nd Edition (ABAS-II) - Parent Form	General Adaptive Composite (GAC)	Std Score	DETAILS LOG
<input type="checkbox"/>	2		11/29/2017	Audiological	Test Custom Assessment	Test Area	Grade Equiv quotient	DETAILS LOG

[ADD ASSESSMENT\(S\)](#)
[ADD MULTIPLE ASSESSMENT\(S\)](#)

[BACK](#)
[SAVE](#)
[SAVE & CONTINUE >>](#)

- 5) Select the Assessment Area and the Assessment name from the dropdowns. Based on the assessment selected, the Subject Area and the Scores Reported associated with that assessment will populate. Add comments in the Comments text box provided.

Add Assessments Jordan Test

Assessments Custom Assessments

Assessment Area	Assessment	Subject Area	Score(s) Reported	Comments
Speech/Language	Adaptive Behavior - Adaptive E	Conceptual	<input checked="" type="checkbox"/> Std Score <input type="checkbox"/> Age Equiv <input type="checkbox"/> Grade Equiv <input type="checkbox"/> Percentile <input type="checkbox"/> # Errors <input type="checkbox"/> Stanine <input type="checkbox"/> Quotient <input type="checkbox"/> t score <input type="checkbox"/> Narrative	<div style="border: 1px solid #ccc; height: 30px; width: 100%;"></div>
<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>		<div style="border: 1px solid #ccc; height: 30px; width: 100%;"></div>

- 6) If users do not see the assessment they are looking for in the Assessment dropdowns, users may add a custom assessment via the Custom Assessments tab. This table will allow users to manually type in the assessment information.

Add Assessments Jordan Test

Assessments **Custom Assessments**

Custom Assessment	Subject Area	Score(s) Reported	Comments
<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Std Score <input type="checkbox"/> # Errors <input type="checkbox"/> Age Equiv <input type="checkbox"/> stanine <input type="checkbox"/> Grade Equiv <input type="checkbox"/> quotient <input type="checkbox"/> Percentile <input type="checkbox"/> text desc.	<input type="text"/>

- 7) Click the “Save and Continue” button at the bottom of the page and users will be brought back to the Assessment Summary page. The assessments added will be added to the table, and manually type in the date, or select a date via the calendar icon for that assessment. Delete the assessment by selecting the checkbox next to it and clicking the “Save” button at the bottom of the page.

Assessment Summary Jordan Test

Del	Pos	New Pos	Date	Assessment Area	Assessment	Subject Area	Scores Reported	Actions
<input type="checkbox"/>	1	<input type="text"/>	11/29/2017	Adaptive Beha	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	General Adaptive Composite (GAC)	Std Score	DETAILS LOG
<input checked="" type="checkbox"/>	3	<input type="text"/>		Speech/Langu	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	Conceptual	Std Score	DETAILS LOG

ADD ASSESSMENT(S)
ADD MULTIPLE ASSESSMENT(S)

BACK
SAVE
SAVE & CONTINUE >>

- 8) Add multiple assessments by selecting the “Add Multiple Assessments” button. Select a category from the Assessment Category dropdown and users will see the assessments associated with that category populate below. Select one or multiple and click the “Add Area(s) and Score(s)” button.
- a. Note: to quickly find key assessments, press the buttons “Ctrl”+“F” on the keyboard for PC (“Command”+“F” for MAC). This will open up the browser’s find function, to type in the name.

Add Multiple Assessments Jordan Test

Assessment Category: Special Education ▼

Assessments:

☒ Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form ☐ TEST ITEM

☐ Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Teacher Form

BACK
ADD AREA(S) AND SCORE(S) >>

- 9) Fill in the information associated with the assessments selected on that page. Use the “+” button to add information about subsequent assessments.

Add Multiple Assessments Jordan Test

☒ Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form

Date Administered:

Assessment Area: ▼

Subject Areas: ☐ General Adaptive Composite (GAC) ☐ Social ☐ Conceptual ☐ Practical

☐ Std Score ☐ Percentile ☐ Quotient

Scores Reported: ☐ Age Equiv ☐ # Errors ☐ t score

☐ Grade Equiv ☐ Stanine ☐ Narrative

CANCEL
SAVE & CONTINUE >>

- 10) Once all the assessments are added, click the “Save and Continue” button at the bottom of the page. If there are no errors on the page, users will be brought to the “Student Strengths” section. This page allows users to type in data regarding the student’s strengths in each area. All areas must be addressed.

Student Strengths

Jordan Test

Describe the student's strengths in the following areas:

I. Discussion of Student's Strengths (Must address all areas)

Reading:

Math:

- 11) Click “Save and Continue” on the “Student Strengths” page. If there are no errors on the page, users will be brought to the “Review of Existing Data” section. This page is made up of a series of expand/collapse tables that allow users to add and remove data applicable to the referral process for the student.

Data is only entered in the below review of existing data fields if it is existing prior to referral. This information can otherwise be obtained through the evaluation plan once consent is obtained.

II. Review of Existing Data by IEP Team Members (Must address all areas)

<div> <div></div> <div>Results of Local and State Assessment Data</div> </div>	ADD/REMOVE EXISTING DATA
<div> <div></div> <div>Past and Current Grades</div> </div>	ADD/REMOVE EXISTING DATA
<div> <div></div> <div>Interventions</div> </div>	ADD/REMOVE EXISTING DATA
<div> <div></div> <div>Formal Evaluation Results</div> </div>	ADD/REMOVE EXISTING DATA

- 12) To expand a table, click on the “+” button. Users will see fields where data applicable to that area can be added. If no data is available for that particular area, users can check the “No data is available for this area” checkbox. Click on the “Add/Remove Existing Data” button to add data from other sources.

II. Review of Existing Data by IEP Team Members (Must address all areas)

☐ Results of Local and State Assessment Data
 [ADD/REMOVE EXISTING DATA](#)

Narrative:

☐ No data is available for this area

☒ Past and Current Grades
 [ADD/REMOVE EXISTING DATA](#)

- 13) After clicking on the “Add/Remove Existing Data” button for a particular table, users will be brought to another page with expand/collapse sections where users can add Assessments, Attendance, Grades, and Progress Track data, if available. Click on the plus/minus signs to expand and collapse each table. Click the “Save and Continue” button to be brought back to the “Review of Existing Data” page.
- Note: that to stay in compliance, any assessments conducted for the purposes of making a referral determination (including observations, hearing screenings, and vision screenings) cannot be conducted without informed consent.

Add Assessment Jordan Test

☐ Add Assessment(s)

Add	Assessment(s)	Date
<input checked="" type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	11/29/2017
<input checked="" type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	01/03/2018
<input type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	01/10/2018

☒ Add Attendance

☒ Add Grades

- 14) Click the “Save and Continue” button and if there are no errors on the page, users will be brought to the “Assessment Review” section. Users will see all of the assessment areas, and will be able to select assessments for each of the areas determined on the “Assessment Summary” section in the process.

Assessment Review Jordan Test

Ref Info

Assessment Area	Summary of Required Screenings and Evaluations	Select Assessment(s)
Adaptive Behavior	<ul style="list-style-type: none"> Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form 	SELECT ASSESSMENT(S)
Audiological		SELECT ASSESSMENT(S)
Braille Skills Inventory/Learning Media Assessment		SELECT ASSESSMENT(S)
Functional Vision Assessment		SELECT ASSESSMENT(S)
Educational		SELECT ASSESSMENT(S)
Intervention(s)		SELECT ASSESSMENT(S)

- 15) Click the “Select Assessments” button to add assessments to each area. The available assessments (added from the “Assessment Summary” page) will display as checkboxes. If no assessments were added to a specific assessment area on the “Assessment Summary” page, no assessments will display. Click the checkbox to select the assessment, and click the “Save and Continue” button. The assessment(s) selected will then be added to the table on the “Assessment Review” page.

Add Assessment Jordan Test

Select	Assessment	Assessment Area	Date	Subject Area
<input checked="" type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	Adaptive Behavior	11/29/2017	General Adaptive Composite (GAC)

BACK **SAVE & CONTINUE >>**

- 16) Repeat these steps for each applicable Assessment Area. Click “Save and Continue” on the “Assessment Review” page once finished with the applicable areas. If there are no errors on the page, users will be brought to the “Reason for Referral” section. On this page, users can enter data into the textbox for the targeted area(s) of need.

Reason for Referral Jordan Test

III. Reason(s) for Referral/Areas of Suspected Need

Based on the existing available data, the following targeted areas of academic, behavioral, and/or functional need are noted by the team:

Targeted Areas of Need:

BACK **SHOW SECTION** **SAVE** **SAVE & CONTINUE >>**

- 17) Click “Save and Continue” on the “Reason for Referral” page. If there are no errors on the page, users will be brought to the “IEP Team Determination” section. On this page, users can select the Areas of Suspected Disability by selecting from the dropdowns. Three dropdowns display; if the student has more than three areas of suspected

disability, users can click the “Add” button to add additional dropdowns. Users can also indicate the IEP Team determination on this page.

IEP Team Determination Jordan Test

Areas of Suspected Disability ADD

Area 1:

Area 2:

Area 3:


ARE ALL AREAS MET FOR ELIGIBILITY DETERMINATION?

IV. IEP Team Determination (Select One)

Based upon the review of existing data, the evidence does not support a suspected disability. Therefore, an evaluation will not be conducted. The special education

- 18) Clicking the “Are All Areas Met for Eligibility Determination” button will provide a message that indicates whether or not all areas have been met for eligibility determination for the specific disability(ies) selected. Based on the IEP Team Determination, if an evaluation is not needed, an explanation in the text box below that option will be a required field.

IEP Team Determination Jordan Test

 Yes, based upon identified Area(s) of Suspected Disability, the minimally required assessment area(s) have been addressed. Please consider if the level of detail is sufficient or if additional information is needed.

Areas of Suspected Disability ADD

Area 1:

Area 2:

Area 3:

ARE ALL AREAS MET FOR ELIGIBILITY DETERMINATION?

IV. IEP Team Determination (Select One)

- ☐ Based upon the review of existing data, the evidence does not support a suspected disability. Therefore, an evaluation will not be conducted. The special education process ends.



Explain decision not to evaluate (to be included as part of refusal documentation on the Prior Written Notice)

Explanation:



- ☐ Eligibility for special education and related services is being determined by existing evaluation data made available to the IEP Team through the Special Education Referral. NO additional evaluation(s) are needed to determine eligibility.

Explanation:



Note: Assessment information and evaluation data used to make this determination can be found on the assessment summary page. (Note: this data must meet the requirements of the eligibility worksheet(s)) Note: To use this option, existing data must consist of all components required for eligibility by NC Policies Governing Services for Children with Disabilities. The IEP Team completes the Eligibility Worksheet(s), Eligibility Report, Prior Written Notice, develops/proposes an IEP and obtains Consent for the Provision of Services. Provide the parent/guardian/student a copy of each document and the Parents Rights and Responsibilities in Special Education: Notice of Procedural Safeguards.

- ☐ Conduct an initial evaluation, eligibility cannot be determined by the review of existing data.



Note: Obtain parent/guardian/student consent for the evaluation plan. Once provided, all requested evaluations on the evaluation plan must be completed. The team must reconvene to determine to determine eligibility and develop an IEP or PSSP if appropriate. If consent for evaluation is not given, the referral process ceases.

19) Once users have completed the data fields on the “IEP Team Determination” page, click the “Save and Continue” button. If there are no errors on the page, users will be brought to either the Evaluation Plan page or “Create Draft/Create Final” section.

20) If applicable, the Evaluation Plan page allows users to select evaluations that are needed based upon the student’s suspected area of disability and the IEP Team determination. Check the appropriate boxes and then click “Save and Continue”.

Screenings and Evaluations

- Screening(s)/Evaluation(s) Needed:
- ☐ *Review of educational history/records
 - ☐ Behavioral/Emotional Evaluation
 - ☐ Medical Evaluation
 - ☐ Progress Monitoring
 - ☐ *Review of existing data
 - ☐ Braille Skills Inventory and/or Media Assessment
 - ☐ Motor Evaluation
 - ☐ Psychological evaluation
 - ☐ *Review of existing data/Rtl documentation of problem-solving
 - ☐ Braille Skills Inventory/Learning Media Assessment
 - ☐ Motor Screening
 - ☐ Social/Developmental History
 - ☐ *Summary of Conference(s) with parents
 - ☐ Educational evaluation
 - ☐ Observation
 - ☐ Speech-language screening
 - ☐ Adaptive Behavior Evaluation
 - ☐ Functional Vision Assessment
 - ☐ Ophthalmological or optometric evaluation
 - ☐ Speech-Language/Communication Evaluation
 - ☐ Assessment/behavior rating tool specific to Autism
 - ☐ Health Screening
 - ☐ Otological evaluation
 - ☐ Vocational Evaluation
 - ☐ Audiological Evaluation

BACK


SHOW SECTION

SAVE


SAVE & CONTINUE >>

- 21) On this page, users can select the meeting dates and the meeting participants. Click the “Excused” check box next to the participant’s name to indicate that they are excused from the meeting.

Create Draft/Create Final Jordan Test

Meeting Date: 

Team Members

 The following team members were in attendance: (A Request to Excuse Required IEP Team Member(s) has been obtained if any of the below participants are identified as excused):

LEA Representative: ☐ Excused

Special Education Teacher: ☐ Excused

Regular Education Teacher: ☐ Excused

- 22) At the bottom of the page is a button to create a draft document. Drafts can be created while there are still errors within the process; final documents cannot be created until all errors are corrected. Once the process is free of errors, the “Create Final” button will display, allowing the user to create a final document and the associated referral event. Once finalized, the 90 day timeline compliance symbol will begin displaying based upon the date referred entered at the beginning of the referral process.

Explanation of team participants/absence of participants (if needed):

[CREATE DRAFT DOCUMENT](#)

[CREATE FINAL DOCUMENT](#)

[BACK](#)
[SAVE](#)
[SAVE & CONTINUE >>](#)

- 23) Created documents can be viewed by clicking on the hyperlink for the document at the bottom of the Create Draft/Create Final (i.e. where the “Create Draft Document” and “Create Final Document” buttons are) page and on the Documents tab.

Special Education Referral Documents				
Document ID	Date Created	Created By	Document	Status
631	01/22/2018	Jess Bengel	Special Education Referral	(Draft)

CONSENT TAB – CONSENT TO EVALUATE

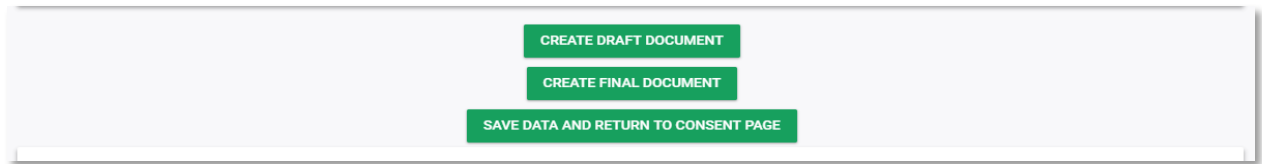
- 1) Hover over the EC Process tab in the menu bar and click on “Consent” from the menu.
On the Consent page, click on the section for “Create Consent to Evaluate.”

The screenshot shows the ECATS system interface. At the top, there is a navigation bar with tabs: MAIN MENU, STUDENTS, WIZARDS, PROGRESS MONITORING, MY ACCOUNT, and REPORTING. Below this, a sub-menu is open for 'EC PROCESS', showing options: INVITATION DOCUMENTS, REFERRAL, and CONSENT. The 'CONSENT' option is highlighted with a red box. On the right side of the page, the user's name 'David Test - 100027 | 08/18/2012' and the school 'Import Holding School | Import' are displayed. The main content area is titled 'Consent' and contains a section for 'Consent to Evaluate'. This section includes a red arrow pointing to a button labeled 'CREATE CONSENT TO EVALUATE'. Below this, there are fields for 'Initial or Reeval?' (with radio buttons for 'Initial' and 'Reeval'), 'Parent/Guardian/Student Consent to Evaluate Response:' (a dropdown menu), and 'Parent/Guardian/Student Consent to Evaluate Date Signed:' (a date picker). A green button labeled 'SUBMIT CONSENT TO EVALUATE RESPONSE' is at the bottom right.

- 2) Fill in the fields on the document creation page.
 - a. Note: Areas where consent to evaluate are being collected are indicated as part of the evaluation plan on the referral document. Check the list of areas displaying to ensure it is consistent with selections made.

The screenshot shows the 'Consent for Evaluation/Reevaluation' form. The title 'Consent for Evaluation/Reevaluation' is at the top left, and 'Aimee Test' is at the top right. The form is titled 'Consent for Evaluation/Reevaluation Data'. It contains three fields: 'To which parent/guardian/student is this consent addressed?' with a dropdown menu showing 'Martha Test'; 'Meeting Purpose:' with a dropdown menu showing 'Evaluation'; and 'A copy was given/sent on:' with a date picker showing '01/19/2018'.

- 3) At the bottom of the page, click the “Create Draft Document” button.

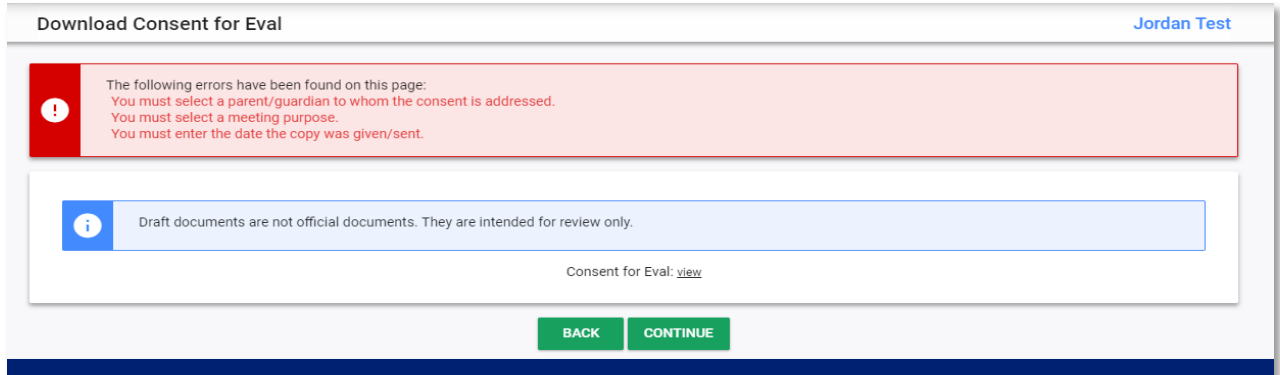


CREATE DRAFT DOCUMENT

CREATE FINAL DOCUMENT

SAVE DATA AND RETURN TO CONSENT PAGE

- 4) Any errors found on the document creation page will display in a red box at the top of the Download Consent for Evaluation page. (Users may still view the draft document without correcting these errors, but users will not be able to finalize the document.) Click on the “Back” button at the bottom of the page to navigate back to the document creation page to make changes. Click on the “Continue” button to navigate back to the main Consent page. Click on the “view” hyperlink at the bottom to view the draft PDF document in a new browser tab.



Download Consent for Eval Jordan Test

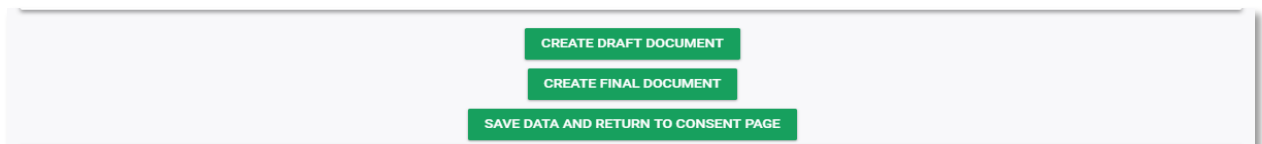
! The following errors have been found on this page:
You must select a parent/guardian to whom the consent is addressed.
You must select a meeting purpose.
You must enter the date the copy was given/sent.

i Draft documents are not official documents. They are intended for review only.

Consent for Eval: [view](#)

BACK CONTINUE

- 5) Once all errors are corrected and users are ready to finalize the document, click on the “Create Final Document” button at the bottom of the document creation page.



CREATE DRAFT DOCUMENT

CREATE FINAL DOCUMENT

SAVE DATA AND RETURN TO CONSENT PAGE

- 6) The section to the created document can be accessed from the bottom of the Consent for Evaluation/Reevaluation document creation page or from the Documents tab.



SAVE DATA AND RETURN TO CONSENT PAGE

Consent for Eval - DEC 2 Documents

Document ID	Date Created	Created By	Document	Status
84	01/19/2018	Cory Wall	Consent for Eval - DEC 2	(Draft)

- 7) After a final Consent to Evaluate has been created, and once the parent has returned the document, return to the Consent process. Enter the required consent information and click “Submit Consent to Evaluate Response”.

Consent to Evaluate CREATE CONSENT TO EVALUATE

Use the link directly above to create a final parent/guardian/student Consent to Evaluate document. Then submit the response information in the fields directly below.

Initial or Reeval? ☐ Initial ☐ Reeval

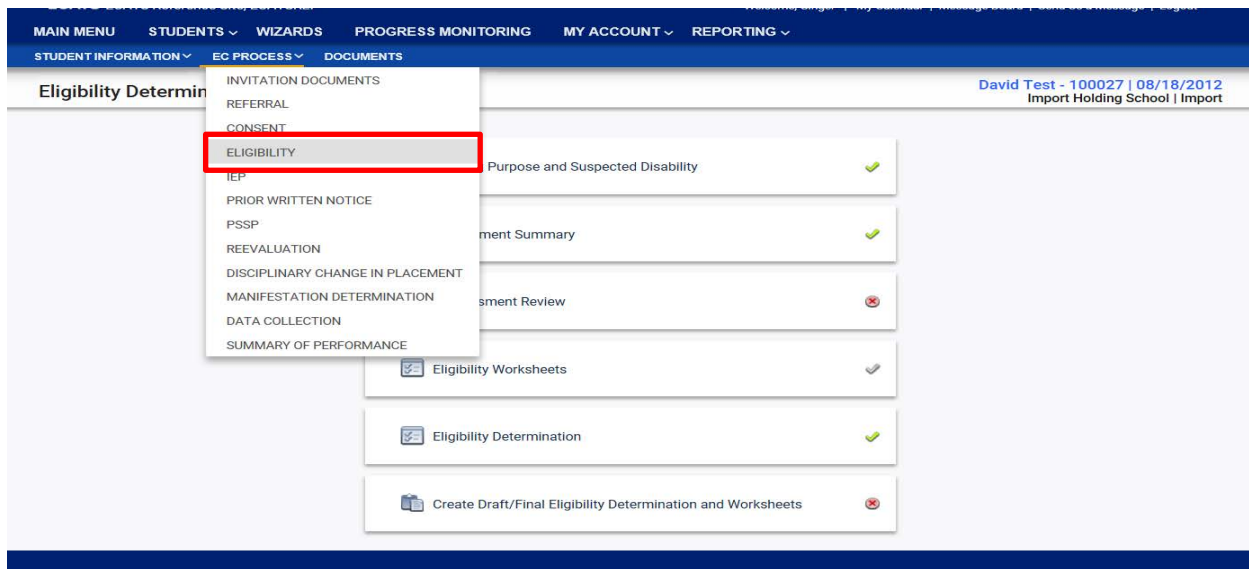
Parent/Guardian/Student Consent to Evaluate Response:

Parent/Guardian/Student Consent to Evaluate Date Signed:

[SUBMIT CONSENT TO EVALUATE RESPONSE](#)

ELIGIBILITY PROCESS TAB

- 1) Hover over the EC Process tab in the menu bar and click on “Eligibility” from the menu. On the Eligibility Determination page, users will see the links for each section in the process.
 - a. If there is no data entered in any of the sections, the compliance check marks will appear clear.
 - b. As data is entered and saved in each section, the check marks will change to green check marks (all error checks are met) or red X signs (there are errors within that section that need to be addressed before a final document can be created.) Note: a red X for a process step DOES NOT indicate that the record is out of compliance. It means the step is not complete.



