



# Monday Message

## September 23, 2019

---

### **CECAS PDF Migration Delayed**

This message is to inform you that there is a delay in adding the PDF documents from CECAS into ECATS due to the complexity of the files. With an abundance of caution, PCG needs more time to attach the PDFs to each student record, than was originally communicated this week by DPI. Both the EC Division and PCG know that this delay is frustrating for ECATS users and are working diligently to be able to provide these documents as soon as possible, but no later than October 6.

Educators can locate student historical information by selecting the Student History tab while working with a student, or by clicking on the compliance symbol if you are looking at a student list.

The CECAS PDF migration, once complete, will not populate data in ECATS. Instead, it will give previous CECAS users the ability to access and view previous forms.

### **Help Desk (ZenDesk) Changes**

As of today, Sept. 23, Help Desk (ZenDesk) tickets submitted to the system regarding policy, procedure, or other non-technical questions will be routed to the appropriate Department of Public Instruction (DPI) staff member for response. Technical questions will continue to be handled by the vendor's Tier I support team.

### **Preschool Coordination/User Types and Preschool Settings**

1. Please see the memo that was issued on Friday, 9/20/19, via GovDelivery for updates to user types and the projected release of RECP codes.
2. The Transition Delay Reasons on the Part C Referral: C to B Transition tab within the Data Collection screen now read as follows:
  - a. Parents Refused Consent
  - b. Transferred during Transition
  - c. Late Referral
  - d. Family Circumstance
  - e. Child Circumstance
  - f. Part B Circumstance
  - g. Part C Circumstance
  - h. Not Part C Referral

### **Transition "SCS"**

Several users have logged tickets requesting an explanation for the term "SCS" in transition reminders on the user interface. This was an abbreviation to indicate a particular LEA for demonstration purposes. This has been removed to avoid confusion.

### **Tips for Starting an IEP**

A step-by-step Tips for Starting an IEP guide has been added to the ECATS website. To access this useful resource, visit <https://ec.ncpublicschools.gov/ecats>, click on Special Education, and then click on Training and it is the third document on this page. You can also access it directly at <https://ec.ncpublicschools.gov/ecats/special-education/Tips.MeetingtoPLAAFPs.pdf>.

### **Assessment Summary**

The Assessment Summary is designed to be the library of all assessment data. It will include formal assessments (those for which consent was obtained – most often collected during an initial or reevaluation process) as well as informal assessments (progress monitoring data collected during the delivery of specially designed instruction). The Assessment Summary appears throughout the EC Process in order for the user to update and select from at any time during EC processes.

The assessments are named according to the policy definitions for required screening and evaluations. For example, users that need to obtain consent for a Functional Behavior Assessment will select “Behavior/Emotional Evaluation”. Users are encouraged to review **NC 1500-2.11 Evaluation** for all associated definitions.

### **EC Process Modules**

As a reminder, the EC Process Modules, with scripts, were first released during the Summer of 2018 and re-released this summer through GovDelivery. The scripts provide additional information that could potentially be a first step when determining whether or not a process-related question needs to be submitted through ZenDesk. If you need another copy of the editable script-version of these materials, please contact your regional consultant or assigned monitoring consultant.

*For previous issues of the ECATS Monday Message, please visit [https://ec.ncpublicschools.gov/ecats/monday\\_messages](https://ec.ncpublicschools.gov/ecats/monday_messages).*