The screenshot displays the ECATS interface. At the top, a navigation bar includes 'MAIN MENU', 'STUDENTS', 'WIZARDS', 'PROGRESS MONITORING', 'MY ACCOUNT', and 'REPORTING'. Below this, a secondary menu shows 'STUDENT INFORMATION', 'EC PROCESS', and 'DOCUMENTS'. The 'EC PROCESS' menu is expanded, with 'ELIGIBILITY' selected and highlighted in red. The main content area, titled 'Eligibility Determination', shows a list of steps with their status indicated by green checkmarks or red X's. The steps are: Purpose and Suspected Disability (green check), Referral (green check), Consent (green check), Eligibility (red X), IEP (green check), Prior Written Notice (green check), PSSP (green check), Reevaluation (green check), Disciplinary Change in Placement (green check), Manifestation Determination (red X), Data Collection (green check), Summary of Performance (green check), Eligibility Worksheets (green check), Eligibility Determination (green check), and Create Draft/Final Eligibility Determination and Worksheets (red X). The user's name 'David Test - 100027' and the date '08/18/2012' are visible in the top right corner.

- 2) Click on the first section in the process, “Meeting Purpose and Suspected Disability.” Select the meeting purpose and the areas of suspected disability from the dropdown options. The areas indicated on the referral will automatically be selected, but you can edit or add areas as required. Three dropdowns populate for “Area(s) of Suspected Disability.” If it is necessary to add more than three, save the selections, click the “Add Area” button.

Meeting Purpose and Suspected Disability

David Test - 100027 | 08/18/2012
Import Holding School | Import

Student Information

Student Name: David Test

Student ID: 100027

DOB: 08/18/2012

School: Import Holding School

Grade: Fourth Grade

Meeting Purpose

Initial Eligibility

Area(s) of Current/Suspected Disability:

ADD AREA

Autism (AU)

Speech-Language Impairment (SI)

-none-

- 3) At the bottom of the page, click the “Save and Continue” button. Any errors found in this section will display in a red box at the top of the page.

Meeting Purpose and Suspected Disability

Jordan Test

!

The following errors have been found on this page:
You must select the meeting purpose.
You must indicate at least one area of disability suspected.

Student Information

Student Name: Jordan Test

Student ID: JORDANTEST12

DOB: 11/04/2007

School: Test School

Grade: Second Grade

Meeting Purpose

- 4) If there are no errors on the page, users will be brought to the “Assessment Summary” section. Click on the “Add Assessment(s)” button to add assessments to the table.

Assessment Summary

David Test - 100027 | 08/18/2012
Import Holding School | Import

i Add/Update assessment information below

Del	Pos	New Pos	Date	Assessment Area	Assessment	Subject Area	Scores Reported	Actions
<input type="checkbox"/>	1	<input type="text"/>	11/01/2018	Adaptive Beha	Adaptive Behavior - Adaptive Behavior Assessment System (ABAS-II) Teacher Form	General Adaptive Composite (GAC)	Std Score	DETAILS LOG
<input type="checkbox"/>	2	<input type="text"/>	10/19/2018	Adaptive Beha	Adaptive Behavior- Eating and Drinking Ability Classification System	Broad Math	Std Score	DETAILS LOG
<input type="checkbox"/>	3	<input type="text"/>	11/02/2018	Educational Ev	Educational - Woodcock-Johnson Tests of Achievement (WJ IV ACH)	Writing	Std Score	DETAILS LOG
<input type="checkbox"/>	4	<input type="text"/>	11/07/2018	Motor Evaluati	Motor - Physical Therapy Observation	Visual Motor	# Errors	DETAILS LOG
<input type="checkbox"/>	5	<input type="text"/>	09/27/2018	Psychological	Psychological-Cognitive Measure-Mullen Scales of Early Learning	Expressive Language	Age Equiv	DETAILS LOG

ADD ASSESSMENT(S)
ADD MULTIPLE ASSESSMENT(S)

BACK
SAVE
SAVE & CONTINUE >>

- 5) Select the Assessment Area and the Assessment name from the dropdowns. Based on the assessment selected, the Subject Area and the Scores Reported associated with that assessment will populate. Add comments in the Comments text box provided.

Add Assessments

Jordan Test

Assessments Custom Assessments

Assessment Area	Assessment	Subject Area	Score(s) Reported	Comments
Speech/Language	Adaptive Behavior - Adaptive E	Conceptual	<input checked="" type="checkbox"/> Std Score <input type="checkbox"/> Age Equiv <input type="checkbox"/> Grade Equiv <input type="checkbox"/> Percentile <input type="checkbox"/> # Errors <input type="checkbox"/> Stanine <input type="checkbox"/> Quotient <input type="checkbox"/> t score <input type="checkbox"/> Narrative	<input type="text" value="comments"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>

- 6) If the assessment needed is not found in the Assessment dropdowns, users may add a custom assessment via the Custom Assessments tab. This table will allow users to manually type in the assessment information.

Add Assessments Jordan Test

Assessments **Custom Assessments**

Custom Assessment	Subject Area	Score(s) Reported	Comments
<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Std Score <input type="checkbox"/> # Errors <input type="checkbox"/> Age Equiv <input type="checkbox"/> stanine <input type="checkbox"/> Grade Equiv <input type="checkbox"/> quotient <input type="checkbox"/> Percentile <input type="checkbox"/> text desc.	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Std Score <input type="checkbox"/> # Errors <input type="checkbox"/> Age Equiv <input type="checkbox"/> stanine <input type="checkbox"/> Grade Equiv <input type="checkbox"/> quotient	<input type="text"/>

- 7) Click the “Save and Continue” button at the bottom of the page and users will be brought back to the Assessment Summary page.
- The assessments added will be populated to the table, and then users can manually type in the date, or select a date via the calendar icon for that assessment.
 - Delete the assessment by selecting the checkbox next to it and clicking the “Save” button at the bottom of the page.

Assessment Summary David Test - 100027 | 08/18/2012
Import Holding School | Import

Add/Update assessment information below

Del	Pos	New Pos	Date	Assessment Area	Assessment	Subject Area	Scores Reported	Actions
<input type="checkbox"/>	1	<input type="text"/>	11/01/2018	Adaptive Beha	Adaptive Behavior - Adaptive Behavior Assessment System (ABAS-II) Teacher Form	General Adaptive Composite (GAC)	Std Score	DETAILS LOG
<input type="checkbox"/>	2	<input type="text"/>	10/19/2018	Adaptive Beha	Adaptive Behavior- Eating and Drinking Ability Classification System	Broad Math	Std Score	DETAILS LOG
<input type="checkbox"/>	3	<input type="text"/>	11/02/2018	Educational Ev	Educational - Woodcock-Johnson Tests of Achievement (WJ IV ACH)	Writing	Std Score	DETAILS LOG
<input type="checkbox"/>	4	<input type="text"/>	11/07/2018	Motor Evaluati	Motor - Physical Therapy Observation	Visual Motor	# Errors	DETAILS LOG
<input type="checkbox"/>	5	<input type="text"/>	09/27/2018	Psychological	Psychological-Cognitive Measure- Mullen Scales of Early Learning	Expressive Language	Age Equiv	DETAILS LOG

[ADD ASSESSMENT\(S\)](#) [ADD MULTIPLE ASSESSMENT\(S\)](#)
[BACK](#) [SAVE](#) [SAVE & CONTINUE >>](#)

- 8) Add multiple assessments by selecting the “Add Multiple Assessments” button.
- Select a category from the Assessment Category dropdown and users will see the assessments associated with that category populate below.
 - Select one or multiple and click the “Add Area(s) and Score(s)” button.
 - Note: if you need to quickly find key assessments, press the buttons “Ctrl”+“F” on the keyboard for PC (“Command”+“F” for MAC). This will open up the browser’s find function where users can type in the name.

The screenshot shows the 'Add Multiple Assessments' form. At the top right is a link 'Jordan Test'. Below the title bar is a dropdown menu for 'Assessment Category' with 'Special Education' selected. Under the 'Assessments:' heading, there are two checkboxes: the first is checked and labeled 'Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form' with a 'TEST ITEM' label to its right; the second is unchecked and labeled 'Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Teacher Form'. At the bottom are two green buttons: 'BACK' and 'ADD AREA(S) AND SCORE(S) >>'.


- 9) Users can fill in the information associated with the assessments selected on that page.

The screenshot shows the 'Add Multiple Assessments' form with the 'Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form' assessment selected. Below the assessment name are several input fields: 'Date Administered' with a calendar icon, 'Assessment Area' with a dropdown menu, 'Subject Areas' with four checkboxes ('General Adaptive Composite (GAC)', 'Social', 'Conceptual', 'Practical'), and 'Scores Reported' with five checkboxes ('Std Score', 'Percentile', 'Quotient', 'Age Equiv', '# Errors', 't score', 'Grade Equiv', 'Stanine', 'Narrative'). At the bottom are two green buttons: 'CANCEL' and 'SAVE & CONTINUE >>'.

- 10) Once all the assessments are added, click the “Save and Continue” button at the bottom of the page.
- If there are no errors on the page, users will be brought to the “Assessment Review” section.
 - This page is split into three tabs. On the Summary of Required Screenings and Evaluations tab, users will see all of the assessment areas, and will be able to select assessments for each of the areas determined on the “Assessment Summary” section in the process.

Assessment Review Jordan Test

Summary of Required Screenings and Evaluations | Vision Screening | Hearing Screening

 Address each area below.

Assessment Area	Summary of Required Screenings and Evaluations	Select Assessment(s)
Adaptive Behavior		SELECT ASSESSMENT(S)
Audiological		SELECT ASSESSMENT(S)
Braille Skills Inventory/Learning Media Assessment		SELECT ASSESSMENT(S)
Functional Vision Assessment		SELECT ASSESSMENT(S)
Educational		SELECT ASSESSMENT(S)

- 11) Click the “Select Assessments” button for the areas to add assessments to. The available assessments (added from the “Assessment Summary” page) will display as checkboxes.

Add Assessment Jordan Test

Select	Assessment	Assessment Area	Date	Subject Area
<input checked="" type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	Adaptive Behavior	11/29/2017	General Adaptive Composite (GAC)

[BACK](#)
[SAVE & CONTINUE >>](#)

- 12) The assessment(s) selected will then be added to the table on the “Assessment Review” page. Repeat these steps for each applicable Assessment Area.

Assessment Review Jordan Test

Summary of Required Screenings and Evaluations Vision Screening Hearing Screening

Address each area below.

Assessment Area	Summary of Required Screenings and Evaluations	Select Assessment(s)
Adaptive Behavior	• Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	<button>SELECT ASSESSMENT(S)</button>
Audiological		<button>SELECT ASSESSMENT(S)</button>
Braille Skills Inventory/Learning Media Assessment		<button>SELECT ASSESSMENT(S)</button>
Functional Vision Assessment		<button>SELECT ASSESSMENT(S)</button>
Educational		<button>SELECT ASSESSMENT(S)</button>

- 13) Click on the Vision Screening tab. Select whether or not Vision Screening data is available. If “No” is selected, users can move to the Hearing Screening tab. If “Yes” is selected, users can fill in the necessary data from the Vision Screening.

Assessment Review Jordan Test

Summary of Required Screenings and Evaluations Vision Screening Hearing Screening

Is there existing Vision Screening data available? ☒ Yes ☐ No

Vision Screening Date:

Status:

Far R 20/:

Far L 20/:

Near R 20/:

Near L 20/:

Both:

Vision Screening Results Obtained: ☒ With Glasses or Corrective Lenses ☐ Without Glasses or Corrective Lenses

- 14) Once the Vision Screening data is entered, click “Save and Continue.” Then click on the Hearing Screening tab. Select whether or not Hearing Screening data is available. If “No” is selected, move to the next section. If “Yes” is selected, fill in the necessary data from the Hearing Screening.

The screenshot shows the 'Hearing Screening' tab within the 'Summary of Required Screenings and Evaluations' section. The form includes a question 'Is there existing Hearing Screening data available?' with radio buttons for 'Yes' (selected) and 'No'. Below this are fields for 'Hearing Screening Date' (with a calendar icon), 'Status' (a dropdown menu), 'dB (Intensity Level)', 'Hz (Frequencies)', and a large text area for 'Comments on Hearing Screening'. At the bottom, there are four green buttons: 'BACK', 'SHOW SECTION', 'SAVE', and 'SAVE & CONTINUE >>'.

- 15) Click “Save and Continue” on the “Assessment Review” page. If there are no errors on the page, users will be brought to the “Eligibility Worksheets” section. On this page, strengths and needs data can be entered.

The screenshot shows the 'Eligibility Worksheets' section. At the top right, it displays 'David Test - 100027 | 08/18/2012' and 'Import Holding School | Import'. Below this is a blue information bar with the text 'Please provide detail regarding the student's strengths and needs.' The main section has tabs for 'Strengths and Needs' (selected), 'AU Documentation', and 'Speech Documentation'. Under the 'Strengths and Needs' tab, there is a heading 'What Do We Now Know?' followed by a blue information bar with the text 'As a result of the required screenings, evaluations, progress monitoring data, and review of existing information, what do we now know about the student?'. Below this are two text input fields labeled 'Strengths:' and 'Needs:'. At the bottom, there are four green buttons: 'BACK', 'SHOW SECTION', 'SAVE', and 'SAVE & CONTINUE >>'.

- 16) There are tabs for each area of suspected disability. On each tab are fields for the data necessary to complete the Eligibility Worksheet associated with that suspected disability.

Strengths and Needs **Speech Documentation** VI Documentation

Speech Documentation

i To be determined eligible in the disability category of Speech or Language Impairment, a child must meet the criteria listed in one or more of the following:

i Articulation. It is required that a child's speech have:

- Two or more phonemic errors not expected at a child's age or developmental level observed during testing and/or in conversational speech, and/or
- Two or more phonological errors not expected at a child's age or developmental level observed during testing and/or in conversational speech

Documentation/Summary:

i Fluency. It is required that a child demonstrates non-fluent speech behavior characterized by repetitions/prolongations/blocks on a regular basis.

17) Complete the Eligibility Worksheets for each suspected disability.

- Click "Save and Continue" and if there are no errors on the page, users will be brought to the "Eligibility Determination" section.
- On this page, users are able to select the disability determinations and the eligibility determination. Error checks are in place to prompt if any data is missing based on the selections.

Eligibility Determination David Test - 100027 | 08/18/2012
Import Holding School | Import

i Please proceed and determine the student's eligibility below.

Eligibility Determination

i The IEP Team has reviewed all required screening and evaluation information and discussed the student's strengths and needs. This eligibility report includes the following:

☒ Information from the review of existing data ☒ Eligibility Worksheet for each area of suspected disability

☒ Information from assessments and other sources ☒ Additional information required for the determination of a specific learning disability

I. Disability Determination


18) Click the "Save and Continue" button and if there are no errors on the page, users will be brought to the "Create Draft/Create Final Eligibility Determination and Worksheets" section.


- On this page, select the meeting dates, the meeting participants, and the information regarding procedural safeguards.

- b. Click the “Excused” check box next to the participant’s name to indicate that they are excused from the meeting.


Create Draft/Final Eligibility Determination and Worksheets Jordan Test

Eligibility Dates

Meeting Date: 

Copy given/sent to parent/guardian/student: 

Meeting Participants

 The following team members were in attendance: (A Request to Excuse Required IEP Team Member(s) has been obtained if any of the below participants are identified as excused):

IEP RepresentativeExcused


- 19) At the bottom of the page is a button to create a draft document. Drafts can be created while there are still errors within the process; final documents cannot be created until all errors are corrected. Once the process is free of errors, the “Create Final” button will display, allowing the user to create a final document and recording the eligibility event associated with it.

Procedural Safeguards

☒ A copy of the Parent Rights and Responsibilities in Special Education: Notice of Procedural Safeguards has been provided to the parent/guardian/student.

☒ A copy of the Eligibility Report, evaluation report(s), summary of evaluation(s) and a Prior Written Notice has been provided to the parent/guardian/student.

CREATE DRAFT ELIGIBILITY DETERMINATION

 You can create the final document only after completing all the sections.

BACK

SAVE

SAVE & CONTINUE >>

- 20) Created documents can be viewed by clicking on the hyperlink for the document at the bottom of the Create Draft/Final page.

Eligibility Documents				
Document ID	Date Created	Created By	Document	Status
619	01/22/2018	Jess Bengé	Non Eligibility Determination	(Draft)

IEP PROCESS TAB

- 1) Hover over the EC Process tab in the menu bar and click on “IEP” from the dropdown menu.

2)

- As the user documents each section within the IEP, a green check or red “x” will display. A green check indicates the section is completed; whereas, a red “x” indicates information is missing or conflicting data has been entered.
- The “Show Section” button located at the bottom of the screen displays the selected section in PDF format. The “Save” button will save the information entered and continue to display the current section.
- The “Save & Continue” button will save the information entered in the section and continue to the next section.

IEP Process

Meeting Purpose Section

In this section, the user selects the meeting purpose and adds the IEP dates. To begin the process, click on the “Meeting Purpose” section.

- 1) Complete the fields on the page and click the “Save & Continue” button. Note: If the Case Manager is incorrectly listed, it can be added or changed within the Team tab on the Student Information menu.

The screenshot shows the 'Meeting Purpose' section of the IEP system. At the top, there is a header with 'Meeting Purpose' on the left and 'David Test - 100027 | 08/18/2012' and 'Import Holding School | Import' on the right. Below the header is a light blue box with an information icon and the text: 'Please indicate the meeting purpose and IEP Meeting, Start, and End dates.' The main form area contains four date selection fields: 'Meeting Purpose:' (a dropdown menu), 'IEP Meeting Date:', 'IEP Start Date:', and 'Date this IEP Ends:'. Each date field has a calendar icon to its right. Below these fields, it says 'Case Manager: Admin Test'. At the bottom of the form are four green buttons: 'BACK', 'SHOW SECTION', 'SAVE', and 'SAVE & CONTINUE >>'.

IEP Process

Student Profile Section

In this section, add information collected from the student and/or parents.

- 1) The student’s area(s) of eligibility will appear at the top of the page. This is populated after the finalization of an Eligibility Determination.

The screenshot shows the 'Student Profile' section of the IEP system. At the top, there is a header with 'Student Profile' on the left and 'David Test - 100027 | 08/18/2012' and 'Import Holding School | Import' on the right. Below the header is a section titled 'Eligibility Information'. Inside this section is a light blue box with an information icon and the text: '"Area of Eligibility" and "Additional Areas of Need" are set at the "Eligibility" link and display here for convenience. To qualify for a secondary area of disability, the student record must contain all evaluations required for that disability and goals and objectives must be written for the area(s). Address all fields on this page.' Below this box, it shows 'Primary Area of Eligibility: Specific Learning Disability (LD)' and 'Secondary Area(s) of Eligibility:'.

- 2) Complete the narratives using the information from the student and/or parents in the required fields. This information is mandatory, so users will receive an error message if no data is entered on the page. The practice of using place holders such as “The parent wishes...” is discouraged.

Student Profile

Student's overall strengths that contribute to success in the educational environment:

Parental concerns, if any, about their child's academic and functional performance in school:

Parent /student's vision for the future (Include, specifically, vision for after high school, if appropriate.):

BACK

SHOW SECTION

SAVE

SAVE & CONTINUE >>

Student Profile

David Test - 100027 | 08/18/2012
Import Holding School | Import



The following errors have been found on this page:
You must list the student's overall strengths that contribute to success in the educational environment.
You must list parental concerns about the child's academic and functional performance in school.
You must include the parent/student's vision for the future.

- Once the information has been entered, click "Save and Continue" to move to the next section. To move forward to another section without completing all required fields, navigate back to the IEP process tab and click on the next section in the process. Users can return to sections later to add in the remaining information.

IEP Process

Assessment Summary Section

In this section, add assessments or view the assessments that were previously entered for the student within the Referral and/or Eligibility processes.

Assessment Summary

David Test - 100027 | 08/18/2012
Import Holding School | Import



Please review and update the below existing data. Please note that state tests are not included in this section.

Del	Pos	New Pos	Date	Assessment Area	Assessment	Subject Area	Scores Reported	Actions
<input type="checkbox"/>	1		11/01/2018	Adaptive Beha	Adaptive Behavior - Adaptive Behavior Assessment System (ABAS-II) Teacher Form	General Adaptive Composite (GAC)	Std Score	DETAILS LOG
<input type="checkbox"/>	2		10/19/2018	Adaptive Beha	Adaptive Behavior- Eating and Drinking Ability Classification System	Broad Math	Std Score	DETAILS LOG
<input type="checkbox"/>	3		11/02/2018	Educational Ev	Educational - Woodcock-Johnson Tests of Achievement (WJ IV ACH)	Writing	Std Score	DETAILS LOG
<input type="checkbox"/>	4		11/07/2018	Motor Evaluati	Motor - Physical Therapy Observation	Visual Motor	# Errors	DETAILS LOG
<input type="checkbox"/>	5		09/27/2018	Psychological	Psychological-Cognitive Measure-Mullen Scales of Early Learning	Expressive Language	Age Equiv	DETAILS LOG

- 1) Previously entered assessments will display on the page. To view information regarding scores, narratives, and logs, click the “Details”.

Assessment Details Brittany Test

Assessment: CELF - Preschool Subject Area: Broad Written Language

☐ Std Score ☐ Age Equiv
☒ Grade Equiv ☒ Percentile
☐ # Errors ☐ Stanine
☐ Quotient ☐ Text Desc.

Scores Reported: Begin Date: 01/07/2018

Narrative: End Date:

Frequency: session(s) per day Provider:

BACK
SAVE & CONTINUE >>

- 2) To document additional information, choose either “Add Assessments” or “Add Multiple Assessments” to document additional information.

Add Assessments Brittany Test

Assessments Custom Assessments

Assessment Area	Assessment	Subject Area	Score(s) Reported	Comments
<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>		<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>
<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>		<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>
<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>		<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>
<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>		<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>

(NOTE: Available Subject Areas and Score Types will appear above once an Assessment is selected)

BACK
SAVE & CONTINUE >>

- 3) Select the Assessment Area and Assessment from the dropdown list. The Subject Area and Scores Reported will populate after selecting the Assessment.

Assessments Custom Assessments

Assessment Area	Assessment	Subject Area	Score(s) Reported	Comments
Adaptive Behavior	Adaptive Behavior - Adaptive Be	General Adaptive	<input type="checkbox"/> Std Score <input type="checkbox"/> Age Equiv <input checked="" type="checkbox"/> Grade Equiv <input type="checkbox"/> Percentile <input type="checkbox"/> # Errors <input type="checkbox"/> Stanine <input type="checkbox"/> Quotient <input type="checkbox"/> t score <input type="checkbox"/> Narrative	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>
<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>		<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>
<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>		<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>
<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>		<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>

(NOTE: Available Subject Areas and Score Types will appear above once an Assessment is selected)

SAVE & CONTINUE >>

- 4) If the assessment needed is not listed, use the “Custom Assessments” tab. This tab allows users to document assessments that are not currently within the ECATS database.

Add Assessments Brittany Test

Assessments **Custom Assessments**

Custom Assessment	Subject Area	Score(s) Reported	Comments
<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Std Score <input type="checkbox"/> # Errors <input type="checkbox"/> Age Equiv <input type="checkbox"/> stanine <input type="checkbox"/> Grade Equiv <input type="checkbox"/> quotient <input type="checkbox"/> Percentile <input type="checkbox"/> text desc.	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Std Score <input type="checkbox"/> # Errors <input type="checkbox"/> Age Equiv <input type="checkbox"/> stanine <input type="checkbox"/> Grade Equiv <input type="checkbox"/> quotient <input type="checkbox"/> Percentile <input type="checkbox"/> text desc.	<input type="text"/>

- 5) After adding assessment information, click “Save and Continue”. This leads to the Assessment Summary page where the date, details, and log scores can be added.
- 6) For custom assessments, select the Assessment Area from the dropdown list.

Del	Pos	New Pos	Date	Assessment Area	Assessment	Subject Area	Scores Reported	Actions
<input type="checkbox"/>	1	<input type="text"/>	<input type="text"/>	Adaptive Behavior	Adaptive Behavior - Adaptive Behavior Assessment System - 2nd Edition (ABAS-II) - Parent Form	Social	Std Score	DETAILS LOG
<input type="checkbox"/>	2	<input type="text"/>	<input type="text"/>	Adaptive Behavior	Adaptive Behavior - Adaptive Behavior Assessment System - 2nd Edition (ABAS-II) - Teacher Form	General Adaptive Composite (GAC)	Quotient	DETAILS LOG
<input type="checkbox"/>	1000	<input type="text"/>	<input type="text"/>	<div style="border: 2px solid red; padding: 2px;">Custom Assessment</div>		Literacy	Age Equiv	DETAILS LOG
<input type="checkbox"/>	1000	<input type="text"/>	<input type="text"/>	Adaptive Behavior	Adaptive Behavior - Adaptive Behavior Assessment System - 2nd Edition (ABAS-II) - Parent Form	General Adaptive Composite (GAC)	Grade Equiv	DETAILS LOG

[ADD ASSESSMENT\(S\)](#) [ADD MULTIPLE ASSESSMENT\(S\)](#)
[BACK](#) [SAVE](#) [SAVE & CONTINUE >>](#)

- 7) Alternately, click “Add Multiple Assessments.” Select the Assessment Category of Special Education, which will display the full alphabetized list of all the assessments within ECATS.
- 8) Select assessments to add.

Add Multiple Assessments
Brittany Test

Assessment Category: Special Education

Assessments:

- ☐ Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form
- ☐ Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Teacher Form
- ☐ Woodcock Johnson Tests of Achievement
- ☐ Key Math
- ☐ Woodcock Reading Mastery Test
- ☐ Weiss Comprehensive Articulation Test
- ☐ Goldman-Fristoe Test of Articulation
- ☐ Khan-Lewis Phonological Analysis
- ☐ The Assessment of Phonological Processes - R
- ☐ Expressive One-Word Picture Vocabulary Test
- ☐ Receptive One-Word Picture Vocabulary Test
- ☐ Preschool Language Scale - 3
- ☐ The Rossetti Infant-Toddler Language Scale
- ☐ Peabody Picture Vocabulary Test - R
- ☐ Assessing Semantic Skills through Everyday Themes
- ☐ Utah Test of Language Development - 3
- ☐ Test of Problem Solving - R

- ☐ Sequenced Inventory of Communication Development
- ☐ CELF - Preschool
- ☐ Receptive-Expressive Emergent Language
- ☐ Functional Communication Profile
- ☐ Language Processing Test - R
- ☐ Stuttering Severity Instrument
- ☐ MacArthur Evaluation of Language Fundamentals - R
- ☐ Clinical Evaluation of Language Fundamentals - R (age 5-7)
- ☐ Clinical Evaluation of Language Fundamentals - R (age 8+)
- ☐ Wechsler Intelligence Scales for Children
- ☐ Wechsler Adult Intelligence Scale
- ☐ Adaptive Behavioral Inventory for Children
- ☐ Test of Written Language
- ☐ Brigance Diagnostic Inventories
- ☐ Illinois Test of Psycholinguistic Abilities
- ☐ Peabody Individual Achievement Test

BACK
ADD AREA(S) AND SCORE(S) >>

- 9) Click “Add Areas and Scores” to continue.
- 10) Document the relevant information, using the expand/collapse buttons to navigate down the page. Once completed, click “Save and Continue”.

Add Multiple Assessments
Brittany Test

Woodcock Johnson Tests of Achievement
✖

Date Administered:

Assessment Area:

Subject Areas: (No items available)

☐ Std Score
☐ Percentile
☐ quotient

Scores Reported:

☐ Age Equiv
☐ # Errors
☐ text desc.

☐ Grade Equiv
☐ stanine

Functional Communication Profile
✖

CANCEL
SAVE & CONTINUE >>

Public Consulting Group, Inc.- ECATS End User Manual

Page 57

IEP Process

Source of Relevant Information Section

In this section, add areas assessed and associate them with previously entered assessment data.

Note: data entered in this section will populate throughout other sections in the IEP process.

- 1) First, add the areas assessed by clicking “Add/Remove Additional Areas”.

Source Of Relevant Info Brittany Test

Relevant Data ADD/REMOVE ADDITIONAL AREAS

BACK SHOW SECTION SAVE SAVE & CONTINUE >>

- 2) Check the relevant areas, and click “Save and Continue”.

Area(s) Assessed Brittany Test

Add/Remove Area(s) Assessed

<input checked="" type="checkbox"/> Adapted Physical Education	<input type="checkbox"/> Nursing Services	<input type="checkbox"/> Pre-Academic
<input type="checkbox"/> Audiology	<input type="checkbox"/> Occupational Skills	<input type="checkbox"/> Reading
<input type="checkbox"/> Behavior	<input type="checkbox"/> Occupational Therapy	<input type="checkbox"/> Social-Emotional
<input type="checkbox"/> Counseling Services	<input type="checkbox"/> Organizational/Study	<input type="checkbox"/> Speech/Language
<input type="checkbox"/> Daily Living	<input type="checkbox"/> Orientation & Mobility	<input type="checkbox"/> Visually Impaired
<input type="checkbox"/> Hearing Impaired	<input type="checkbox"/> Physical Therapy	<input type="checkbox"/> Writing
<input type="checkbox"/> Math		

BACK SAVE & CONTINUE >>

- 3) Using the expand/collapse buttons, associate data with each of the identified areas.

Source Of Relevant Info Brittany Test

Relevant Data ADD/REMOVE ADDITIONAL AREAS

☒ Adapted Physical Education ADD/REMOVE EXISTING DATA

BACK SHOW SECTION SAVE SAVE & CONTINUE >>

Add Assessment Brittany Test

☒ Add Assessment(s)

☒ Add Attendance

☒ Add Grades

☒ Add Progress Track Data

BACK SAVE & CONTINUE >>

IEP Process

Present Levels Section

Within this section, specify the present levels of academic and functional performance for each of the previously identified areas assessed.

- 1) Enter information regarding the present levels for each area, then complete the Additional Information table.

Present Levels

Brittany Test

Present Levels

For each Area(s) Assessed, specify the Present Level of Academic and Functional Performance.

Adapted Physical Education:

Additional Information

Describe any relevant medical information:

Describe how the disability impacts involvement and progress in the general curriculum:

BACK SHOW SECTION SAVE SAVE & CONTINUE >>

- 2) Once complete click the “Save & Continue” button to continue to the next section.

IEP Process

Special Factors Section

On this page, decide whether any special factors should be considered in the development of the IEP.

- 1) Answer the questions and add additional information if necessary.

Special Factors

Brittany Test

Consideration of Special Factors

Consideration of Special Factors: below are the special factors that must be considered before the development of annual goals. Address each.

Is the student an English Learner?

Yes/No

Additional Information

- 2) If the student has a documented hearing loss, a Communication Plan Worksheet must be created. Click the “Communication Plan Worksheet” to create the document.

Does the student have a documented hearing loss? COMMUNICATION PLAN WORKSHEET

If yes, must complete the Communication Plan Worksheet

Yes/No	Location	Additional Information
<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;">Yes ▾</div>	<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Goals</div><div><input type="checkbox"/> Accommodations</div></div> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Strengths</div><div><input type="checkbox"/> Services</div></div>	<div style="border: 1px solid #ccc; height: 30px; width: 100%;"></div>

- 3) At the bottom of the page, specify if the areas assessed are in need of specially designed instruction.

Supports for academic, functional, personal changes or circumstances (if applicable)

What information is known about the student that will assist in developing a individualized education program?

☐ Not applicable at this time

Area in Need of SDI

For each Area(s) Assessed specify if the Area is in Need of SDI.

Adapted Physical Education:

BACK

SHOW SECTION

SAVE

SAVE & CONTINUE >>

IEP Process

Secondary Transition Section

In this section, add transition information for students age 14 and older during the life of the IEP. If the student will not be 14 or older during the life of the IEP, click on the link and scroll down the page to the “Save & Continue” button.

- 1) A warning box will display at the top of the page with a reminder of the student age to determine whether a transition plan is necessary.

Secondary Transition David Test - 100027 | 08/18/2012
Import Holding School | Import

Warning: The student is 6 Years 7 Months old as of today.

Transition Activities (Services) - By Age 16 and updated annually. For students age 16 and older during the life of the IEP, all parts of Section D must be addressed. This section is required for students who are 16 and older and can reflect activities that span multiple years. Transition activities should be written to support the student's post-secondary goals and should answer the question, what things are necessary for the student to achieve his/her goals? The transition services/activities are the specific steps/strategies that focus on improving the academic/functional achievement of the child to facilitate his/her movement from school to post-school. Transition activities may or may not be required for each transition area; however, teams are required to discuss each area and indicate in the space provided that an activity is not required.

- 2) If a transition plan is required, complete the necessary information and continue to the bottom of the page.

Secondary Transition

The following people gave information about the student's needs, preferences, interests, and course of study selection:

- ☐ Student ☐ School Staff
☐ Parent(s), Guardian(s) and Family Member(s) ☐ Other
☐ Adult Service Agency Representatives

Courses of Study (beginning at age 14, or 8th grade, and updated annually):

- ☐ F - Future Ready Core Course of Study: Leading to a NC Diploma
☐ O - Future Ready Occupational Course of Study: Leading to a NC Diploma
☐ E - Extended Content Standards: Leading to Graduation Certificate

Postsecondary Goals and Supports



Complete beginning at age 16 (or earlier, as appropriate) and updated annually.



Postsecondary goals are based upon age appropriate transition assessments as described in the present level of academic and functional performance. Indicate any activities and/or supports needed to assist student in making progress towards postsecondary goals (after high school) during the span of this IEP and the person (people) responsible for assuring these activities and/or supports are achieved.



For each Postsecondary Goal and Support, specify what the student will do upon graduation from high school.

Education/Training:

Employment:

Independent Living (if appropriate):

☐ N/A

Adult Living Skills

Employment Functional Vocational Evaluation (if appropriate) Instruction Related Services Community Experiences Daily Living Skills (if appropriate)

Transition Area: Adult Living Skills

[ADD ADULT LIVING SKILLS SERVICES](#)

- 3) Within each Transition Area, add transition services activities.

Transition Area: Adult Living Skills

Transition Service	Responsible Person	Responsible Agency
<input type="text"/> abc ✓	<input type="text"/>	<input type="text"/> abc ✓
<input type="text"/> abc ✓	<input type="text"/>	<input type="text"/> abc ✓
<input type="text"/> abc ✓	<input type="text"/>	<input type="text"/> abc ✓
<input type="text"/> abc ✓	<input type="text"/>	<input type="text"/> abc ✓
<input type="text"/> abc ✓	<input type="text"/>	<input type="text"/> abc ✓
<input type="text"/> abc ✓	<input type="text"/>	<input type="text"/> abc ✓
<input type="text"/> abc ✓	<input type="text"/>	<input type="text"/> abc ✓
<input type="text"/> abc ✓	<input type="text"/>	<input type="text"/> abc ✓

- 4) Click “Save and Continue” to save the data and move back to the Transition Areas. Complete each tab as necessary before clicking “Save and Continue” at the bottom of the page.

IEP Process

Annual Goals Section

This section allows users to build upon previously entered areas of need and present levels of academic and functional performance information.

- 1) Click on “Add/Delete Goals” to add the details and objectives *(if applicable)* for each goal.

Measurable Annual Goals

Area(s) in Need of SDI	Present Level of Performance	Details	Number of Goals	Number of Objectives:
Math	test infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest info	ADD/DELETE GOALS	1	2

- 2) Click “Add Goals” to add and edit annual goals (criteria of mastery will be added later.)

Goals

ADD GOALS

No annual goals have been added for this student.

Area of Need

Area Assessed: Math
Present Level of Performance: test infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest info

Add Goal(s)

Annual Goal 1:

Annual Goal 2:

Annual Goal 3:

- 3) Then click “Goal Details/Objectives”.

Goals

ADD GOALS

Del	Pos	New Pos	Annual Goal	ESY	# Obj	Details
<input type="checkbox"/>	1	<input type="text"/>	<input type="text" value="enter information here"/>	<input type="checkbox"/>	2	GOAL DETAILS/OBJECTIVES

- 4) Select the goal details and complete the required information in the first portion of the screen, including mastery criteria, assistive technology and relationship to transition goals. Objectives may be added, if needed or desired. If the student is receiving instruction using the Extended Content Standards, objectives are required.
- When included, two objectives must be added per goal.
 - If the student will require the goal for ESY, check the box so that it will be included within the ESY Services Goal Integration section later in the process.

Goal Details

Annual Goal: enter information here

Is this goal related to transition goals? No

Is Assistive Technology Required? No

Anecdotal records

Behavior chart

Method of Measuring Progress:

Mastery Criteria:

Objectives

ADD OBJECTIVE(S)

Del	Pos	NewPos	Objective	Details
<input type="checkbox"/>	1	<input type="text"/>	test infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest info	DETAILS
<input type="checkbox"/>	2	<input type="text"/>	test infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest info	DETAILS

IEP Process


Services Section

In this section, add special education and related service information.

- 1) Click “Add Special Ed Services”.

Services

Brittany Test



Description of Specially Designed Instruction and Related Services: Indicate the least restrictive environment in which the student can achieve the goal(s). If the student will be removed from nondisabled peers for any part of the day (general education classroom, nonacademic services and activities), explain why the services cannot be delivered with nondisabled peers with the use of supplemental aids and services.

Specially Designed Instruction

ADD SPECIAL ED SERVICE(S)

Related Services

ADD RELATED SERVICE(S)

- 2) Choose the Special Ed service(s) from the dropdowns. To add more than four services, click “Save and Continue” and then click “Add Special Ed Services” again to return to the page.


Add Special Ed Service(s)

David Test - 100027 | 08/18/2012
Import Holding School | Import

Special Ed Services

Adapted P.E.

Cognitive/ Pre-Academic Skills



To add more than 4 services of any one type, you must click the “Save and Continue” button, then return to this page.

BACK

SAVE & CONTINUE >>

3) Complete the information regarding the frequency and location of services.

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Indicate the least restrictive environment in which the student can achieve the goal(s). If the student will be removed from nondisabled peers for any part of the day (general education classroom, nonacademic services and activities), explain why the services cannot be delivered with nondisabled peers with the use of supplemental aids and services.

Specially Designed Instruction
ADD SPECIAL ED SERVICE(S)

Del	Special Ed Service	Amount of Time	Frequency	Duration	Location
<input type="checkbox"/>	Special Education - Speech/Language	<input type="text" value="30"/> <small>minute(s) ▾</small>	<input type="text" value="1"/> per <small>day ▾</small>	<input type="text"/> <small>▾</small>	<div style="border: 1px solid #ccc; padding: 2px; display: flex; align-items: center;"> <div style="flex: 1;">Special Education</div> <div style="font-size: 0.8em;">▾</div> </div>
<input type="checkbox"/>	Adapted P.E.	<input type="text"/> <small>minute(s) ▾</small>	<input type="text"/> per <small>day ▾</small>	<input type="text"/> <small>▾</small>	<div style="border: 1px solid #ccc; padding: 2px; display: flex; align-items: center;"> <div style="flex: 1;"></div> <div style="font-size: 0.8em;">▾</div> </div>
<input type="checkbox"/>	Cognitive/ Pre-Academic Skills	<input type="text"/> <small>minute(s) ▾</small>	<input type="text"/> per <small>day ▾</small>	<input type="text"/> <small>▾</small>	<div style="border: 1px solid #ccc; padding: 2px; display: flex; align-items: center;"> <div style="flex: 1;"></div> <div style="font-size: 0.8em;">▾</div> </div>

4) If applicable, add Related Services. Click “Add Related Services”.

Related Services
ADD RELATED SERVICE(S)

Del	Related Service	Amount of Time / Frequency	Duration	Location	Service Type
<input type="checkbox"/>	Physical Therapy	<input type="text" value="20"/> <small>minute(s) ▾</small> <input type="text" value="1"/> per <small>reporting period ▾</small>	<input type="text" value="02/28/2018"/> <small>▾</small>	<input type="text" value="04/24/2018"/> <small>▾</small>	<div style="border: 1px solid #ccc; padding: 2px; display: flex; align-items: center;"> <div style="flex: 1;">Regular Education ▾</div> <div style="font-size: 0.8em;">▾</div> </div>

5) Choose the Related Service(s) from the dropdown menu. To add more than four services, click “Save and Continue” and then click “Add Related Services” again to return to the page.

Related Services

Add Related Services

Select Related Service

Add Related Services

Save and Continue

Add Related Services

- Related Services

ADD RELATED SERVICE(S)

Del	Related Service	Amount of Time / Frequency	Duration	Location	Service Type
<input type="checkbox"/>	Physical Therapy	<div>20</div> <div>minute(s)</div> <div>1 per reporting period</div>	<div>02/28/2018</div> <div>04/24/2018</div>	Regular Education	<input checked="" type="checkbox"/> Goal <input type="checkbox"/> Supplemental Aids / Services / Accommodations / Modifications

- ## Transportation

For students age 6 years or older, if the student is 100% removed from the traditional school setting, please indicate where services will be rendered:

Transportation - Choose one:

Describe special transportation services:

If the student will be removed from nondisabled peers for any part of the day, explain why the services cannot be delivered with nondisabled peers with the use of supplemental aids and services:

☐ Not applicable at this time

Progress Reports on IEP goals will be issued in accordance with school report card schedule. If the IEP team determines that more frequent progress reports are needed, indicate the schedule:

☐ A more frequent progress report is not needed at this time

If the student is in preschool, describe how the student is involved in the general education program:

☐ Not applicable at this time

Describe consultation and/or training for school staff to meet the unique needs of the student:

☐ Not applicable at this time

BACK

SHOW SECTION

SAVE

SAVE & CONTINUE >>

Math

Area in Need of SDI: Math

Present Level of Performance: Present Levels for Math Present Levels for Math Present Levels for Math Present Levels for Math

Supplemental Aids and/or Services:

Goal	Service(s) supporting this goal	Edit
goal number 1	Math	EDIT GOAL INTEGRATION
goal number 2		EDIT GOAL INTEGRATION

ADD SUPPLEMENTAL AIDS

- 2) Click “Edit Goal integration” to add services supporting the goal.

goal number 2

Service(s) supporting this goal: ☐ Math ☐ Occupational Therapy

[BACK](#) [SAVE & CONTINUE >>](#)

- 3) Check the corresponding service and then click “Save and Continue” to return to the Service Goal Integration page.
- 4) Click “Add Supplemental Aids and/or Services”, and add information.

Supplemental Aids and/or Services

Math:

[BACK](#) [SAVE & CONTINUE >>](#)

IEP Process


Accommodations Section

In this section, add classes, district assessments and state tests in which the student is participating, along with any accommodations. You can also remove accommodations as needed. The process of adding classes, district assessments, and state tests is the same. The following is an example of class accommodations.

- 1) Click “Add Class Activities” to display a list of classes.

Accommodations

Brittany Test

 To advance appropriately toward attaining annual goals; to be involved and progress in general curriculum; to be educated and participate with other nondisabled children in academic, nonacademic and extracurricular activities, the following supplemental aids/services, and accommodations/modifications will be provided (if applicable). Also include in the table below any supplemental aids/services and accommodations/modifications that will be provided in special education classes.

Classroom Activities

ADD CLASS ACTIVITY

District Assessments

ADD DISTRICT ASSESSMENT

State Tests


ADD STATE TEST

- 2) Check the box(es) next to the desired classes/activities, and then select the participation level at the bottom of the page. Click “Save and Continue” to progress to the accommodations page.

Add Activity

Brittany Test

Classroom Activities

 Select the "Participation Level" for activities/assessments as appropriate.

☒ Art - All

☒ Assemblies - All

☐ Extracurricular Activities - All

☐ Lunch - All

☐ Math - All

☐ Music - All

☐ Other

☐ Physical Education - All

☐ Recess - Elementary/Middle

☐ Science - All

Classroom Activities Selected	Participation Level
Art - All	<div></div>
Assemblies - All	<div></div>

- 3) On the Accommodation page, select from the list of allowable accommodations for each class/activity. If multiple classes are selected, the accommodations added to one class will automatically select for all classes, as allowable.
 - a. In the example below, Multiple Testing Sessions was selected for Health.
 - b. Multiple Testing Sessions was automatically checked for Music.
 - c. If we unchecked Multiple Testing Sessions for Health, then Multiple Testing Sessions would be automatically unchecked for Music.
 - d. If Multiple Testing Sessions is appropriate for Health, but not Music, leave it checked for both, click “Save & Continue”, and proceed to step 4.

Accommodations

Health - Middle/HS

☐ Assistive Technology Devices (Specify)
☐ Braille Edition (EBA)
☐ Braille Edition (UEB)
☐ Braille Writer/Slate and Stylus (Braille Paper)
☐ Cranmer Abacus
☐ Dictation to a Scribe
☐ Interpreter/Translator Signs/Cues Test
☐ Large Print Edition (not for online assessments)
☐ Magnification Devices
☒ Multiple Testing Sessions - More Frequent Breaks (Every __ Min.)
☐ Multiple Testing Sessions - Other
☐ Multiple Testing Sessions - Over Multiple Days (Number of Days __)
☐ One Test Item Per Page Edition (not for online assessments)
☐ Scheduled Extended Time - Approximately __ minutes
☐ Scheduled Extended Time - Other
☐ Student Marks Answers in Test Book (not for online assessments)
☐ Test Read Aloud (in English) (Requires specifics)
☐ Testing in a Separate Room - One-on-One
☐ Testing in a Separate Room - Small Group
☐ Student Reads Test Aloud to Self
☐ Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (LEP only)

Music - All

☐ Assistive Technology Devices (Specify)
☐ Braille Edition (EBA)
☐ Braille Edition (UEB)
☐ Braille Writer/Slate and Stylus (Braille Paper)
☐ Cranmer Abacus
☐ Dictation to a Scribe
☐ Interpreter/Translator Signs/Cues Test
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☒ Multiple Testing Sessions - More Frequent Breaks (Every __ Min.)
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☐ Scheduled Extended Time - Approximately __ minutes
☐ Scheduled Extended Time - Other
☐ Student Marks Answers in Test Book (not for online assessments)
☐ Test Read Aloud (in English) (Requires specifics)
☐ Testing in a Separate Room - One-on-One
☐ Testing in a Separate Room - Small Group
☐ Student Reads Test Aloud to Self
☐ Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (LEP only)

- 4) Once the classes/tests and accommodations have been added, update the location dropdown. (This is applicable for classroom activities only.) To add or remove any accommodations for an individual class/test, click the “Edit” button.

Classroom Activities				ADD CLASS ACTIVITY
Activities	Participation Level	Location	Implementation	
Art - All	Participating with Accommodations	<input type="text"/>		EDIT
Economics - HS	Participating with Accommodations	<input type="text"/>		EDIT
English Language Arts - Elementary	Participating in Regular Class/Activity	General Ed <input type="text"/>		EDIT

Accommodations

Health - Middle/HS

☐ Assistive Technology Devices (Specify)
 ☐ Braille Edition (EBA)
 ☐ Braille Edition (UEB)

☐ Braille Writer/Slate and Stylus (Braille Paper)
 ☐ Cranmer Abacus
 ☐ Dictation to a Scribe

☐ Interpreter/Translator Signs/Cues Test
 ☐ Large Print Edition (not for online assessments)
 ☐ Magnification Devices

☒ Multiple Testing Sessions - More Frequent Breaks (Every __ Min.)
 ☐ Multiple Testing Sessions - Other
 ☐ Multiple Testing Sessions - Over Multiple Days (Number of Days __)

☐ One Test Item Per Page Edition (not for online assessments)
 ☐ Scheduled Extended Time - Approximately __ minutes
 ☐ Scheduled Extended Time - Other

☐ Student Marks Answers in Test Book (not for online assessments)
 ☐ Test Read Aloud (in English) (Requires specifics)
 ☐ Testing in a Separate Room - One-on-One

☐ Testing in a Separate Room - Small Group
 ☐ Student Reads Test Aloud to Self
 ☐ Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (LEP only)

Music - All

☐ Assistive Technology Devices (Specify)
 ☐ Braille Edition (EBA)
 ☐ Braille Edition (UEB)

☐ Braille Writer/Slate and Stylus (Braille Paper)
 ☐ Cranmer Abacus
 ☐ Dictation to a Scribe

☐ Interpreter/Translator Signs/Cues Test
 ☐ Large Print Edition (not for online assessments)
 ☐ Magnification Devices

☒ Multiple Testing Sessions - More Frequent Breaks (Every __ Min.)
 ☐ Multiple Testing Sessions - Other
 ☐ Multiple Testing Sessions - Over Multiple Days (Number of Days __)

☐ One Test Item Per Page Edition (not for online assessments)
 ☐ Scheduled Extended Time - Approximately __ minutes
 ☐ Scheduled Extended Time - Other

☐ Student Marks Answers in Test Book (not for online assessments)
 ☐ Test Read Aloud (in English) (Requires specifics)
 ☐ Testing in a Separate Room - One-on-One

☐ Testing in a Separate Room - Small Group
 ☐ Student Reads Test Aloud to Self
 ☐ Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (LEP only)

- 5) Uncheck the accommodation you wish to remove, check any accommodation you wish to add, and click "Save & Continue".
 - a. In this example for Music, we unchecked Multiple Testing Sessions and checked "Other".

Area: Music - All

Choosing the blank option from the drop down field for Participation Levels will remove this Participation Area and any Accommodations associated with it.

Participation Level: Participating with Accommodations

Accommodations:

- ☐ Assistive Technology Devices (Specify)
- ☐ Braille Edition (EBA)
- ☐ Braille Edition (UEB)
- ☐ Braille Writer/Slate and Stylus (Braille Paper)
- ☐ Cranmer Abacus
- ☐ Dictation to a Scribe
- ☐ Interpreter/Transliterators Signs/Cues Test
- ☐ Large Print Edition (not for online assessments)
- ☐ Magnification Devices
- ☐ Multiple Testing Sessions - More Frequent Breaks (Every __ Min.)
- ☐ Multiple Testing Sessions - Other
- ☐ Multiple Testing Sessions - Over Multiple Days (Number of Days __)
- ☐ One Test Item Per Page Edition (not for online assessments)
- ☐ Scheduled Extended Time - Approximately __ minutes
- ☐ Scheduled Extended Time - Other
- ☐ Student Marks Answers in Test Book (not for online assessments)
- ☐ Test Read Aloud (in English) (Requires specifics)
- ☐ Testing in a Separate Room - One-on-One
- ☐ Testing in a Separate Room - Small Group
- ☐ Student Reads Test Aloud to Self
- ☐ Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (EL only)
- ☒ Other

- 6) At the bottom of the page, click “Add Implementation Specifics” to add a narrative for all accommodations across classes and tests.

Implementation Details		
Participation Area	Accommodation	Narrative
Math - All	Testing in a Separate Room - One-on-One	test implementation
District Assessment	Braille Writer/Slate and Stylus (Braille Paper)	test implementation
District Assessment	Testing in a Separate Room - One-on-One	test implementation

- 7) The text box located at the bottom of the screen provides an explanation regarding alternate assessments. If this is not applicable for the student, check the “Not applicable at this time” check box to disable the text box.

Alternate Assessments

If the student is participating in any alternate assessment(s), explain why the regular testing program, with or without accommodations, is not appropriate and why the selected assessment is appropriate:

☒ Not applicable at this time

ADD IMPLEMENTATION SPECIFICS

BACK

SHOW SECTION

SAVE

SAVE & CONTINUE >>

IEP Process

ESY Services Section

In this section, address ESY eligibility and services.

- 1) When a decision about ESY is made, the worksheet must be included in the IEP. Select the check box in order to print this document.
- 8) Determine if the student requires ESY by answering the questions with either Yes, No or Cannot be determined at this time.

ESY Services
Brittany Test

Print this worksheet after the IEP (when selected, the ESY Worksheet will print with the IEP) ☐

ESY Eligibility Determination

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After consideration of applicable data, the IEP Team has determined:

The student regresses or may regress during extended breaks from instruction and cannot relearn the lost skills within a reasonable time; or:

☐ Yes
☒ No
☐ Cannot be determined at this time

The benefits a student gains during the regular school year will be significantly jeopardized if he or she is not provided with an educational program during extended breaks from instruction; or:

☐ Yes
☒ No
☐ Cannot be determined at this time

The student is demonstrating emerging skill acquisition ("window of opportunity") that will be lost without the provision of an educational program during extended breaks from instruction:

☐ Yes
☒ No
☐ Cannot be determined at this time

- 9) If yes, complete the ESY Eligibility and Services sections. If no, click "Save and Continue".

ESY Eligibility and Services

If Extended School Year (ESY) eligibility is being considered, enter the date by when the determination will be made.

ESY Eligibility:

The student is eligible to receive Extended School Year.

Determination Date:

ESY Start Date:

ESY End Date:

Special Ed Services

ADD ESY SPECIAL ED SERVICE(S)

Del	Service	Num Sessions	Session Length	Location
<input type="checkbox"/>	Special Education - Speech/Language	<div></div> <div>per</div> <div>day</div> <div></div>	<div></div> <div>minute(s)</div> <div></div>	<div></div> <div></div>

IEP Process

ESY Services Goal Integration Section

If the student is eligible for ESY and requires services to support an annual goal, add it here. If not, click “Save and Continue” to move to the next step of the process.

- Any goals previously flagged as ESY within the “Annual Goals” section will appear here.

Math

Area in Need of SDI: Math

Present Level of Performance:

Present Levels for Math Present Levels for Math Present Levels for Math Present Levels for Math Present Levels for Math Present Levels for Math Present Levels for Math Present Levels for Math

Supplemental Aids and/or Services:

Goal	Service(s) supporting this goal	Edit
goal number 2		EDIT ESY GOAL INTEGRATION

ADD SUPPLEMENTAL AIDS

- In the same way as the Service Goal Integration section, ESY goal integration and supplemental aids can be added here.

IEP Process

Create Draft/Final IEP Document Section

On this page, complete the team member information, check for errors and create draft and final documents.

- Complete the IEP Dates and Team Member tables. To edit the team members, return to the Team page within the Student Information dropdown.



NOTICE: The student is approaching the end of their high school career. If they are to exit during the life of this IEP, do not forget to complete a Summary of Performance document.



The following information is required before you can create this Final Document.

IEP Dates

Date IEP Sent: 

Team Members in Attendance



If you mark any of the required members below as excused, be sure a request to excuse has been completed prior to the meeting and that the parent has approved the excusal.

LEA Representative:

☐ Excused

Special Education Teacher:

☐ Excused

Regular Education Teacher:

☐ Excused

Interpreter of Instructional Implications of Evaluation Results:

☐ Excused

Participating Parents:

☐ Mrs & Mrs Test

☐ Michael Johnson ☐ Erik Ogburn

Other Team Members:

☐ Kelley Blas ☐ Quentin Parker

☐ Khalilah OFarrow ☐ SueAnn Stalnaker

Explanation of team participants/absence of participants (if needed):

- 2) Click "Display IEP Errors" to view any missing or incomplete information within the IEP; or click "Create Draft Document" to view a PDF file of the IEP.

- 3) After all errors have been addressed/corrected, users will be able to finalize the IEP.

PRIOR WRITTEN NOTICE SECTION

- 1) Hover over the EC Process tab in the menu bar and click on “Prior Written Notice” from the menu. This will take users to the document creation page for the Prior Written Notice.

- 2) Fill in the necessary data regarding the meeting details, the meeting purpose, and the explanations of actions proposed/refused.

Prior Written Notice

Jordan Test

Prior Written Notice

To which parent/guardian/student is this letter addressed?

Date Sent:

IEP Meeting Date (Date of Notice):

Meeting Time:

Purpose

☐ Develop Initial Individualized Education Program/Individual Service Plan
 ☐ Annual Review
 ☐ Reevaluation
 ☐ Reevaluation/Annual Review
 ☐ Addendum
 ☐ Other

Purpose:

Explanation of Actions Proposed

Description of action(s) proposed:

Explanation of why the agency proposed to take the action:

Explanation of Actions Refused

Description of action(s) refused:

Explanation of why the agency refused to take the action:

- When users reach the "Source of Relevant Information" table, click the "Add Remove Existing Data" button.

Source of Relevant Information

ADD/REMOVE EXISTING DATA

- 6) This page is made up of a series of expand/collapse tables that allow users to add and remove data applicable to the Prior Written Notice. To expand a table, click on the “+” sign. Click the checkbox for any item to add. Once finished with adding data to each table, click the “Save and Continue” button to navigate back to the Prior Written Notice creation page.

Add Existing DataDavid Test - 100027 | 08/18/2012
Import Holding School | Import

☐ Add Assessment(s)

☐ Add Attendance

☐ Add Grades

☐ Add Progress Track Data

BACK

SAVE & CONTINUE >>

Add AssessmentJordan Test

☐ Add Assessment(s)

Add	Assessment(s)	Date
<input type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	11/29/2017
<input type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	01/03/2018
<input type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	01/10/2018
<input type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	01/04/2018
<input type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	01/04/2018

☐ Add Attendance

☐ Add Grades

- 7) The data added will populate in the “Source of Relevant Information” table. To delete any data, click the “Add/Remove Existing Data” button again, uncheck the boxes, and click “Save and Continue” and the data will be removed from the “Source of Relevant Information” table.

Source of Relevant Information

[ADD/REMOVE EXISTING DATA](#)

Assessments

Assessment	Date
Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	11/29/2017
Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	01/03/2018

- 8) Complete the “Additional Information” and “Team Members in Attendance” tables.

Additional Information

A description of other options that the IEP Team considered and the reasons why those options were rejected:

A description of other factors that are relevant to the agency's proposal or refusal:

This decision will be implemented on:



Prior Written Notice was given/sent by:

Team Members in Attendance

LEA Representative:

☐ Excused

Special Education Teacher:

☐ Excused

Regular Education Teacher:

☐ Excused

Interpreter of Instructional Implications of Evaluation Results:

☐ Excused

Participating Parents:

☐ Herman Test

- 9) At the bottom of the page are buttons to save, create a draft or create a final document. Drafts can be created while there are still errors within the process; final documents cannot be created until all errors are corrected. Any errors found in this table will display in a red box at the top of the page.

SAVE

CREATE DRAFT DOCUMENT

CREATE FINAL DOCUMENT

10) Created documents can be viewed by clicking on the hyperlink for the document at the bottom of the “Create Draft/Create Final” page.

Prior Written Notice Documents				
Document ID	Date Created	Created By	Document	Status
831	02/01/2018	Jess Bengie	Prior Written Notice	(Draft)

CONSENT TAB – CONSENT FOR SERVICES

- 1) Hover over the EC Process tab in the menu bar and click on “Consent” from the menu. On the Consent page, scroll to the section “Create Consent for Services.”

MAIN MENU
STUDENTS
WIZARDS
PROGRESS MONITORING
MY ACCOUNT
REPORTING

STUDENT INFORMATION
EC PROCESS
DOCUMENTS

Consent

INVITATION DOCUMENTS
REFERRAL
CONSENT
ELIGIBILITY
IEP
PRIOR WRITTEN NOTICE
PSSP
REEVALUATION
DISCIPLINARY CHANGE IN PLACEMENT
MANIFESTATION DETERMINATION
DATA COLLECTION
SUMMARY OF PERFORMANCE

David Test - 100027 | 08/18/2012
Import Holding School | Import

Use this page fields appear

guardian/student consent. Once a final document is created, response information can be submitted in the

meeting was held on:

Consent to Evaluate

Use the link directly above to create a final parent/guardian/student Consent to Evaluate document. Then submit the response information in the fields directly below.

CREATE CONSENT TO EVALUATE

MAIN MENU STUDENTS WIZARDS PROGRESS MONITORING MY ACCOUNT REPORTING

STUDENT INFORMATION EC PROCESS DOCUMENTS

Consent to Evaluate CREATE CONSENT TO EVALUATE

Use the link directly above to create a final parent/guardian/student Consent to Evaluate document. Then submit the response information in the fields directly below.

Initial or Reeval? ☐ Initial ☐ Reeval

Parent/Guardian/Student Consent to Evaluate Response:

Parent/Guardian/Student Consent to Evaluate Date Signed:

SUBMIT CONSENT TO EVALUATE RESPONSE

Consent for Services CREATE CONSENT FOR SERVICES

Use the link directly above to create a final parent/guardian/student consent for services document. Then submit the response information in the fields directly below.

1) Next, on the Consent page click on the section for “Create Consent for Services.”

Use the link directly above to create a final parent/guardian/student Consent to Evaluate document. Then submit the response information in the fields directly below.

Consent for Services CREATE CONSENT FOR SERVICES

Use the link directly above to create a final parent/guardian/student consent for services document. Then submit the response information in the fields directly below.

2) Fill in the fields on the document creation page.

Consent for Services Aimee Test

To which parent/guardian/student is this consent addressed?

A copy was given/sent on:

3) At the bottom of the page, click the “Create Draft Document” button.

CREATE DRAFT DOCUMENT

CREATE FINAL DOCUMENT

SAVE DATA AND RETURN TO CONSENT PAGE

- 4) Any errors found on the document creation page will display in a red box at the top of the Download Consent for Services page. (Users may still view the draft document without correcting these errors, but users will not be able to finalize the document.) Click on the “Back” button at the bottom of the page to navigate back to the document creation page to make changes. Click on the “Continue” button to navigate back to the main Consent page. Click on the “view” hyperlink at the bottom to view the draft PDF document in a new browser tab.

The screenshot shows the 'Download Consent for Services' page. At the top right, it says 'David Test - 100027 | 08/18/2012' and 'Import Holding School | Import'. A red error box at the top left contains the following text: 'The following errors have been found on this page: You must select a parent/guardian to whom the consent is addressed. You must enter the date the copy was given/sent.' Below the error box is a blue information box that says 'Draft documents are not official documents. They are intended for review only.' At the bottom of the page, there are two green buttons: 'BACK' and 'CONTINUE'. Below these buttons is a link that says 'Consent for Services: [view](#)'.

- 5) Once all errors are corrected and the user is ready to finalize the document, click on the “Create Final Document” button at the bottom of the document creation page.

The screenshot shows the document creation page. It features three green buttons stacked vertically: 'CREATE DRAFT DOCUMENT', 'CREATE FINAL DOCUMENT', and 'SAVE DATA AND RETURN TO CONSENT PAGE'.

- 6) After a final Consent to Evaluate has been created, Eligibility has been determined and once the parent has returned the document, return to the Consent process. Enter the required consent information and click “Submit Consent for Services Response”.

Consent for Services

CREATE CONSENT FOR SERVICES

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Use the link directly above to create a final parent/guardian/student consent for services document. Then submit the response information in the fields directly below.

Parent/Guardian/Student Consent for Services Response:

Parent/Guardian/Student Signed - Yes

Parent/Guardian/Student Consent for Services Date Signed:

SUBMIT CONSENT FOR SERVICES RESPONSE

- The link to the created document can be accessed from the bottom of the Consent for Services document creation page or from the Documents tab. The event data can be found on the Student History page.

SAVE DATA AND RETURN TO CONSENT PAGE

Consent for Services - DEC 6 Documents

Document ID	Date Created	Created By	Document	Status
85	01/19/2018	Cory Wall	Consent for Services - DEC 6	(Draft)

PSSP PROCESS TAB

- Hover over the EC Process tab in the menu bar and click on “PSSP” from the dropdown menu.

- a. As the user documents each section within the IEP, a green check or red “x” will display. A green check indicates the section is completed; whereas, a red “x” indicates information is missing or conflicting data has been entered.
 - b. The “Show Section” button located at the bottom of the screen displays the selected section in PDF format. The “Save” button will save the information entered and continue to display the current section.
 - c. The “Save & Continue” button will save the information entered in the section and continue to the next section.
- 2) Copy data from the IEP process into the PSSP process by clicking the button “Copy from IEP”.


PSSP Process

Meeting Purpose Section


In this section, the user selects the meeting purpose and adds the IEP dates. To begin the process, click on the “Meeting Purpose” section.


- 1) Complete the fields on the page and click the “Save & Continue” button. Note: If the Case Manager is incorrectly listed, it can be added or changed within the Team tab on the Student Information menu.


Meeting Purpose David Test - 100027 | 08/18/2012
Import Holding School | Import


 Please indicate the meeting purpose and PSSP Meeting, Start, and End dates, as well as date sent.

Meeting Purpose:

Meeting Date: 

PSSP Start Date: 

Date PSSP Ends: 

Date PSSP Sent: 

Case Manager: Admin Test

BACK SHOW SECTION SAVE SAVE & CONTINUE >>

PSSP Process


Student Profile Section

In this section, add information regarding the student and parents.

- 1) The student’s area(s) of eligibility will appear at the top of the page. This is populated after the finalization of an Eligibility Determination.

Student Profile David Test - 100027 | 08/18/2012
Import Holding School | Import

Eligibility Information

 "Area of Eligibility" and "Additional Areas of Need" are set at the "Eligibility" link and display here for convenience. To qualify for a secondary area of disability, the student record must contain all evaluations required for that disability and goals and objectives must be written for the area(s).
Address all fields on this page.

Primary Area of Eligibility: Specific Learning Disability (LD)
Secondary Area(s) of Eligibility:

- 2) Complete the narratives using the information from the student and/or parents in the required fields. This information is mandatory, so users will receive an error message if no data is entered on the page. The practice of using place holders such as “The parent wishes...” is discouraged.

Student Profile

Student's overall strengths that contribute to success in the educational environment:	
Parental concerns, if any, about their child's academic and functional performance in school:	
Parent /student's vision for the future (Include, specifically, vision for after high school, if appropriate.):	

- 3) If the information has been entered, click "Save and Continue" to move to the next section. To move forward to another section without completing all required fields, navigate back to the IEP process tab and click on the next section in the process. Users can return to sections later to add in the remaining information.

BACK	SHOW SECTION	SAVE	SAVE & CONTINUE >>
-------------	---------------------	-------------	-------------------------------------

PSSP Process

Assessment Summary Section

In this section, add assessments or view the assessments that were previously entered for the student within the Referral and/or Eligibility processes.

Assessment Summary								Brittany Test	
Del	Pos	New Pos	Date	Assessment Area	Assessment	Subject Area	Scores Reported	Actions	
<input type="checkbox"/>	1	<input type="checkbox"/>	01/15/2018	Braille Skills Ir	The Rossetti Infant-Toddler Language Scale	Language	Age Equiv	DETAILS	LOG
<input type="checkbox"/>	2	<input type="checkbox"/>	01/09/2018	Motor Evaluat	Peabody Picture Vocabulary Test - R			DETAILS	LOG
<input type="checkbox"/>	3	<input type="checkbox"/>	01/02/2018	Motor Evaluat	The Rossetti Infant-Toddler Language Scale	Social Studies	Age Equiv	DETAILS	LOG
<input type="checkbox"/>	4	<input type="checkbox"/>	01/02/2013	Motor Screeni	Preschool Language Scale - 3			DETAILS	LOG
<input type="checkbox"/>	5	<input type="checkbox"/>	01/15/2018	Medical Evalu	Weiss Comprehensive Articulation Test	Broad Written Language	Percentile	DETAILS	LOG
<input type="checkbox"/>	6	<input type="checkbox"/>	01/07/2018	Health Screen	CELF - Preschool	Math Comprehension	Grade Equiv	DETAILS	LOG
							Age Equiv	DETAILS	

- 1) Previously entered assessments will display on the page. To view information regarding scores, narratives, and logs, click the "Details" button.

Assessment Details

Brittany Test

Assessment: The Rossetti Infant-Toddler Language Scale

Subject Area: Language

☐ Std Score
 ☒ Age Equiv

☐ Grade Equiv
 ☐ Percentile

☐ # Errors
 ☐ stanine

☐ quotient
 ☐ text desc.

Scores Reported:

Begin Date: 01/15/2018

End Date:

Provider:

Narrative:

Frequency: session(s) per day

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- 2) To document additional information, choose either “Add Assessments” or “Add Multiple Assessments” to document additional information.

Add Assessments

Brittany Test

Assessments

Custom Assessments

Assessment Area	Assessment	Subject Area	Score(s) Reported	Comments

(NOTE: Available Subject Areas and Score Types will appear above once an Assessment is selected)

BACK

SAVE & CONTINUE >>

- 3) Select the Assessment Area and Assessment from the dropdown list. The Subject Area and Scores Reported will populate after users have selected the Assessment.

Assessments Custom Assessments

Assessment Area	Assessment	Subject Area	Score(s) Reported	Comments
Adaptive Behavior ▾	Adaptive Behavior - Adaptive Be ▾	General Adaptive ▾	<input type="checkbox"/> Std Score <input type="checkbox"/> Age Equiv <input checked="" type="checkbox"/> Grade Equiv <input type="checkbox"/> Percentile <input type="checkbox"/> # Errors <input type="checkbox"/> Stanine <input type="checkbox"/> Quotient <input type="checkbox"/> t score <input type="checkbox"/> Narrative	
▾	▾	▾		
▾	▾	▾		
▾	▾	▾		

(NOTE: Available Subject Areas and Score Types will appear above once an Assessment is selected)

SAVE & CONTINUE >>

- 4) If the assessment needed is not listed, use the “Custom Assessments” tab. This tab allows users to document assessments that are not currently within the ECATS database.

Add Assessments Brittany Test

Assessments Custom Assessments

Custom Assessment	Subject Area	Score(s) Reported	Comments
		<input type="checkbox"/> Std Score <input type="checkbox"/> # Errors <input type="checkbox"/> Age Equiv <input type="checkbox"/> stanine <input type="checkbox"/> Grade Equiv <input type="checkbox"/> quotient <input type="checkbox"/> Percentile <input type="checkbox"/> text desc.	
		<input type="checkbox"/> Std Score <input type="checkbox"/> # Errors <input type="checkbox"/> Age Equiv <input type="checkbox"/> stanine <input type="checkbox"/> Grade Equiv <input type="checkbox"/> quotient <input type="checkbox"/> Percentile <input type="checkbox"/> text desc.	

- 5) After adding assessment information, click “Save and Continue”. This leads to the Assessment Summary page where the date, details, and log scores can be added.
- 6) For custom assessments, select the Assessment Area from the dropdown list.

Del	Pos	New Pos	Date	Assessment Area	Assessment	Subject Area	Scores Reported	Actions
<input type="checkbox"/>	1	<input type="text"/>	<input type="text"/>	Adaptive Behavior	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	Social	Std Score	DETAILS LOG
<input type="checkbox"/>	2	<input type="text"/>	<input type="text"/>	Adaptive Behavior	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Teacher Form	General Adaptive Composite (GAC)	Quotient	DETAILS LOG
<input type="checkbox"/>	1000	<input type="text"/>	<input type="text"/>	<div style="border: 2px solid red; padding: 2px;">Adaptive Behavior</div>	Custom Assessment	Literacy	Age Equiv	DETAILS LOG
<input type="checkbox"/>	1000	<input type="text"/>	<input type="text"/>	Adaptive Behavior	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	General Adaptive Composite (GAC)	Grade Equiv	DETAILS LOG

[ADD ASSESSMENT\(S\)](#)
[ADD MULTIPLE ASSESSMENT\(S\)](#)

[BACK](#)
[SAVE](#)
[SAVE & CONTINUE >>](#)

- 7) Alternately, click “Add Multiple Assessments”. Select the Assessment Category of Special Education, which will display the full alphabetized list of all the assessments within ECATS.
- 8) Check all assessments to add.

Add Multiple Assessments
Brittany Test

Assessment Category: Special Education ▼

Assessments:

☐ Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form
 ☐ Sequenced Inventory of Communication Development

☐ Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Teacher Form
 ☐ CELF - Preschool

☐ Woodcock Johnson Tests of Achievement
 ☐ Receptive-Expressive Emergent Language

☐ Key Math
 ☐ Functional Communication Profile

☐ Woodcock Reading Mastery Test
 ☐ Language Processing Test - R

☐ Weiss Comprehensive Articulation Test
 ☐ Stuttering Severity Instrument

☐ Goldman-Fristoe Test of Articulation
 ☐ MacArthur Evaluation of Language Fundamentals - R

☐ Khan-Lewis Phonological Analysis
 ☐ Clinical Evaluation of Language Fundamentals - R (age 5-7)

☐ The Assessment of Phonological Processes - R
 ☐ Clinical Evaluation of Language Fundamentals - R (age 8+)

☐ Expressive One-Word Picture Vocabulary Test
 ☐ Wechsler Intelligence Scales for Children

☐ Receptive One-Word Picture Vocabulary Test
 ☐ Wechsler Adult Intelligence Scale

☐ Preschool Language Scale - 3
 ☐ Adaptive Behavioral Inventory for Children

☐ The Rossetti Infant-Toddler Language Scale
 ☐ Test of Written Language

☐ Peabody Picture Vocabulary Test - R
 ☐ Brigance Diagnostic Inventories

☐ Assessing Semantic Skills through Everyday Themes
 ☐ Illinois Test of Psycholinguistic Abilities

☐ Utah Test of Language Development - 3
 ☐ Peabody Individual Achievement Test

☐ Test of Problem Solving - R
 ☐


[BACK](#)
[ADD AREA\(S\) AND SCORE\(S\) >>](#)

- 9) Click “Add Areas and Scores” to continue.

- 10) Fill in the relevant information, using the expand/collapse buttons to navigate down the page. Once completed, click “Save and Continue”.

Add Multiple Assessments Brittany Test

☒ Woodcock Johnson Tests of Achievement

Date Administered:  Assessment Area:

Subject Areas: (No items available)

☐ Std Score ☐ Percentile ☐ quotient

Scores Reported: ☐ Age Equiv ☐ # Errors ☐ text desc.

☐ Grade Equiv ☐ stanine

☒ Functional Communication Profile

PSSP Process

Source of Relevant Information Section

In this section, add areas assessed and link them with previously entered assessment data in addition to attendance, grade, and progress track data within ECATS. Note: data entered in this section will populate throughout other sections in the PSSP process.

- 1) First, add the areas assessed by clicking “Add/Remove Additional Areas”.

Source Of Relevant Info Brittany Test

Relevant Data [ADD/REMOVE ADDITIONAL AREAS](#)

- 2) Check the relevant areas, and click “Save and Continue”.

Area(s) Assessed Brittany Test

Add/Remove Area(s) Assessed

☒ Adapted Physical Education
 ☐ Nursing Services
 ☐ Pre-Academic
 ☐ Audiology
 ☐ Occupational Skills
 ☐ Reading
 ☐ Behavior
 ☐ Occupational Therapy
 ☐ Social-Emotional
 ☐ Counseling Services
 ☐ Organizational/Study
 ☐ Speech/Language
 ☐ Daily Living
 ☐ Orientation & Mobility
 ☐ Visually Impaired
 ☐ Hearing Impaired
 ☐ Physical Therapy
 ☐ Writing
 ☐ Math

BACK
 SAVE & CONTINUE >>

3) Using the expand/collapse buttons, associate data with each of the identified areas.

Source Of Relevant Info Brittany Test

Relevant Data ADD/REMOVE ADDITIONAL AREAS

☒ Adapted Physical Education ADD/REMOVE EXISTING DATA

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 SHOW SECTION
 SAVE
 SAVE & CONTINUE >>

Add Assessment Brittany Test

☒ Add Assessment(s)
 ☒ Add Attendance
 ☒ Add Grades
 ☒ Add Progress Track Data

BACK
 SAVE & CONTINUE >>

PSSP Process

Present Levels Section

Within this section, specify the present levels of performance for each of the previously identified areas assessed.

- 1) Enter information regarding the present levels for each area, then complete the Additional Information table.

The screenshot shows the 'Present Levels' section of the ECATS system. At the top, the title 'Present Levels' is on the left and 'Brittany Test' is on the right. Below the title, there is a blue information box with a white 'i' icon and the text: 'For each Area(s) Assessed, specify the Present Level of Academic and Functional Performance.' Below this box, there is a label 'Adapted Physical Education:' followed by a text input field with a dropdown arrow and a small blue icon. Below the input field, there is a label 'Additional Information' followed by two text input fields. The first field is labeled 'Describe any relevant medical information:' and the second field is labeled 'Describe how the disability impacts involvement and progress in the general curriculum:'. Both fields have dropdown arrows and small blue icons. At the bottom of the form, there are four green buttons: 'BACK', 'SHOW SECTION', 'SAVE', and 'SAVE & CONTINUE >>'.

- 2) Once complete click the “Save & Continue” button to continue to the next page in the PSSP process.

PSSP Process

Special Factors Section

On this page, decide whether any special factors should be considered in the development of the PSSP.

- 1) Answer the questions and add additional information if necessary.

The screenshot shows the 'Special Factors' section of the ECATS system. At the top, the title 'Special Factors' is on the left and 'Brittany Test' is on the right. Below the title, there is a blue information box with a white 'i' icon and the text: 'Consideration of Special Factors: below are the special factors that must be considered before the development of annual goals. Address each.' Below this box, there is a label 'Is the student an English Learner?' followed by a text input field. Below the input field, there is a label 'Yes/No' followed by a dropdown arrow and a small blue icon. Below the dropdown arrow, there is a label 'Additional Information' followed by a text input field with a dropdown arrow and a small blue icon.

- 2) If the student has documented hearing loss, a Communication Plan Worksheet must be created. Click “Communication Plan Worksheet” to create the document.

Does the student have a documented hearing loss?
COMMUNICATION PLAN WORKSHEET

If yes, must complete the Communication Plan Worksheet

Yes/No	Location	Additional Information
<input checked="" type="radio"/> Yes	<input type="checkbox"/> Goals <input type="checkbox"/> Strengths	<input type="checkbox"/> Accommodations <input type="checkbox"/> Services

- 3) At the bottom of the page, specify if the areas assessed are in need of specially designed instruction.

Supports for academic, functional, personal changes or circumstances (if applicable)

What information is known about the student that will assist in developing a individualized education program?

☐ Not applicable at this time

Area in Need of SDI

For each Area(s) Assessed specify if the Area is in Need of SDI.

Adapted Physical Education:

BACK SHOW SECTION SAVE SAVE & CONTINUE >>

PSSP Process

Annual Goals Section

This section allows users to build upon previously entered areas of need and present levels of academic and functional performance information.

- 1) Click “Add/Delete Goals” to add the details and objectives (*if applicable*) for each goal.

Measurable Annual Goals

Area(s) in Need of SDI	Present Level of Performance	Details	Number of Goals	Number of Objectives:
Math	test infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest info	ADD/DELETE GOALS	1	2

- 2) Click “Add Goals” to add and edit annual goals (criteria of mastery will be added later.)

Area of Need

Area Assessed: Math

Present Level of Performance: test infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest info

Add Goal(s)

Annual Goal 1:

Annual Goal 2:

Annual Goal 3:

3) Then click “Goal Details/Objectives”.

Goals

ADD GOALS

Del	Pos	New Pos	Annual Goal	ESY	# Obj	Details
<input type="checkbox"/>	1		enter information here	<input type="checkbox"/>	2	GOAL DETAILS/OBJECTIVES

- 4) Select the goal details and complete the required information in the first portion of the screen, including mastery criteria, assistive technology and relationship to transition goals. Objectives may be added, if needed or desired. If the student is receiving instruction using the Extended Content Standards, objectives are required.
- When included, two objectives must be added per goal.
 - If the student will require the goal for ESY, check the box so that it will be included within the ESY Services Goal Integration section later in the process.

Goal Details

Annual Goal: enter information here

Is this goal related to transition goals? No

Is Assistive Technology Required? No

Anecdotal records

Behavior chart

Method of Measuring Progress:

Mastery Criteria:

Objectives

ADD OBJECTIVE(S)

Del	Pos	NewPos	Objective	Details
<input type="checkbox"/>	1		test infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest info	DETAILS
<input type="checkbox"/>	2		test infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest info	DETAILS

PSSP Process

Services Section

In this section, add special education and related service information.

- 1) Click “Add Special Ed Services”.

Services

David Test - 100027 | 08/18/2012
Import Holding School | Import

Indicate the least restrictive environment in which the student can achieve the goal(s). If the student will be removed from nondisabled peers for any part of the day (general education classroom, nonacademic services and activities), explain why the services cannot be delivered with nondisabled peers with the use of supplemental aids and services.

Specially Designed Instruction

ADD SPECIAL ED SERVICE(S)

Del	Special Ed Service	Amount of Time	Frequency	Duration	Location
<input type="checkbox"/>	Special Education - Speech/Language	30 minute(s) ▾	1 per day ▾	<div><div></div><div></div></div>	Special Education ▾

2) Choose the Special Ed service(s) from the dropdowns. To add more than four services, click “Save and Continue” and then click “Add Special Ed Services” again to return to the page.

Add Special Ed Services Service(s)

David Test - 100027 | 08/18/2012
Import Holding School | Import

Special Ed Services

Special Education - Speech/Language ▾

▾

▾

▾

To add more than 4 services of any one type, you must click the “Save and Continue” button, then return to this page.

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- 3) Complete the information regarding the frequency and location of services.

Services

David Test - 100027 | 08/18/2012
Import Holding School | Import

Indicate the least restrictive environment in which the student can achieve the goal(s). If the student will be removed from nondisabled peers for any part of the day (general education classroom, nonacademic services and activities), explain why the services cannot be delivered with nondisabled peers with the use of supplemental aids and services.

Specially Designed Instruction

ADD SPECIAL ED SERVICE(S)

Del	Special Ed Service	Amount of Time	Frequency	Duration	Location
<input type="checkbox"/>	Special Education - Speech/Language	30 minute(s) ▾	1 per day ▾	<div><div></div><div></div></div> <div><div></div><div></div></div>	Special Education ▾

- 4) If applicable, add Related Services. Click “Add Related Services”.

Related Services

ADD RELATED SERVICE(S)

Del	Related Service	Amount of Time / Frequency	Duration	Location	Service Type
<input type="checkbox"/>	Physical Therapy	20 minute(s) ▾ 1 per reporting period ▾	02/28/2018 <div><div></div><div></div></div> 04/24/2018 <div><div></div><div></div></div>	Regular Education ▾	<input checked="" type="checkbox"/> Goal <input type="checkbox"/> Supplemental Aids / Services / Accommodations / Modifications

- 5) Choose the Related Service(s) from the dropdown menu. To add more than four services, click “Save and Continue” and then click “Add Related Services” again to return to the page.

Related Services

Audiology

Counseling Services

Occupational Therapy

Physical Therapy

Speech/Language

Nursing Services

- 6) Complete the information regarding the amount of service time, frequency, duration and location.

Related Services						ADD RELATED SERVICE(S)
Del	Related Service	Amount of Time / Frequency	Duration	Location	Service Type	
<input type="checkbox"/>	Physical Therapy	20 minute(s) <input type="text" value="20"/> <input type="text" value="minute(s)"/>	02/28/2018 <input type="text" value="02/28/2018"/>	Regular Education <input type="text" value="Regular Education"/>	<input checked="" type="checkbox"/> Goal <input type="checkbox"/> Supplemental Aids / Services / Accommodations / Modifications	
		1 per reporting period <input type="text" value="1"/> <input type="text" value="reporting period"/>	04/24/2018 <input type="text" value="04/24/2018"/>			

- 7) Address any transportation needs of the student and how progress reports will be issued. When you have entered the information, click “Save & Continue”.

Additional Information	
Transportation - Choose one:	<input type="text" value=""/>
Describe special transportation services:	<input type="text" value=""/>
Progress Reports on PSSP goals will be issued in accordance with school report card schedule. If the PSSP/IEP team determines that more frequent progress reports are needed, indicate the schedule: <input type="checkbox"/> A more frequent progress report is not needed at this time	<input type="text" value=""/>

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SHOW SECTION
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SAVE & CONTINUE >>

PSSP Process

Services Goal Integration Section

In this section, edit goal integration with services and add supplemental aids.

- 1) All the present level, goal, and services information previously entered in the process is available on this page.

Math			
Area in Need of SDI: Math			
Present Level of Performance:		Present Levels for Math Present Levels for Math Present Levels for Math Present Levels for Math Present Levels for Math Present Levels for Math Present Levels for Math	
Supplemental Aids and/or Services:			
Goal	Service(s) supporting this goal	Edit	
goal number 1	Math	EDIT GOAL INTEGRATION	
goal number 2		EDIT GOAL INTEGRATION	

[ADD SUPPLEMENTAL AIDS](#)

- 2) Click “Edit Goal integration” to add services supporting the goal.

goal number 2

Service(s) supporting this goal: ☐ Math ☐ Occupational Therapy

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- 3) Check the corresponding service and then click “Save and Continue” to return to the Service Goal Integration page.
- 4) Click “Add Supplemental Aids”, and add information.

Supplemental Aids and/or Services

Math:

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PSSP Process

Create PSSP Section

On this page, complete the team member information, check for errors and create draft and final documents.

- 1) Fill in the PSSP Dates and Team Member tables. To edit the team members, return to the Team page within the Student Information dropdown.

Create PSSP Brittany Test

The following information is required before you can create this Final Document.

Team Members in Attendance

If you mark any of the required members below as excused, be sure a request to excuse has been completed prior to the meeting and that the parent has approved the excusal.

LEA Representative: ☐ Excused

Special Education Teacher: ☐ Excused

Regular Education Teacher: ☐ Excused

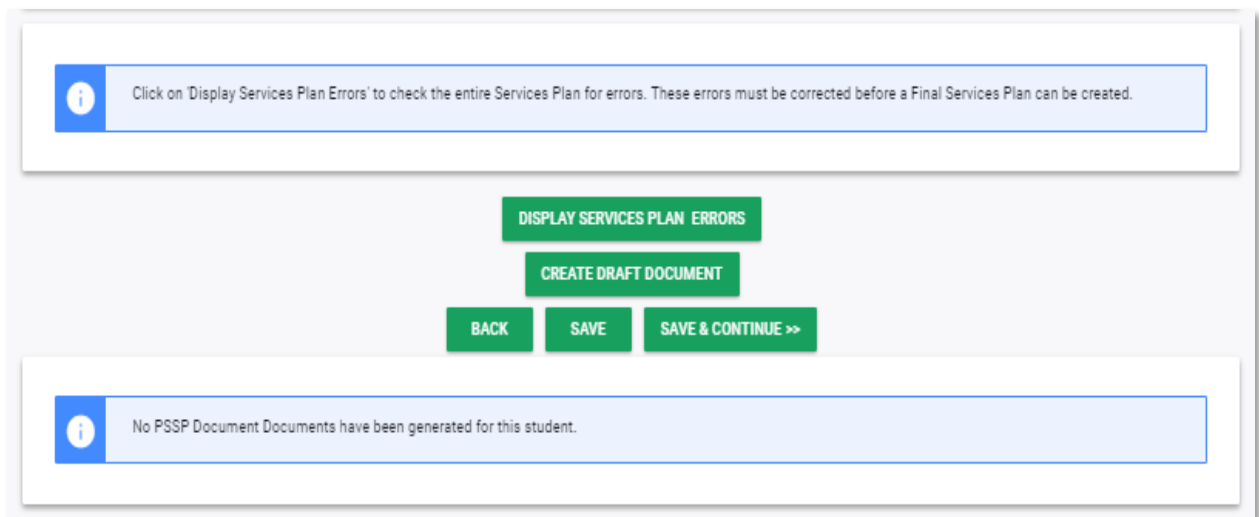
Interpreter of Instructional Implications of Evaluation Results: ☐ Excused

Participating Parents: ☐ Mrs & Mrs Test

Other Team Members: ☐ Michael Johnson ☐ Erik Ogburn
☐ Kelley Blas ☐ Quentin Parker
☐ Khalilah O'Farrow ☐ SueAnn Stalnaker

Explanation of team participants/absence of participants (if needed):

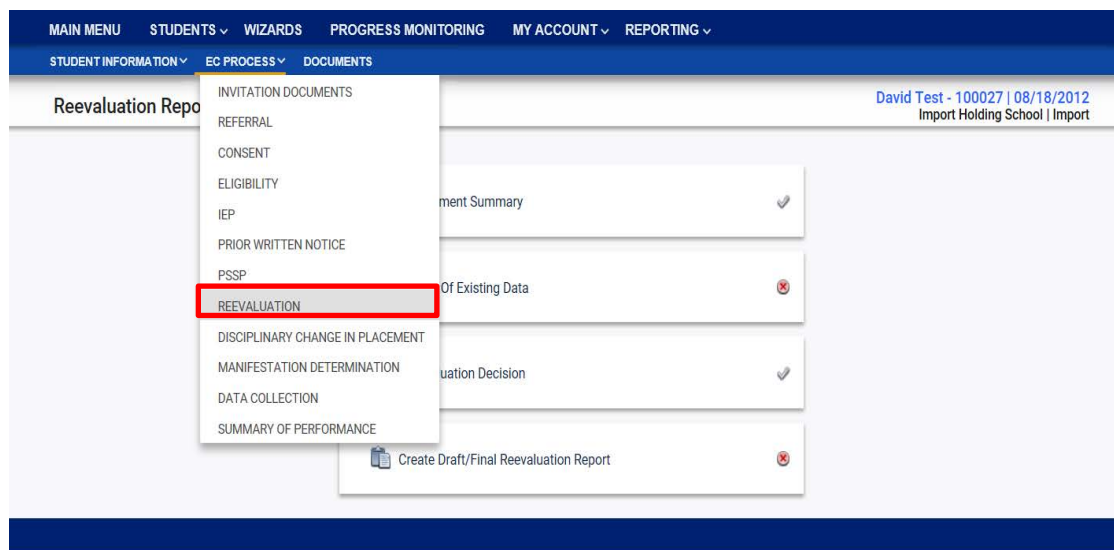
- 2) Click “Display Services Plan Errors” to view any missing or incomplete information within the PSSP; or click “Create Draft Document” to view a PDF file of the PSSP.



- 3) Once an error free draft document has been created, users will be able to create a final PSSP.

REEVALUATION PROCESS TAB

- 1) Hover over the EC Process tab in the menu bar and click on “Reevaluation”.



- 2) On the Reevaluation Report process page, users will see the links for each section in the process.

- a. If there is no data entered in any of the sections, the compliance check marks will appear clear.
- b. As data is entered and saved in each section, the check marks will change to green check marks (all error checks are met) or red X signs (there are errors within that section that need to be addressed before a final document can be created).

- 3) Click on the first section in the process, “Assessment Summary.” Any assessments and evaluations entered for the student thus far will appear here. Click on the “Add Assessment(s)” button to add assessments to the table.

Del	Pos	New Pos	Date	Assessment Area	Assessment	Subject Area	Scores Reported	Actions
<input type="checkbox"/>	1	<input type="text"/>	<input type="text"/>	Speech-language	Speech Language - Goldman-Fristoe Test of Articulation-2	Dictation	stanine	DETAILS LOG
<input type="checkbox"/>	2	<input type="text"/>	<input type="text"/>	Behavioral/Emotic	Behavior - Behavior Evaluation Scale (BES-3), Home Version	Articulation	Percentile # Errors	DETAILS LOG

[ADD ASSESSMENT\(S\)](#)
[ADD MULTIPLE ASSESSMENT\(S\)](#)
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[SAVE](#)
[SAVE & CONTINUE >>](#)

- 4) Select the assessment area and the assessment name from the dropdown. Based on the assessment selected, the subject area and the scores reported associated with that assessment will populate. Add comments in the comments text box provided.

Add Assessments
Jordan Test

Assessments

Custom Assessments

Assessment Area	Assessment	Subject Area	Score(s) Reported	Comments
<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;">Speech/Language ▼</div>	<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;">Adaptive Behavior - Adaptive E ▼</div>	<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;">Conceptual ▼</div>	<div style="display: flex; flex-direction: column; gap: 5px;"> <input checked="" type="checkbox"/> Std Score <input type="checkbox"/> Age Equiv <input type="checkbox"/> Grade Equiv <input type="checkbox"/> Percentile <input type="checkbox"/> # Errors <input type="checkbox"/> Stanine <input type="checkbox"/> Quotient <input type="checkbox"/> t score <input type="checkbox"/> Narrative </div>	<div style="border: 1px solid #ccc; height: 30px; width: 100%;"></div>
<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>		<div style="border: 1px solid #ccc; height: 30px; width: 100%;"></div>
<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>		<div style="border: 1px solid #ccc; height: 30px; width: 100%;"></div>

- 5) If users do not see the assessment they are looking for in the assessment dropdown, a custom assessment may be added via the **Custom Assessments** tab. This table will allow users to manually type in the assessment information.

Add Assessments
Jordan Test

Assessments

Custom Assessments

Custom Assessment	Subject Area	Score(s) Reported	Comments
<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="display: flex; flex-direction: column; gap: 5px;"> <input type="checkbox"/> Std Score <input type="checkbox"/> Age Equiv <input type="checkbox"/> Grade Equiv <input type="checkbox"/> Percentile <input type="checkbox"/> # Errors <input type="checkbox"/> stanine <input type="checkbox"/> quotient <input type="checkbox"/> text desc. </div>	<div style="border: 1px solid #ccc; height: 30px; width: 100%;"></div>
		<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div> <div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	
		<div style="display: flex; flex-direction: column; gap: 5px;"> <input type="checkbox"/> Std Score <input type="checkbox"/> Age Equiv <input type="checkbox"/> Grade Equiv <input type="checkbox"/> # Errors <input type="checkbox"/> stanine <input type="checkbox"/> quotient </div>	<div style="border: 1px solid #ccc; height: 30px; width: 100%;"></div>

- 6) Click the “Save and Continue” button at the bottom of the page and users will be brought back to the “Assessment Summary” page.
- a. The assessments added will be added to the table, and users can type in the date, or select a date via the calendar icon for that assessment.

- b. Delete the assessment by selecting the “Del” checkbox next to it and clicking the “Save” button at the bottom of the page.

Del	Pos	New Pos	Date	Assessment Area	Assessment	Subject Area	Scores Reported	Actions
<input type="checkbox"/>	1			Speech-language	Speech Language - Goldman-Fristoe Test of Articulation-2	Dictation	stanine	DETAILS LOG
<input checked="" type="checkbox"/>	2			Behavioral/Emoti	Behavior - Behavior Evaluation Scale (BES-3), Home Version	Articulation	Percentile # Errors	DETAILS LOG

[ADD ASSESSMENT\(S\)](#)
[ADD MULTIPLE ASSESSMENT\(S\)](#)

[BACK](#)
[SAVE](#)
[SAVE & CONTINUE >>](#)

- 7) Add multiple assessments by selecting the “Add Multiple Assessments” button.
 - a. Select a category from the Assessment Category dropdown, and users will see the assessments associated with that category populate below.
 - b. Select one or multiple and click the “Add Area(s) and Score(s)” button.

Add Multiple Assessments Jordan Test

Assessment Category: Special Education

Assessments:

☒ Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form
 ☐ TEST ITEM
☐ Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Teacher Form

[BACK](#)
[ADD AREA\(S\) AND SCORE\(S\) >>](#)

- 8) Fill in the information associated with the assessments selected on that page.

Add Multiple Assessments Jordan Test

☒ Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form

Date Administered:

Assessment Area:

Subject Areas:
 ☐ General Adaptive Composite (GAC)
 ☐ Social
 ☐ Conceptual
 ☐ Practical

Scores Reported:
 ☐ Std Score
 ☐ Percentile
 ☐ Quotient
☐ Age Equiv
 ☐ # Errors
 ☐ t score
☐ Grade Equiv
 ☐ Stanine
 ☐ Narrative

[CANCEL](#)
[SAVE & CONTINUE >>](#)

- 9) Once all the assessments are added, click the “Save and Continue” button at the bottom of the page.

- a. If there are no errors on the page, users will be brought to the “Review of Existing Data” section.
- b. This page is made up of a series of expand/collapse tables that allow adding and removing data applicable to the reevaluation process for the student.
- c. Each tab on the table has expand/collapse tables pertaining to each type of data.

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Data is only entered in the below review of existing data fields if it is existing prior to reevaluation. This information can otherwise be obtained through the evaluation plan once consent is obtained.

Record Review
Summary
Observational Data
Additional Observational Data
Additional Information

Record Review

<div style="display: flex; justify-content: space-between; align-items: center;"> ⊞ Attendance ADD/REMOVE EXISTING DATA </div>
<div style="display: flex; justify-content: space-between; align-items: center;"> ⊞ Past and Current Grades/Work Samples ADD/REMOVE EXISTING DATA </div>
<div style="display: flex; justify-content: space-between; align-items: center;"> ⊞ Results of Local and State Assessment Data ADD/REMOVE EXISTING DATA </div>
<div style="display: flex; justify-content: space-between; align-items: center;"> ⊞ Relevant Medical/Health Information </div>
<div style="display: flex; justify-content: space-between; align-items: center;"> ⊞ Discipline Reports </div>

10) To expand a table, click on the plus sign. Users will see fields where data applicable to that area can be added.

- a. If no data is available for an area, users can check the “No data is available for this area” checkbox. If selected, the text box is disabled.
- b. Click on the “Add/Remove Existing Data” button to add data from other sources.

II. Review of Existing Data by IEP Team Members (Must address all areas)

<div style="display: flex; justify-content: space-between; align-items: center;"> ⊞ Results of Local and State Assessment Data ADD/REMOVE EXISTING DATA </div> <div style="margin-top: 10px;"> <p style="margin: 0;">Narrative: </p> <div style="text-align: right; font-size: 0.7em; margin-top: 5px;">abc ✓</div> </div> <div style="text-align: center; margin-top: 10px;"> <input type="checkbox"/> No data is available for this area </div>
<div style="display: flex; justify-content: space-between; align-items: center;"> ⊞ Past and Current Grades ADD/REMOVE EXISTING DATA </div>

11) After clicking on the “Add/Remove Existing Data” button for a particular table, users will be brought to another page with expand/collapse tables where they can add Assessments, Attendance, Grades, and Progress Track data, if available.

- a. Click on the plus/minus signs to expand and collapse each table.

- b. Click the “Save and Continue” button to be brought back to the “Review of Existing Data” page.

Add Assessment Jordan Test

+

 Add Assessment(s)

Add	Assessment(s)	Date
<input checked="" type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	11/29/2017
<input checked="" type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	01/03/2018
<input type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	01/10/2018

+

 Add Attendance

+

 Add Grades

- 12) Complete the remaining tabs –Summary, Observational Data, Additional Observational Data, and Additional Information

Summary

Record Review **Summary** Observational Data Additional Observational Data Additional Information

Summary

+

 Evaluations ADD/REMOVE EXISTING DATA

+

 Classroom-based Assessments ADD/REMOVE EXISTING DATA

BACK

SHOW SECTION

SAVE


SAVE & CONTINUE >>

Observational Data

Record Review Summary **Observational Data** Additional Observational Data Additional Information

Observational Data Collected ADD/REMOVE EXISTING DATA

Date:

Results:

ADD ADDITIONAL OBSERVATIONS

BACK

SHOW SECTION

SAVE

SAVE & CONTINUE >>

Additional Observational Data

Record Review Summary Observational Data **Additional Observational Data** Additional Information

Additional Observational Data [ADD/REMOVE EXISTING DATA](#)

i Additional observational data provided by teachers, administrators, and other relevant school staff.

Narrative:

☐ No data is available for this area

BACK SHOW SECTION SAVE SAVE & CONTINUE >>

Additional Information

Record Review Summary Observational Data Additional Observational Data **Additional Information**

Additional Information [ADD/REMOVE EXISTING DATA](#)

i Additional information (if any) reviewed from other sources: (i.e. absences, tardies, suspensions, mobility rates, out-of-state IEP, medical information)

Narrative:

☐ No data is available for this area

BACK SHOW SECTION SAVE SAVE & CONTINUE >>

- 13) Click the “Save and Continue” button. If there are no errors on the page, users will be brought to the “Reevaluation Decision” section. On this page, indicate the IEP team’s decision.

Reevaluation Decision [Jordan Test](#)

Reevaluation Decision

☐ The IEP Team has determined that no additional formal evaluations are needed.

☐ The IEP Team has decided that formal evaluations are needed to determine:

BACK SHOW SECTION SAVE SAVE & CONTINUE >>

- 14) If users select that the IEP team has determined that no additional formal evaluations are needed, a textbox will display for further explanation.

Reevaluation Decision

☒ The IEP Team has determined that no additional formal evaluations are needed.

If no additional formal evaluations are needed, explain why:

☐ The IEP Team has decided that formal evaluations are needed to determine:

BACK
SHOW SECTION
SAVE
SAVE & CONTINUE >>

- 15) If users select that the IEP team has decided that formal evaluations are needed, two additional tables will display with Yes/No questions that must be answered regarding Eligibility and Programming: Development of the IEP.

☒ The IEP Team has decided that formal evaluations are needed to determine:

Eligibility

☐ Yes ☒ No If the student continues to have the existing disability.

☐ Yes ☒ No If the student has a different disability area suspected.

☐ Yes ☒ No If the student continues to need special education and related services.

Programming: Development of the Individualized Education Program

☐ Yes ☒ No Present levels of academic achievement and functional performance.

☐ Yes ☒ No Whether any additions or modifications to special education and/or related services are needed to meet measurable annual goals and participation in the general curriculum.

BACK
SHOW SECTION
SAVE
SAVE & CONTINUE >>

- 16) Once users have completed the “Reevaluation Decision” page, click the “Save and Continue” button. If there are no errors on the page, users will either be brought to the “Create Draft/Final Reevaluation Report” section or the “Evaluation Plan” section.

- 17) The Evaluation Plan section will only display if formal evaluations are required. On this page, users can select the needed Screenings and Evaluations.

Screenings and Evaluations Needed

<input type="checkbox"/> *Review of educational history/records	<input type="checkbox"/> Behavioral/Emotional Evaluation	<input type="checkbox"/> Medical Evaluation	<input type="checkbox"/> Progress Monitoring
<input type="checkbox"/> *Review of existing data	<input type="checkbox"/> Braille Skills Inventory and/or Media Assessment	<input type="checkbox"/> Motor Evaluation	<input type="checkbox"/> Psychological evaluation
<input type="checkbox"/> *Review of existing data/Rti documentation of problem-solving	<input type="checkbox"/> Braille Skills Inventory/Learning Media Assessment	<input type="checkbox"/> Motor Screening	<input type="checkbox"/> Social/Developmental History
<input type="checkbox"/> *Summary of Conference(s) with parents	<input type="checkbox"/> Educational evaluation	<input type="checkbox"/> Observation	<input type="checkbox"/> Speech-language screening
<input type="checkbox"/> Adaptive Behavior Evaluation	<input type="checkbox"/> Functional Vision Assessment	<input type="checkbox"/> Ophthalmological or optometric evaluation	<input type="checkbox"/> Speech-Language/Communication Evaluation
<input type="checkbox"/> Assessment/behavior rating tool specific to Autism	<input type="checkbox"/> Health Screening	<input type="checkbox"/> Otological evaluation	<input type="checkbox"/> Vocational Evaluation
<input type="checkbox"/> Audiological Evaluation			


BACK
SHOW SECTION
SAVE
SAVE & CONTINUE >>

- 18) Once users have completed the data fields on “Evaluation Plan” page (if required), click the “Save and Continue” button.
- If there are no errors on the page, users will be brought to the “Create Draft/Final Reevaluation Report” section.
 - On this page, select the meeting date and the meeting participants.
 - Click the “Excused” check box next to the participant’s name to indicate that they are excused from the meeting.

Create Draft/Final Reevaluation Report


Jordan Test


Eligibility Dates

Meeting Date: 

Purpose of Meeting: Reevaluation Report

Meeting Participants


The following team members were in attendance: (A Request to Excuse Required IEP Team Member(s) has been obtained if any of the below participants are identified as excused):

LEA Representative:  ☐ Excused

- 19) Address the Procedural Safeguards table by checking the box(es) as appropriate

Procedural Safeguards

☐ A copy of the Parent Rights and Responsibilities in Special Education: Notice of Procedural Safeguards has been provided to the parent/guardian/student if evaluations will be conducted.

☐ A copy of the Reevaluation Report, Eligibility Report, and Prior Written Notice will be provided to the parent/guardian/student.

CREATE DRAFT REEVALUATION REPORT

CREATE FINAL REEVALUATION REPORT

BACK

SAVE

SAVE & CONTINUE >>

- 20) At the bottom of the page is a button to create a draft document.
- Drafts can be created while there are still errors within the process; final documents cannot be created until all errors are corrected.
 - Once the process is free of errors, the “Create Final” button will display, allowing the user to create a final document.
 - Created documents can be viewed by clicking on the hyperlink for the document at the bottom of the Create Draft/Final Reevaluation Report page or on the Documents tab.

CREATE DRAFT REEVALUATION REPORT

CREATE FINAL REEVALUATION REPORT

SAVE

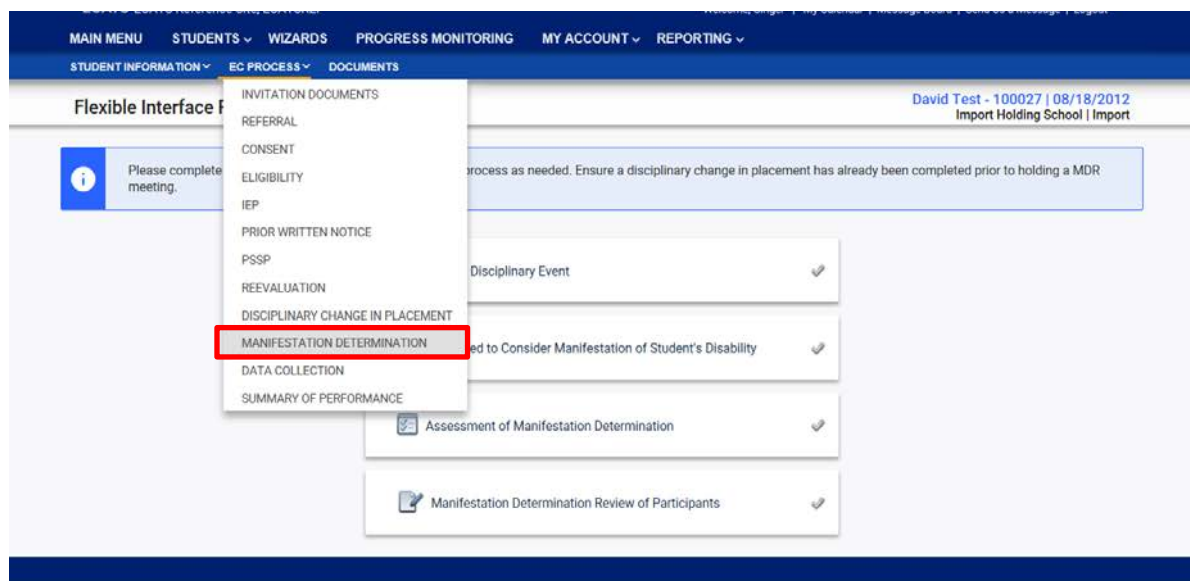
SAVE & CONTINUE >>

Reevaluation Report Documents

Document ID	Date Created	Created By	Document	Status
717	01/24/2018	Jess Bengé	Reevaluation Report	(Draft)

MANIFESTATION DETERMINATION TAB

- 1) Hover over the EC Process tab in the menu bar and click on “Manifestation Determination”
 - a. On the Manifestation Determination process page, users will see the links for each section in the process.
 - b. If there is no data entered in any of the sections, the compliance check marks will appear clear.
 - c. As data is entered and saved in each section, the check marks will change to green check marks (all error checks are met) or red X signs (there are errors within that section that need to be addressed before a final document can be created.)



- 2) Click on the first section in the process, “Current Disciplinary Event.” Fill in the necessary data regarding the event.

A screenshot of the 'Current Disciplinary Event' form. At the top, a blue banner contains an information icon and the text 'Complete the current disciplinary event details requested below.' Below this, the section title 'Current Disciplinary Event' is displayed. A large text area is labeled 'Describe the current disciplinary event, including administrative authority's written findings and any other details related to the event, as applicable.' Below this is a 'Description:' label followed by a text input field. Further down, another blue banner contains an information icon and the text 'Did the conduct in question:'. Below this banner are three dropdown menus: 'Involve a weapon?', 'Involve drugs?', and 'Cause serious bodily injury?'.

- 3) At the bottom of the page, click the “Save and Continue” button. Any errors found in this section will display in a red box at the top of the page.
- 4) If there are no errors on the page, users will be brought to the “Data Used to Consider Manifestation of Student's Disability” section. Check the checkbox for each Data Source used.

Data Used to Consider Manifestation of Student's Disability
Adrian Test - 100

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Complete the data used to consider manifestation of the student's disability as requested below.

Data Used to Consider Manifestation of Student's Disability

Data Source	Used?	Date of Data Source
IEP	<input type="checkbox"/>	
Assessment/Evaluations	<input type="checkbox"/>	
Medical Information (including diagnosis and medication)	<input type="checkbox"/>	
Teacher Observations	<input type="checkbox"/>	
Discipline Report(s) (current school year)	<input type="checkbox"/>	
Functional Behavior Assessment	<input type="checkbox"/>	
Behavior Intervention Plan	<input type="checkbox"/>	
Other:	<input type="checkbox"/>	

- 5) As users check the checkboxes, date fields will display allowing entry of the date of the data source. If other data sources are used to consider the manifestation of the student's disability but do not appear on the list, select the checkboxes for “Other” and a text box will display to type in the data source.

Data Used to Consider Manifestation of Student's Disability

Data Source	Used?	Date of Data Source
IEP	<input checked="" type="checkbox"/>	<input type="text"/>
Assessment/Evaluations	<input type="checkbox"/>	
Medical Information (including diagnosis and medication)	<input type="checkbox"/>	
Teacher Observations	<input type="checkbox"/>	
Discipline Report(s) (current school year)	<input checked="" type="checkbox"/>	<input type="text"/>
Functional Behavior Assessment	<input type="checkbox"/>	
Behavior Intervention Plan	<input type="checkbox"/>	
Other: <input style="width: 100px;" type="text"/>	<input checked="" type="checkbox"/>	<input type="text"/>
Other:	<input type="checkbox"/>	

- 6) Fill in the information regarding the implementation of the IEP.

Implementation of the IEP

Describe how the academic and behavioral goals on the student's IEP are being implemented:

Describe how the accommodations, modifications, and supplementary services included in the student's IEP are being implemented:

☐ The student's IEP does not include accommodations, modifications and supplementary services.

Describe how the related services included in the student's IEP are being implemented:

☐ The student's IEP does not include related services.

- 7) Fill in the information regarding behavior. If more space is needed for revisions to the interventions or BIP, click the “Add Revisions” button at the top right of the Behavior table to add more entries. Up to 15 revisions may be added.

Behavior ADD REVISIONS

Does the student have a Behavior intervention Plan (BIP) based on a Functional Behavioral Assessment?

Explain how and when the interventions and/or BIP were revised (if any were completed).

Date of Revisions: Explanation of Revisions:

Date of Revisions: Explanation of Revisions:

Did the behavior patterns change over time (e.g. increase in frequency, duration, and/or intensity)?

- 8) Click the “Save and Continue” button at the bottom of the page and if there are no errors, users will be brought to the “Assessment of Manifestation Determination” section. Answer the questions by selecting “Yes” or “No” in each dropdown.

Assessment of Manifestation Determination Autism Test - 100001 | 09/30/2003
Training School | TS

Complete the assessment of manifestation questions and determination as requested below.

Essential Questions

Based on the above factors, was the conduct in question caused by the student's disability?

Based on the above factors, did the conduct in question have a direct or substantial relationship to the student's disability?

Was the conduct in question the direct result of the school district's failure to implement the IEP?

- 9) Based on the selections made in the dropdown, the final question on the page will automatically populate with “Yes” or “No.”

Manifestation Determination

Is the violation of the student code of conduct a manifestation of the student's disability? No

- 10) Click the “Save and Continue” button at the bottom of the page and if there are no errors, users will be brought to the “Manifestation Determination Review of Participants” section. Fill in the necessary information regarding the meeting date and the meeting participants. To add additional participants, click the “Add” button.

Manifestation Determination Review of Participants
Adrian Test - 100001 | 09/30/2018
Training School | T

Complete the manifestation determination review of participants as requested below.

Manifestation Determination Meeting ADD

Meeting Date:

The following individuals will be present at the Manifestation Determination meeting:

Name: Position: alt

Name: Position: alt

- 11) At the bottom of the page are buttons to create a draft or final document. Drafts can be created while there are still errors within the process; final documents cannot be created until all errors are corrected.

CREATE DRAFT DOCUMENT

CREATE FINAL DOCUMENT

- 12) Created documents can be viewed by clicking on the hyperlink for the document at the bottom of the Manifestation Determination Review of Participants page (where users create the draft/final) or on the Documents tab.

BACK

SHOW SECTION

SAVE

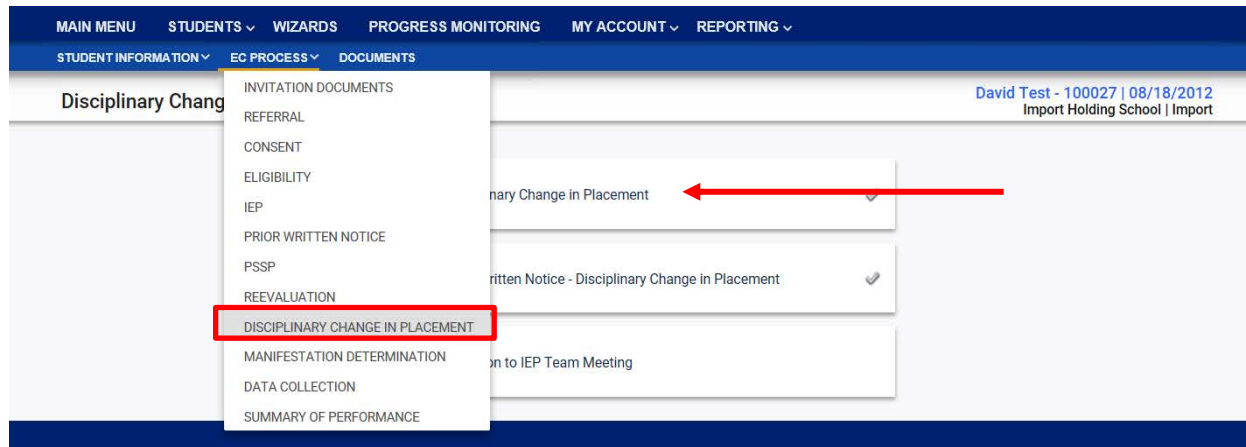
SAVE & CONTINUE >>

Manifestation Determination Documents

Document ID	Date Created	Created By	Document	Status
181	04/25/2018	Lilliana Gregory	Manifestation Determination	(Draft)

DISCIPLINARY CHANGE IN PLACEMENT TAB

- 1) Hover over the EC Process tab in the menu bar and click on “Disciplinary Change in Placement”. This will take users to the process page for the Disciplinary Change in Placement. Click on the first section in the process, “Disciplinary Change in Placement.”



- 2) Fill in the Pertinent Information table. Click on the first section in the process, “Disciplinary Change in Placement.” Click on the dropdown to select the parent/guardian. Click the “Additional invitation...” dropdown, if necessary. Check the box if the child is being invited to the meeting, if appropriate. Click the calendar to select the “Date sent” and “Manifestation Determination Date.” Fill in the necessary data regarding the Manifestation Determination meeting.

A screenshot of the 'Disciplinary Change in Placement' form. The 'Pertinent Information' section is visible. It contains a dropdown menu for 'To which parent/guardian/student is this letter addressed?', a dropdown for 'Additional invitation to parent/guardian/student (if needed):', a checkbox for 'Your child is being invited to attend this meeting as required by state and federal statute.', a 'Date sent:' field with a calendar icon, a 'Manifestation Determination Meeting Date:' field with a calendar icon, and a 'Manifestation Determination Meeting Time:' field with three dropdown menus.

- 3) Add the individuals attending the Manifestation Determination Meeting by clicking the “Add Individuals” button. Fill in their name and position.

Individuals Attending Manifestation Determination Meeting	
Name	Position
<input type="button" value="ADD INDIVIDUALS"/>	

- 4) At the bottom of the page, click the “Save and Continue” button. Any errors found in this section will display in a red box at the top of the page.
- 5) If there are no errors on the page, users will be brought to the “Prior Written Notice – Disciplinary Change in Placement” section. Enter the explanation of actions in the text boxes provided.


Prior Written Notice - Disciplinary Change in Placement	Jordan Test
<p>Explanation of Actions</p> <div style="border: 1px solid #ccc; padding: 10px;"> <div style="background-color: #fff9c4; border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> All items must be addressed. </div> <p>School personnel determined disciplinary change in placement because: <input style="width: 200px;" type="text"/></p> <p>Describe the reasons and length of the proposed removal: <input style="width: 200px;" type="text"/></p> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="button" value="BACK"/> <input type="button" value="SHOW SECTION"/> <input type="button" value="SAVE"/> <input type="button" value="SAVE & CONTINUE >>"/> </div>	

- 6) At the bottom of the page, click the “Save and Continue” button. Any errors found in this section will display in a red box at the top of the page.
- 7) If there are no errors on the page, users will be brought to the “Invitation to IEP Team Meeting” section. Fill in the necessary information regarding the meeting purpose.

Meeting Purpose
<p>The purpose of this meeting is to (Check all that may apply):</p> <div style="display: flex; flex-direction: column; align-items: flex-start;"> <input type="checkbox"/> Discuss the special education referral for an initial evaluation or reevaluation <input type="checkbox"/> Discuss evaluation results to determine eligibility for special education and related services <input type="checkbox"/> Discuss, develop, review and/or revise the individualized education program <input type="checkbox"/> Discuss educational placement <input type="checkbox"/> Discuss transition <input type="checkbox"/> Other </div>

8) Fill in the necessary information regarding meeting participants.

Participants

 The following required members of the IEP team are expected to attend the meeting (A Request to Excuse Required IEP Team Member(s) has been obtained if any of the below participants are identified as excused).


Team Participants: ☐ LEA Representative ☐ Special Education Teacher
☐ General Education Teacher ☐ Interpreter of Instructional Implications of Evaluation Results

Other Participants Expected to Attend: ☐ Audiologist(s) ☐ Physical Therapist(s) ☐ School Counselor
☐ Social Worker ☐ Speech Language Pathologist(s) ☐ Transition Coordinator
☐ Occupational Therapist(s) ☐ Psychologist ☐ School System Administrator
☐ Specialist(s) ☐ School Nurse ☐ Other


Are there any outside agencies/community organizations attending the IEP Team meeting?

9) Fill in the necessary information regarding meeting details.

Meeting Details

Meeting Date: 

Meeting Time:

Meeting Location: 

10) At the bottom of the page are buttons to create a draft or final document. Drafts can be created while there are still errors within the process; final documents cannot be created until all errors are corrected.

CREATE DRAFT DISCIPLINARY CHANGE IN PLACEMENT **CREATE FINAL DISCIPLINARY CHANGE IN PLACEMENT**

BACK **SAVE** **SAVE & CONTINUE >>**

11) Created documents can be viewed by clicking on the hyperlink for the document at the bottom of the Invitation to IEP Team Meeting page (where users created the draft/final) or on the Documents tab.

Disciplinary Change in Placement Documents

Document ID	Date Created	Created By	Document	Status
907	02/26/2018	Jess Bengte	Disciplinary Change in Placement	(Draft)

SUMMARY OF PERFORMANCE TAB

- 1) Hover over the EC Process and select “Summary of Performance”. Personal Information is imported from PowerSchool. If any of this information is incorrect, please make the changes in PowerSchool to be imported into ECATS. You will need to enter the “Graduation Date” for the student by clicking the calendar icon.

The screenshot shows the ECATS interface with the 'EC PROCESS' dropdown menu open. The 'SUMMARY OF PERFORMANCE' option is highlighted with a red box. The student's personal information is displayed on the right, including Date of Birth (08/18/2012), School (Import Holding School), and a Graduation Date field with a calendar icon. A red arrow points to the calendar icon.

- 2) Complete the Student Input section and then move to the Transition Assessments sections.

The screenshot shows the 'Student Input' and 'Transition Assessments' sections. The 'Student Input' section has a text area for comments. The 'Transition Assessments' section includes a 'Formal Assessments' subsection with a blue bar indicating that information from academic/psychological/adaptive behavior/vocational assessments should be included. There is also an 'Additional Information' text area.

- 3) For Formal Assessments, click “Add/Remove Existing Data” located at the top right of the section. To add existing data, click the plus sign to expand the assessment area and select the assessments you would like to add. After choosing all options you need, click “Save & Continue”. This will return you to the Summary of Performance screen. Text can be entered into the Additional Information textbox, if needed. Repeat these steps for the Informal Assessments section.

The screenshot displays the 'Transition Assessments' section. It contains two main areas: 'Formal Assessments' and 'Informal Assessments'. Both areas have a red box around their respective titles. To the right of each title is a red arrow pointing to a blue link labeled 'ADD/REMOVE EXISTING DATA'. Below each title is a blue information bar with an 'i' icon and a description of the assessment type. Underneath each information bar is a text box labeled 'Additional Information:'.

Transition Assessments

Formal Assessments → [ADD/REMOVE EXISTING DATA](#)

i Include information from academic/psychological/adaptive behavior/vocational assessments

Additional Information:

Informal Assessments → [ADD/REMOVE EXISTING DATA](#)

i Include information from dream sheets, parent/teacher/student interviews, ecological observations, task analysis, etc.

Additional Information:

- 4) The Post-School Goals section will populate from the current IEP.

The screenshot shows the 'Post-School Goals' section. It contains three lines of text, each followed by a text box for input:

Employment Goal:

Education Goal:

Independent Living Goal (if applicable):

- 5) Complete the Summary of Education Performance section by adding text in the boxes provided. Accommodations/Modifications will populate from the current IEP.

The screenshot displays the 'Summary of Educational Performance' section. It features a blue information bar with an 'i' icon and a description. Below the bar are three text boxes for input, each with a label to its left:

i Include the student's present level of academic achievement and functional performance, accommodations, and modifications required to be successful in school.


Academic Performance:


Functional Performance:

Accommodations/Modifications:

- 6) Complete the Assistive Technology section. Check the box “Assistive Technology is not required”, if not needed by the student.

Assistive Technology


 Include assistive technology devices essential to the student's success in postsecondary settings. Indicate whether the device(s) is for academic, cognitive and/or functional performance. Use the checkbox to indicate if Assistive Technology is not required.

☐ Assistive Technology is not required 

	<input type="text"/>	<input type="checkbox"/> Academic <input type="checkbox"/> Cognitive <input type="checkbox"/> Functional
AT Device	<input type="text"/>	<input type="checkbox"/> Academic <input type="checkbox"/> Cognitive <input type="checkbox"/> Functional
	<input type="text"/>	<input type="checkbox"/> Academic <input type="checkbox"/> Cognitive <input type="checkbox"/> Functional

- 7) Complete the Recommendations section by entering text or checking the “No recommendations in this area” statement for each area. The Other textbox is available, if needed.

Recommendations

 Include recommendations to assist the student in meeting postsecondary goals to enhance success in post-school setting.

Accommodations:
☐ No recommendations in this area

Assistive Technology:
☐ No recommendations in this area

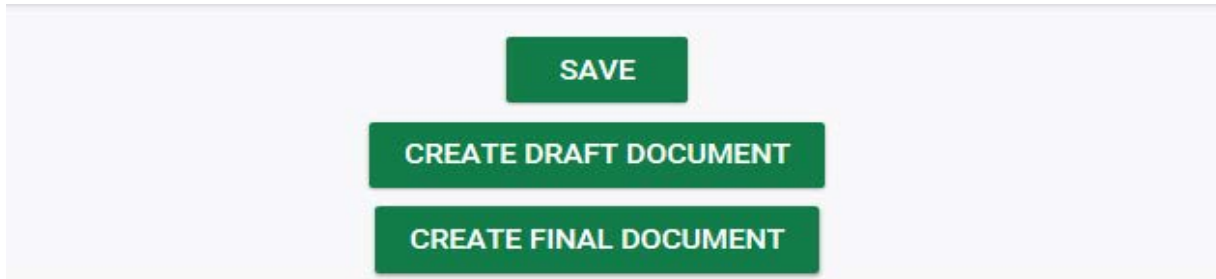
Assistive Services:
☐ No recommendations in this area

Compensatory Strategies:
☐ No recommendations in this area

Support Services:
☐ No recommendations in this area

Other:

- 8) Once you have addressed each section, click “Save” to save the information and remain on the screen or click “Create Draft Document” to save and view the document. You will be unable to create a final document until all the necessary information has been entered.



- 9) You will be able to view the document by clicking on the link at the bottom of the screen.

Summary of Performance Documents				
Document ID	Date Created	Created By	Document	Status
224	04/16/2019	Teacher Test	Summary of Performance	(Draft)

DOCUMENTS TAB



- 1) The Documents page allows creation of various types of documents. Select the type of document to create by clicking on the radio button next to the document/letter name. A Draft document with no system errors must be completed before Final document can be created. All Drafts will print with a ‘Proposed’ watermark on each page. Drafts are saved in ECATS for 30 days (unless configured differently by the district) and Final Documents remain in the system permanently.

Documents

David Test - 100027 | 08/18/2012
Import Holding School | Import

Documents:

- General
- Section 504
- MTSS
- English Learner

☐ 1st Semester Kindergarten Initial Identification
☐ Accommodation Review
☐ Appeal Hearing Report
☐ Contact Log
☐ NCECATS EL Continued Refusal Letter

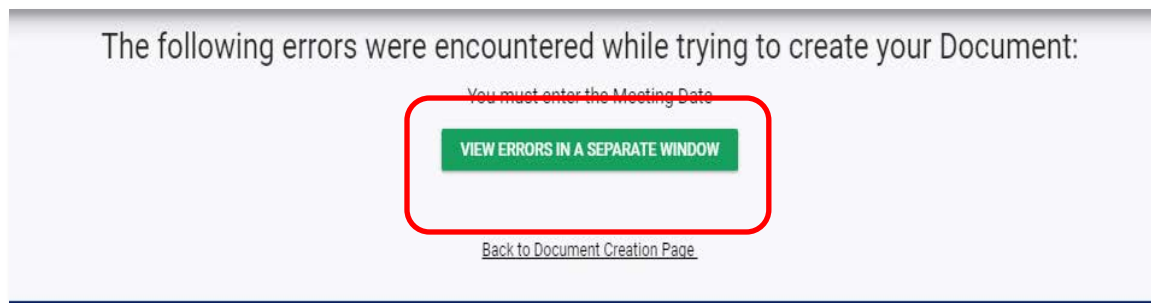
☐ Notice of Suspension 1716
☐ Progress Report
☐ NCECATS-EducationPlan
☐ CSP Document
☐ Summary of Performance

- 2) All Draft and Final documents created for the student are listed at the bottom of the screen in the Documents Created table. Draft documents will have '(Draft)' in the Status column while Final documents will have a check box in this column. To view these documents, click on the blue hyperlink.

Documents created for Jordan Test						
Del	Doc ID	Date Generated ?	Generated By	Document ?	Batch	Status
<input type="checkbox"/>	907	02/26/2018	Jess Bengé	Disciplinary Change in Placement	PDF	<input type="checkbox"/> (Draft)
<input type="checkbox"/>	874	02/15/2018	Jess Bengé	Manifestation Determination	PDF	<input type="checkbox"/> (Draft)
<input type="checkbox"/>	831	02/01/2018	Jess Bengé	Prior Written Notice	PDF	<input type="checkbox"/> (Draft)
E	745	01/25/2018	Jess Bengé	PSSP	PDF	<input checked="" type="checkbox"/> Final
E	734	01/25/2018	Grzegorz Galinski	NC Plan of Care	PDF	<input checked="" type="checkbox"/> Final

- 3) To Create a Document/Letter:
- Click on the radio button next to the document/letter to create.
 - Click on either the 'Create Draft' or 'Create Final Document' button.
 - Complete all custom data information – custom data will vary depending on the document or letter being created.
 - At the bottom of the screen, click on either the 'Create Draft Document' or 'Create Final Document' button.
- 4) Tips for this page:
- Only click the 'Create Draft/Final Document' button once. The system will begin to compile the entered data for document generation once the button is clicked. This data compilation process may take several seconds depending on the amount of information being processed.
- 5) To View a Created Document/Letter:
- Click on the blue hyperlink title of the document.
 - Adobe Acrobat Reader will automatically launch.
 - The document is viewable in a non-editable format.
 - The browser toolbar, the ECATS menu bar and the Adobe menu bar will all appear. To return to ECATS, simply click on any of the ECATS menu buttons at the top of the screen. DO NOT close the browser.

- 6) To print the document, choose the Print icon in the Adobe toolbar.
 - a. If there are errors in the document, they will display in a list. Click the “View Errors in a Separate Window” button to open a pop-up window with the errors listed, and click the “Back to Document Creation Page” link to navigate back to the data entry page to fix the errors.



- 7) To upload an external document to a student’s record:
 - a. From the blue navigation bar at the top of the student’s page, select “Documents”.
 - b. Scroll down to the bottom of the document list and click on “Upload External Document(s)”.
 - c. Click “Browse”, choose the document(s) you would like to upload and click “Open”.
 - d. Enter a name for the document, if you want to use something other than the file name.
 - e. Once your file has been selected click “Upload File(s)”.

 A screenshot of the "Upload External Documents" form. At the top right, it says "David Test - 100027 | 08/18/2012" and "Import Holding School | Import". Below this, it lists permitted file extensions: PDF, DOC, XLS, TXT, RTF, PPT, TIF, JPG, PNG, XLSX, PPTX, and DOCX, and states "No file may be greater than 25.00 MB in size." The form has two rows for file uploads. Each row has a "File" label, a "Browse..." button (highlighted with a red box), and a "Name (if not provided the file name will be used)" field (highlighted with a red box). At the bottom, there is a green button labeled "UPLOAD FILE(S)" (highlighted with a red box).

- 8) To attach a document (e.g. signature page) to a document created within ECATS, follow the steps above—except select “Upload External Attachments” and be sure to select the specific finalized ECATS document you want this external page to attach within the system for this student.

CREATE DRAFT (WILL BE SAVED FOR 30 DAYS)

CREATE FINAL DOCUMENT (WILL BE SAVED)

UPLOAD EXTERNAL DOCUMENT(S)

Documents created for David Test

Del	Doc ID	Date Generated	Generated By	Document	Batch	Status	Del	Attachment	Date Received
<input type="checkbox"/>	244	07/08/2019	Jinger Haynes	Sample Speech Report	DOCX	Final			
<input type="checkbox"/>	112	08/16/2018	David Whitcher	Consent for Eval	PDF	Final	<input type="checkbox"/>	Sample Signature Page	07/08/2019
E	105	07/09/2018	David Whitcher	Child Outcome Summary Form	PDF	Final			
E	101	07/06/2018	David Whitcher	Child Outcome Summary Form	PDF	Final			

An 'E' in the 'Del' column indicates that the document is associated with an Event. A 'C' in the 'Del' column indicates that the document is associated with a Parent Contact. In either case, the document can't be deleted until the associated event or contact is deleted. An 'A' in the 'Del' column indicates that the document is associated with another Document and it will be deleted when the associated document is deleted.

(4 Documents)

UPDATE THE DATABASE VIEW DOCUMENT BATCH

UPLOAD EXTERNAL ATTACHMENT(S)

CHANGE FAX LABELS

CREATING AN ACCOMMODATION REVIEW - INDIVIDUAL STUDENT

To create an Accommodation Review for an individual student, follow the steps below:

1. Enter the Student's Record and select the Documents tab.

Del	Last Accessed	Last Elig	Last IEP	School	Grade	Name	Student ID	Age	Dis	Case Manager
<input type="checkbox"/>	09/12/2019 14:47:37	07/09/2019	07/09/2019	Import	6	Lilly Test	TESTID12345678	5 Years	AU,DB,DF	

STUDENT INFO ▾ EC PROCESS ▾ PLAN OF CARE DATA COLLECTION DOCUMENTS

EdPlan™ EDPlan Student Profile

2. Select the radio button (circle) beside Accommodation Review and click 'Create Draft'.

Documents Lilly Test - TESTID12345678 | 08/01/2014 Import Holding School | Import NEW MAIL!

Documents:

General ☒ Accommodation Review ☐ Core Plan Review

English Learner ☐ Child Outcome Summary Form ☐ CSP Document

MTSS ☐ Contact Log ☐ Progress Report

☐ Core Plan ☐ Summary of Performance

Letters: (No Letters Available)

** You can only create a final of this document

CREATE DRAFT (WILL BE SAVED FOR 30 DAYS)

CREATE FINAL DOCUMENT (WILL BE SAVED)

3. Select 'IEP' from the dropdown for area to review. The state tests with accommodations from the student's finalized IEP will be displayed.

Create Draft document

Lilly Test - TESTID12345678 | 08/01/2014
Import Holding School | Import
NEW MAIL!

The following information is required before you can create this Draft Document

Accommodation Review

Generate Accommodation review forms for the following tests:

Please select the Area to review: IEP

☒ ACCESS for ELLs - Speaking ☒ NC CTE State Assessment

SAVE

CREATE DRAFT DOCUMENT

4. To create the Accommodation Review, select the test(s) and click 'Create Draft Document'.

Create Draft document

Lilly Test - TESTID12345678 | 08/01/2014
Import Holding School | Import
NEW MAIL!

The following information is required before you can create this Draft Document

Accommodation Review

Generate Accommodation review forms for the following tests:

Please select the Area to review: IEP

☒ ACCESS for ELLs - Speaking ☒ NC CTE State Assessment

SAVE

CREATE DRAFT DOCUMENT

5. Click 'view' to view the document. The draft document will have the word Proposed as a watermark.

Download Draft Document

Accommodation Review: [view](#)

6. Click the printer icon or right click and click 'Print'.

of 4

ECATS

Accommodation Review

Student Name: Lilly Test
PowerSchool ID: TESTID12345678
Case Manager: Lilianna Test
Chosen one of the following plans (according to order of accommodations documentation):
Dates of Plan: Start Date: 07/09/2019 End Date: 07/01/2020
Test: (0) IEP (1) Section 504 Plan (2) EL Plan (3) Transitory Impairment Documentation
(0) BOC (1) EOC (2) PIAA (3) EOC (4) NCCTE (5) CCRAA (6) CTE (7) ACCESS for ELLs (8) NCEXTEND
Subject Subarea: ACCESS for ELLs - Speaking

Complete one form per test. Before testing, complete the top of the form and Column 1. During after testing, complete Column 2. Completed forms should be kept in the student's Individualized Education Program (IEP) folder and or Section 504 English Learner (EL) Transitory Impairment Documentation to be accessible for future reference. NOTE: While the list below includes all state-approved accommodations, some do not apply to students identified solely as ELLs. Testing accommodations should be consistent with the accommodations used routinely during classroom instruction and on similar classroom assessments.

School: Import Holding School
Grade: Sixth Grade
Test Date:
Test Administrator:

Column 1: To Be Completed Before Testing
Check the requested accommodations documented on the student's IEP/Section 504 Plan/EL Plan/Transitory Impairment Documentation

Example:
(0) Test Read Aloud (in English)
Specify: Computer reads test aloud
(1) Assistive Technology Devices (Specify):
(2) Interpreter/Transcriber/Sign/Care Test
(3) Large Print Edition (not for online assessments)
(4) Magnification Devices
(5) Multiple Testing Sessions - Allow Frequent Breaks (Every ___ Min.)
(6) Multiple Testing Sessions - Other
(7) Multiple Testing Sessions - Over Multiple Days (Number of Days ___)
(8) Scheduled Extended Time - Approximately ___ minutes
(9) Scheduled Extended Time - Other
(10) Student Reads Test Aloud to Self
(11) Test Read Aloud (in English) (Requires specification)
(12) Testing in a Separate Room - One-on-One
(13) Testing in a Separate Room - Small Group
Printed name of person completing this portion of form:

Column 2: To Be Completed during/after Testing
Describe the specific details of how the accommodation was provided to the student. Did the student use the accommodation? If yes, how did he/she use it?
Example:
Yes
Computer read test aloud while student wore headphones.
Printed name of person completing this portion of form:

Proposed

Print

7. If you would like to create a final document, return to the Documents tab.

STUDENT INFO ▾ EC PROCESS ▾ PLAN OF CARE DATA COLLECTION **DOCUMENTS**

EdPlan™ EDPlan Student Profile

Documents Lilly Test - TESTID12345678 | 08/01/2014
Import Holding School | Import
NEW MAIL!

Documents: General **Accommodation Review** Core Plan Review
English Learner Child Outcome Summary Form CSP Document
MTSS Contact Log Progress Report
Core Plan Summary of Performance

Letters: (No Letters Available)
** You can only create a final of this document
CREATE DRAFT (WILL BE SAVED FOR 30 DAYS)
CREATE FINAL DOCUMENT (WILL BE SAVED)

9. Select the Area to review and test(s), if not already checked and click ‘Create Final Document’.

Create Final document Lilly Test - TESTID12345678 | 08/01/2014
Import Holding School | Import
NEW MAIL!

The following information is required before you can create this Final Document

Accommodation Review

Generate Accommodation review forms for the following tests:

Please select the Area to review: IEP ▾

☒ ACCESS for ELLs - Speaking ☒ NC CTE State Assessment

SAVE
CREATE FINAL DOCUMENT

10. Click ‘view’ to view the finalized document.

Download Document

Accommodation Review: [view](#)

11. Click the printer icon or right click and click ‘Print’.

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ECATS Accommodation Review

Student Name	Lilly Test
PowerSchool ID	TESTID12345678
Case Manager	Liana Test
Choose one of the following plans (according to order of accommodations documentation):	<input type="checkbox"/> IEP <input type="checkbox"/> Section 504 Plan <input type="checkbox"/> EL Plan <input type="checkbox"/> Transitory Impairment Documentation
Dates of Plan	Start Date: 07/09/2019 End Date: 07/01/2020
Test	<input type="checkbox"/> BOGGS <input type="checkbox"/> EOG <input type="checkbox"/> RTA3 <input type="checkbox"/> EOC <input type="checkbox"/> NCPS <input type="checkbox"/> CCRAA <input type="checkbox"/> CTE <input type="checkbox"/> ACCESS for ELLs <input type="checkbox"/> NCNEXTENDI
Subject/Subtest	ACCESS for ELLs - Speaking

☐ Regular Administration ☐ Other Administration

Complete one form per test. Before testing, complete the top of the form and Column 1. During after testing, complete Column 2. Completed forms should be kept in the student's Individualized Education Program (IEP) folder and in Section 504 English Learner (EL) transitory impairment documentation to be accessible for future reference.

NOTE: While the list below includes all state-approved accommodations, some do not apply to students identified solely as ELLs. Testing accommodations should be consistent with the accommodations used routinely during classroom instruction and on similar classroom assessments.

School	Support Holding School
Grade	Sixth Grade
Test Date	
Test Administrator	

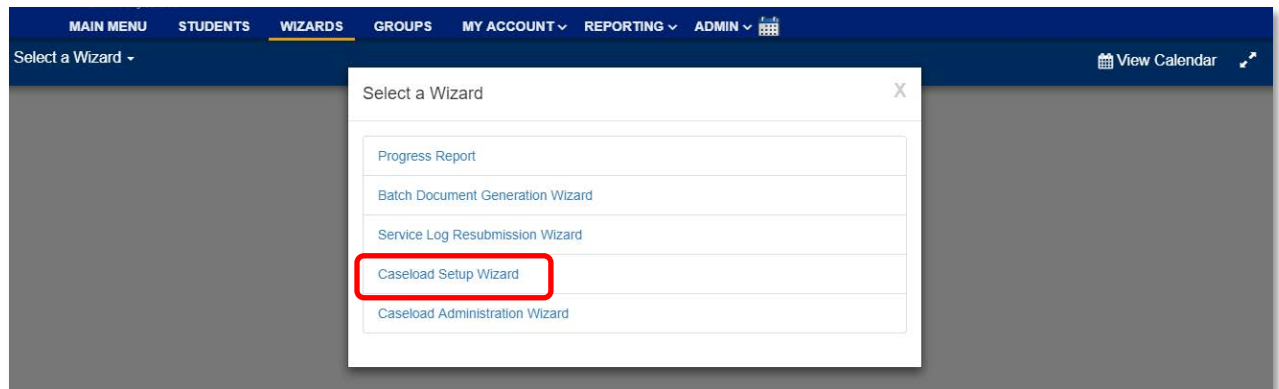
Column 1: To Be Completed Before Testing	Column 2: To Be Completed during/after Testing
Check the required accommodations documented on the student's IEP/Section 504 Plan/EL Plan/Transitory Impairment Documentation	Was this accommodation provided to the student during testing?
Example: <input type="checkbox"/> Test Read Aloud (in English) Specify: Computer reads test aloud <input type="checkbox"/> Assistive Technology Devices (Specify): <input type="checkbox"/> Interpreter/Transliterator Signs/Cues Test <input type="checkbox"/> Large Print Edition (not for online assessments) <input type="checkbox"/> Magnification Devices <input type="checkbox"/> Multiple Testing Sessions - More Frequent Breaks (Every ___ Min.) <input type="checkbox"/> Multiple Testing Sessions - Other <input type="checkbox"/> Multiple Testing Sessions - Over Multiple Days (Number of Days ___) <input type="checkbox"/> Scheduled Extended Time - Approximately ___ minutes <input type="checkbox"/> Scheduled Extended Time - Other <input type="checkbox"/> Student Reads Test Aloud to Self <input type="checkbox"/> Test Read Aloud (in English) (Program specific) <input type="checkbox"/> Testing in a Separate Room - One-on-One <input type="checkbox"/> Testing in a Separate Room - Small Group	Describe the specific details of how this accommodation was provided to the student: Did the student use the accommodation? If yes, how did he/she use it? Example: Computer read test aloud while student wore headphones.
Printed name of person completing this portion of form:	Printed name of person completing this portion of form:

MANAGING YOUR CASELOAD

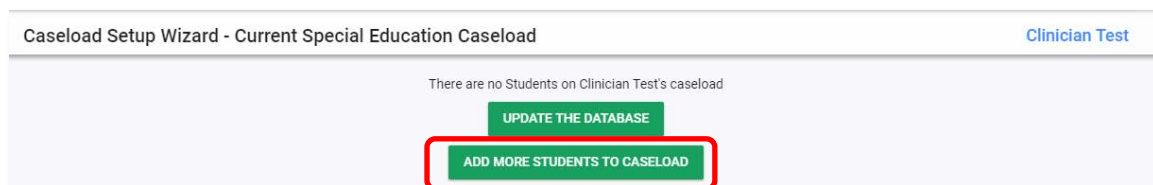
Please note the ability to setup your caseload is dependent upon your user type.

Using the Caseload Setup Wizard

- 1) In the "Wizards" tab, select Caseload Setup Wizard link.



- 2) After selecting the Caseload Setup Wizard, click on the 'Add More Students to Caseload' button.



- 3) Search for the student(s) you would like to add to your caseload. Keep the search as broad as possible, usually by school.
- 4) Click on the 'View Students' button.

Caseload Setup Wizard - Search for Students to Add to Caseload of Admin Test

Grade Level: All Grades *
 School: All Schools *
 Student Last Name: ☐ Exact Match ?
 Student First Name: ☐ Exact Match ?
 Student Middle Name: ☐ Exact Match ?
 Student ID: ☐ Exact Match ?
 Status: ☐ General Ed ☐ Eligibility ☐ IEP
☐ Referral ☐ Special Ed
 Sort List By: Student's Last Name *

VIEW STUDENTS ?

- 5) Check the *Case Manager* or *Team Member* checkbox next to the student(s) you would like to add to your caseload.
- 6) The type of service you provide will automatically be selected on the right side of the screen (i.e. Speech, OT, etc).
- 7) After clicking 'Add Students to Caseload,' the students will be added to your caseload, along with the type of service that you provide.

Caseload Setup Wizard - Select Students to add to caseload of Admin Test

To add a Student to your caseload, select EITHER the Case Manager OR Team Member check box. You should never select both. If the check box next to the related service is checked, then the service will be added to the Student's Related Services Page if it does not already exist.

Case Manager		Team Member		Student	School	Grade	DOB	Case Manager	Services
CHECK ALL	CHECK NONE	CHECK ALL	CHECK NONE						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Girish Dalvi	TST		12/18/2017		(No items available)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	John Henry Ford JHF	TST		11/26/2007		(No items available)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	George Test Galinski	TST	6	12/01/2017	Francis Galinski	(No items available)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Golas Galinski	TST	AE	12/05/2007	Francis Galinski	(No items available)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Mickey Galinski	TST	PK	11/01/2008	Francis Galinski	(No items available)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Remington Alexander Galinski SFX	TST	5	01/01/1998	Francis Galinski	(No items available)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Abhishek P Potdar NC	TST		01/26/2000	Abhishek Potdar CL-VO	(No items available)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Krishna qa krishnaqa	TST	GR	01/30/2008		(No items available)

Removing a Student from Your Caseload:

- 1) Uncheck the *IEP Team* or *Case Manager* checkbox next to the student(s) you would like to remove from your caseload.
- 2) Click the 'Update the Database' button – this will remove all of the students you selected.

<input checked="" type="checkbox"/>	<input type="checkbox"/>	Brittany Test	TST	3	10/10/2007	Admin Test
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Caleb Test	TST	2	12/07/2008	Caleb User Test
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Christine MiddleName Test	TST	1	03/30/2010	Dominik Test Gallinsk
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Dana QA Test	TST	KI	11/17/2012	Caleb User Test
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Erin Test	TST	3	01/02/2008	Test Test TT
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Jordan Test	TST	2	11/04/2007	Test Test TT
<input type="checkbox"/>	<input type="checkbox"/>	Krishna Test	TST	5	11/01/2004	Admin Test
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Pranitha QA Test	TST	PK	12/19/2010	Pranitha Clinician
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student Test	TST	1	01/01/2011	Dominik Test Gallinsk
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Robyn Test2	TST	4	03/08/2008	Pranitha Clinician

(19 Students)

UPDATE THE DATABASE

ADD MORE STUDENTS TO CASELOAD

Viewing Your Caseload:

- 1) On the "Main Menu" tab, click the "Students" tab.
- 2) Click on the 'View My Caseload' button.
- 3) A list of your students will appear.



Criteria for Selecting Students to View

Grade Level: All Grades *

School: All Schools *

Student Last Name: ☐ Exact Match ?

Student First Name: ☐ Exact Match ?

Student Middle Name: ☐ Exact Match ?

Student ID: ☐ Exact Match ?

Status: ☐ General Ed ☐ Eligibility ☐ IEP
☐ Referral ☐ Special Ed

Sort List By: Student's Last Name *

VIEW STUDENTS ?

ADVANCED STUDENT SEARCH

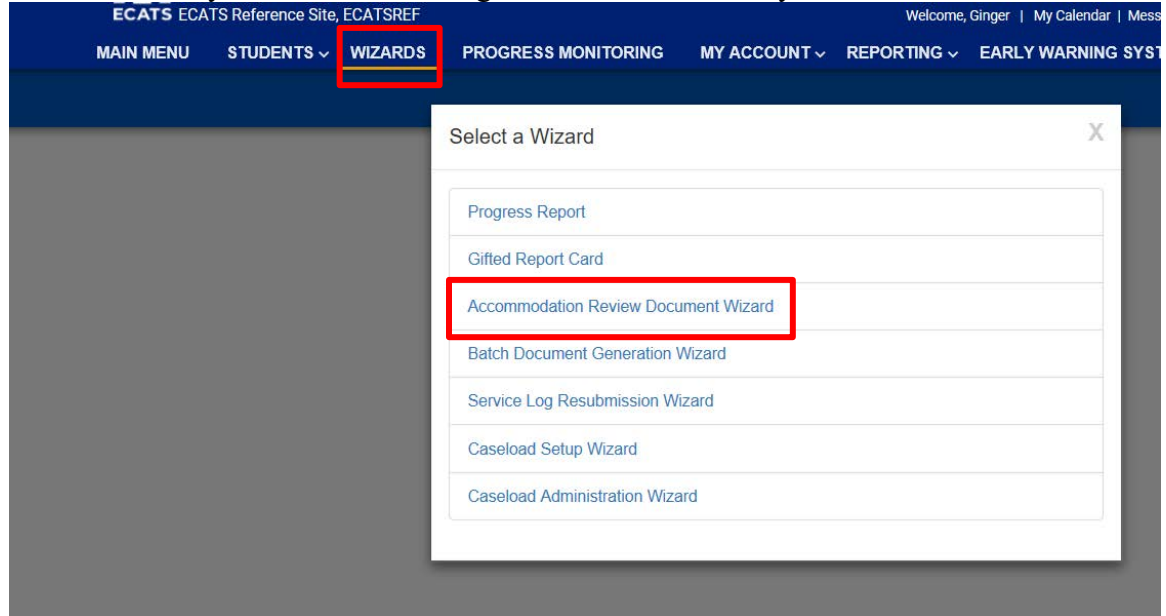
VIEW MY CASELOAD ?

ACCOMMODATION REVIEW DOCUMENT WIZARD

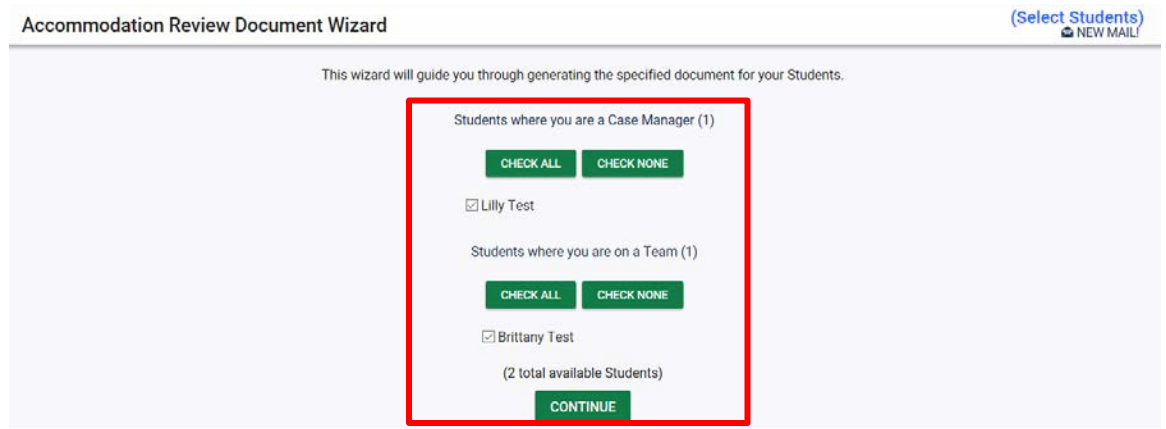
The “Wizards” tab on the Main Menu allows you to create Accommodation Review Documents for students who are on your caseload and have a finalized IEP.

Using the Accommodation Review Document Wizard

1. Go to Wizards and select Accommodation Review Document Wizard. You will students where you are a Case Manager and students where you are on a Team.



2. Select the student(s) you would like to generate this document for and click ‘Continue’.



3. The student’s name will be in the upper right-hand corner of your screen. Select the Area to review which is IEP. If the dropdown is blank, then the student does

not have a finalized IEP in the system so you can select 'Skip This Student' at the top of the screen to move to the next student.

Accommodation Review

Brittany Test - 10182017TEST | 10/18/2003
Import Holding School | Import
NEW MAIL

SKIP THIS STUDENT

Generate Accommodation review forms for the following tests:

Please select the Area to review:

CREATE DRAFT AND MOVE TO NEXT STUDENT
CREATE FINAL AND MOVE TO NEXT STUDENT
JUST UPDATE THE DATABASE
UPDATE AND MOVE TO NEXT STUDENT

4. Select 'IEP' from the dropdown for area to review. The state tests with accommodations from the student's finalized IEP will be displayed.

Accommodation Review

Lilly Test - TESTID12345678 | 08/01/2014
Import Holding School | Import
NEW MAIL

SKIP THIS STUDENT

Generate Accommodation review forms for the following tests:

Please select the Area to review: IEP

☐ ACCESS for ELLs - Speaking ☐ NC CTE State Assessment

CREATE DRAFT AND MOVE TO NEXT STUDENT
CREATE FINAL AND MOVE TO NEXT STUDENT
JUST UPDATE THE DATABASE
UPDATE AND MOVE TO NEXT STUDENT

5. To create the Accommodation Review, select the test(s) and click 'Create Draft and Move to the Next Student' or 'Create Final and Move to the Next Student'. (Clicking 'Just Update the Database' will save and keep you on that student. 'Update and Move to the Next Student' will save and move you to the next student. These two options will not create a document.)

Accommodation Review Lilly Test - TESTID12345678 | 08/01/2014
Import Holding School | Import
NEW MAIL

SKIP THIS STUDENT

i Generate Accommodation review forms for the following tests:

Please select the Area to review: IEP

☒ ACCESS for ELLs - Speaking ☒ NC CTE State Assessment

CREATE DRAFT AND MOVE TO NEXT STUDENT

CREATE FINAL AND MOVE TO NEXT STUDENT

JUST UPDATE THE DATABASE

UPDATE AND MOVE TO NEXT STUDENT

6. Once you have created the document for each of the students, select the checkbox under Batch and click 'View Document Batch'. This will bring up the pdf of all documents you selected. Draft documents will have the word Proposed as a watermark.

Documents for Students of Liliana Test
NEW MAIL

This page lists documents you've created, or that were created by someone else for Students for whom you are the Case Manager, within the past year (including draft documents that have not expired), or a subset of those documents if the search page was used or if coming from the Progress Report Wizard. This page appears immediately after running the Progress Report Wizard, and can always be accessed by using the "My Docs" button in the menu above. To print a document, click on the "Document Type" entry in the list, then use the printer icon that appears in the toolbar that appears directly above the document itself.

CHECK ALL **CHECK NONE**

Date Created	Created By	Student	Batch	Document	Year / Report Pd	Status
09/13/2019	Liliana Test	Lilly Test	<input checked="" type="checkbox"/>	Accommodation Review	PDF	Final
09/13/2019	Liliana Test	Lilly Test	<input checked="" type="checkbox"/>	Accommodation Review	PDF	Final

(2 Documents)

VIEW DOCUMENT BATCH

7. Click the printer icon or right click and click 'Print'.

i of 6

Print

ECATS

<p>Student Name: Lilly Test PowerSchool ID: TESTID12345678 Case Manager: Liliana Test</p> <p>Choose one of the following plans (according to order of accommodation documentation):</p> <p>Start Date: 07/09/2019 End Date: 07/01/2020</p> <p>Test: <input type="checkbox"/> BOG <input type="checkbox"/> BOG <input type="checkbox"/> REAJ <input type="checkbox"/> BOG <input type="checkbox"/> NOE <input type="checkbox"/> COCAA <input type="checkbox"/> CTE <input type="checkbox"/> ACCESS for ELLs <input type="checkbox"/> NCNEXTEND</p> <p>Subject/Subject: ACCESS for ELLs - Speaking</p>	<p><input type="checkbox"/> Regular Accommodation <input type="checkbox"/> Other Accommodation</p> <p>Complete one form per test. Before testing, complete the top of the form and Column 1. During/after testing, complete Column 2. Completed forms should be kept in the student's Individualized Education Program (IEP) folder and/or Section 504 English Learner (EL) Transitory Impairment Documentation to be accessible for future reference.</p> <p>NOTE: While the list below includes all state-approved accommodations, some do not apply to students identified solely as ELs. Testing accommodations should be consistent with the accommodations used routinely during classroom instruction and on similar classroom assessments.</p> <table border="1" style="width: 100%;"> <tr><td>School:</td><td>Import Holding School</td></tr> <tr><td>Grade:</td><td>South Grade</td></tr> <tr><td>Test Date:</td><td></td></tr> <tr><td>Test Administrator:</td><td></td></tr> </table>	School:	Import Holding School	Grade:	South Grade	Test Date:		Test Administrator:	
School:	Import Holding School								
Grade:	South Grade								
Test Date:									
Test Administrator:									

Column 1: To Be Completed Before Testing

Check the required accommodations documented on the student's IEP/Section 504 Plan/EL Plan/Transitory Impairment Documentation.

Example:
Test Read Aloud (in English)
Specify: Computer reads test aloud

☐ Assistive Technology Devices (Specify)

☐ Interpreter/Translator/Sign/Cues Test

☐ Large Print Edition (not for online assessments)

☐ Magnification Devices

☐ Multiple Testing Sessions - More Frequent Breaks (Every ___ Min.)

☐ Multiple Testing Sessions - Other

☐ Multiple Testing Sessions - Over Multiple Days (Number of Days ___)

☐ Scheduled Extended Time - Approximately ___ minutes

☐ Scheduled Extended Time - Other

☐ Student Reads Test Aloud to Self

☐ Test Read Aloud (in English) (Require specifics)

☐ Testing in a Separate Room - One-on-One

☐ Testing in a Separate Room - Small Group

Printed name of person completing this portion of form:

Column 2: To Be Completed during/after Testing

Describe the specific details of how this accommodation was provided to the student.

Did the student use the accommodation?
If yes, how did he/she use it?

Example:
Yes
Computer read test aloud while student wore headphones.

Printed name of person completing this portion of form:

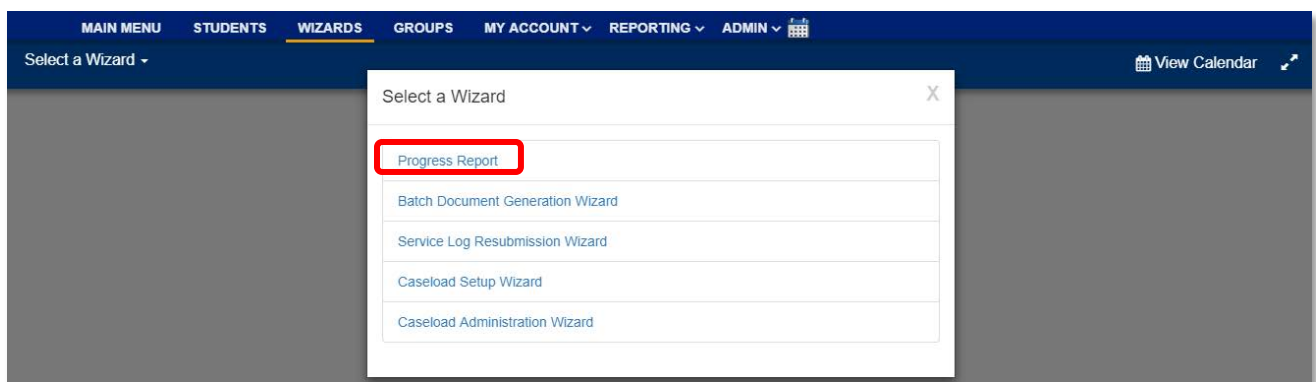
PROGRESS REPORT WIZARD



The “Wizards” tab on the Main Menu allows you to create progress reports. As an IEP Team member, you will be able to update the status of goals and/or objectives. To generate progress reports for a student, you must be their Case Manager and they must have a finalized currently valid IEP in the system.

Using the Progress Report Wizard

- 1) The School Year field defaults automatically to the current school year.
- 2) Select the appropriate reporting period from the drop-down menu.
- 3) Select the student(s) for whom you would like to update status and/or generate Progress Reports for by checking the box next to their name.
- 4) Click the ‘Continue’ button.



After clicking the ‘Continue’ button, you will be asked to enter the Status for each Annual Goal. Once this is complete, you can click on one of five buttons:

- 1) ‘Skip this Student’ – Click this if you do not want to create a Progress Report.
- 2) ‘Create Final Progress Report and Move to Next Student’.
- 3) ‘Create Draft Report and Move to Next Student’.
- 4) ‘Just Update the Database’ – This will save the information without creating a Progress Report. You will return to the Wizards main screen.
- 5) ‘Update and Move to Next Student’ – This will save the information without creating a Progress Report. You will go to the next student’s screen.

Progress Report [\(Select Students\)](#)

This wizard will guide you through generating Progress Reports for your Students.
Please be sure to select the correct Reporting Period.

School Year: 2017-2018 Reporting Period: ▼

Select the Students for whom you would like to update status and/or generate Progress Reports.
Students that do not have a currently valid final IEP / ISP will not show in this list.
Students who transferred into this school system with events but without detailed historical information may show as having a current IEP / ISP, but will also not appear below and will need a new IEP / ISP before a Progress Report can be created.

[CHECK ALL](#) [CHECK NONE](#)

☒ Abhishek P Potdar NC ☒ Dana QA Test
☒ Lillian Test Student ☒ Jordan Test
☒ Abhishek Test NC ☒ Krishna Test
☒ Alex Marcin Test AMT ☒ Student Test
☒ Brittany Test


(9 Available Students)

Progress Report [Dana QA Test \(2017-2018 - Reporting Period 1\) \(Student 6 of 9\)](#)


[SKIP THIS STUDENT](#)

Annual Goal: Annual Goal #1 for Audiology

Status: Progressing at a rate appropriate to meet annual goal ▼

Status Narrative: test 

Progress Monitoring:

Objective	Status	Status Narrative
Objective #1 for Goal #1	Met goal ▼	test 

[JUST UPDATE THE DATABASE](#)

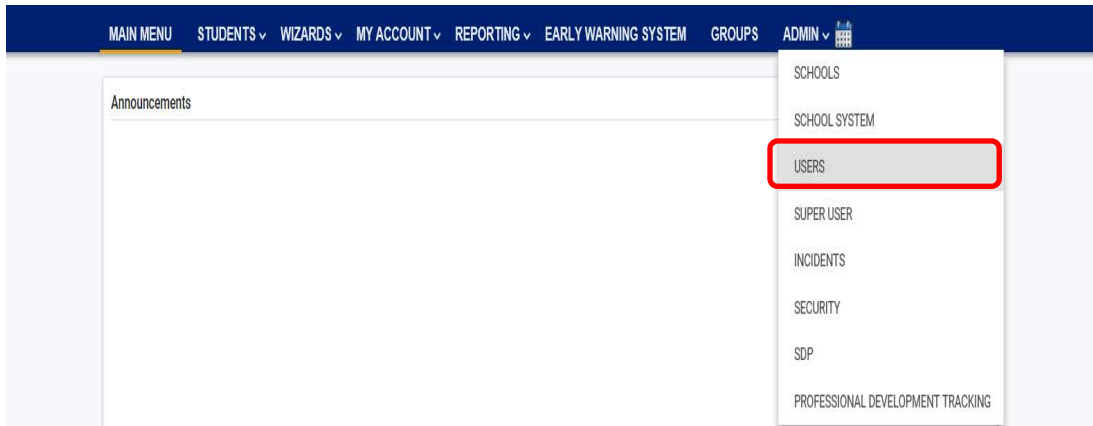
[UPDATE AND MOVE TO NEXT STUDENT](#)

[CREATE DRAFT PROGRESS REPORT AND MOVE TO NEXT STUDENT](#)

USER MANAGEMENT

As an administrator in ECATS, you may be responsible for setting a user's usertype and other areas of user management.

To access a user's record, hover over "Admin" and click "Users".



On this page, search for a user. On the search results page, you can view the caseload compliance (hover over the compliance symbol), school access, and the number of students she is case manager for, the total number of students on her caseload, title, and ECATS user type. To review or edit other user permissions, click on the user's name.

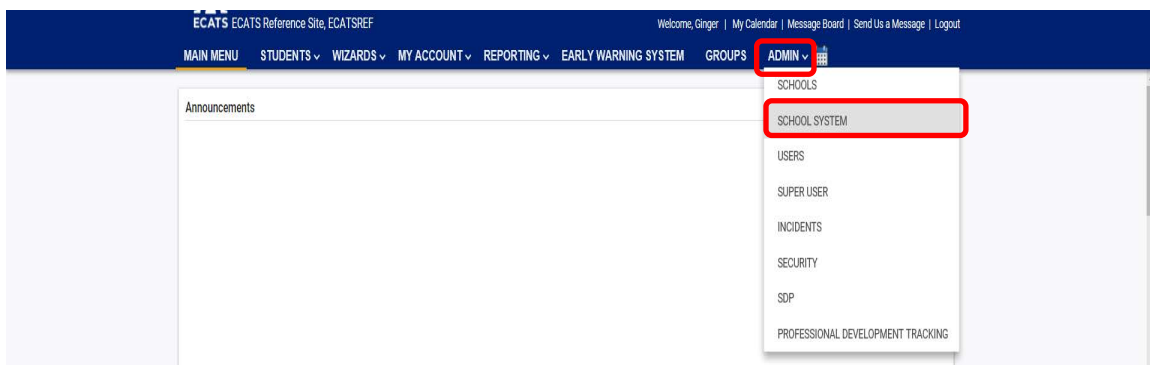
On the user page, you can make some changes to user access, update certifications, and change the usertype. If you are unable to change the usertype, then you may not have sufficient permissions and will need to contact an administrator with greater access. You can also add service certifications for special education and related services. Click "Update the Database" to save your changes. Special note – if you change your own user type to one with less permissions, you will not be able to change yourself back.

If you are assisting a user and would like to see ECATS with her view and permissions, you can use the impersonate feature. To access this feature, search for a user and then click on the silhouette in the IM column. This will automatically redirect you to the Main Menu page with the selected users view. Now you can view her caseload, and access ECATS with her permissions. To remove the impersonation feature, scroll to the bottom of the screen and hover over the blue bar. You will see the user's name you are impersonating, click the name and then you will return to your own view.

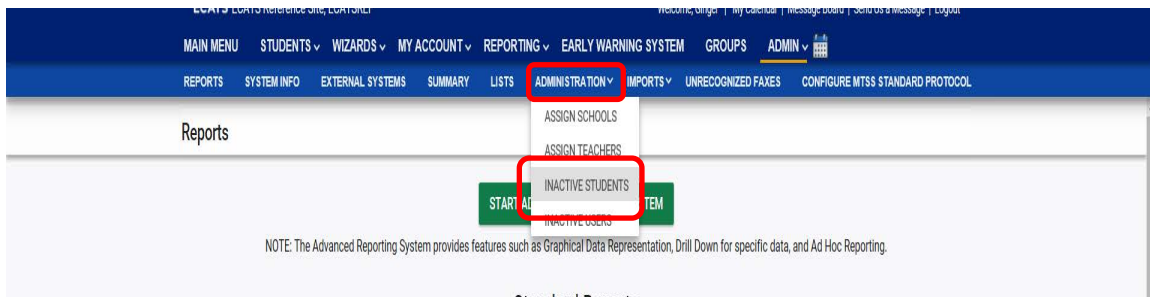
INACTIVE STUDENTS

To search for an inactive student in ECATS:

- 1) Hover over "Admin" and click "School System".



2) On this page, click “Administration” and then click “Inactive Students”.



3) Enter your search criteria and then click “View Inactive Students”.

Criteria for Selecting Inactive Students to View

Last School Attended: All Schools *
 Student Last Name: Test * Exact Match
 Student First Name: * Exact Match
 Student Middle Name: * Exact Match
 Date of Birth: *
 Student ID: * Exact Match
 Students Exited After: *
 Students Exited Before: *
 Exit Reason: -Any-
 Sort List By: Student's Last Name *

VIEW INACTIVE STUDENTS *

4) Click the student’s name to enter the record. You will see additional tabs which allow you to view the student’s information.

Manage Inactive Students

Student ID	Name	Date of Birth	School	Date Exited	Reason for Exiting
100028	Derek Test	08/13/2008	TS-1	10/04/2018	W1 Transfer Withdrawal
100078	Sabrina Test	08/19/2005	TS-1	09/18/2018	W2 Early Leaver Withdrawal

INACTIVE STUDENTS EXIT INFO DOCUMENTS STUDENT INFORMATION ▾ EC PROCESS ▾

Exiting Student Information

Sabrina Test - 100078 | 08/19/2005
Training School | TS

Date Exited: 09/18/2018
Reason for Exiting: W2 Early Leaver Withdrawal
Modified Exit Reason:

UPDATE THE DATABASE

Re-Activation Date: 07/08/2019

RE-ACTIVATE THIS STUDENT IN THE DATABASE

PERMANENTLY DELETE THIS STUDENT

- 5) To modify an exit reason for a student, click on the dropdown and select the appropriate reason. Note: This is only editable if the student was EC at the time of exiting the district. Only authorized users can modify the exit reason for a student.

LOGGING OUT OF ECATS

From the Main Menu:



To log out of ECATS:

- 1) Click the “Log Out” tab at the right of the menu bar.
 - 2) After logging out, close the browser:
- Log out from any part of the system.
 - Users do not have to go back to the Main Menu.
 - Users must log out of ECATS and close browser if users:
 - Step away from the computer.
 - Finish using the system.
 - Leave for the day.

Always Log Out and Exit the Browser

If users do not Log Out and close the browser, anyone can access information in ECATS or record information under user’s log-in name.