

10.2.17 Questions from CASE Session

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| | General ECATS Questions | |
| 1. | How is the complete package being shared with Superintendents, CTE, Elementary Ed, etc.? | As part of our communication plan, DPI and PCG will work to share this information with all district level groups. Once the Communication Plan has been finalized, the information will be posted to websites, listservs and wikis within the agency. |
| 2. | Will ECATS be on HomeBase? | Yes, it will be an icon, and will use unique id already established, to get staff in the system. |
| 3. | What is the plan to share this information to those not at this conference? | The ppt from Monday, and the FAQ will be posted on our website, go out through ECATS listserv, and included in the Directors' and MTSS Wikis by the middle of next week. |
| | Training | |
| 4. | What will the Train the Trainer model for ECATS look like? When will this training begin and where will they be held? What will the process look like? | The Training Plan is being developed and will be communicated to all stakeholders once finalized via various webinars, websites and listservs. Training will occur at the system level; LEAs will be responsible for training at the teacher level. Best practices, guidance and recommendations will be provided to LEAs to help make decisions on personnel who will attend these trainings and ensure a productive training approach. |
| | Data | |
| 5. | Who and what will be pulled over from CECAS? How many years of historical IEP documents will be loaded to ECATS? | Three years' worth of data, plus the current year, will be brought over. The data points will include, but are not limited to, student demographic data, referral and eligibility dates, primary disability data, accommodations, and services. Federal report data will also be imported, the specifics of which depend on the particular report in question. All other historical data from CECAS will be archived by NCDPI. |

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| 12. | Will LEAs be able to do universal screening and progress monitoring in the MTSS module or will they have to use another product and then convert to the MTSS module? | ECATS will bring in Universal Screenings, Benchmarks and Progress Monitoring data from other systems. LEAs will have the ability to manually input other assessment data in ECATS. |
| 13. | Are the norms/expectations going to be set by State norms or by State grade level expectations? How many data points? Are the data points within the platforms going to be set beforehand? (aka: EOG, fluency for mClass, etc.), or will LEAs be setting those? | DPI will be setting state norms that will correspond with each grade level, at distinct times of the year. The number of data points have not been finalized at this time. They will be set before use. |
| | ECATS Access | |
| 15. | Who will have access to ECATS? Are there different “rights” for different groups of users/people? | ECATS is a user role based system where rights are determined for each group of users dependent upon the groups’ needs. User roles will be established for the system as well as school level access, using similar roles and responsibilities that currently exist in both CECAS and EasyIEP; the MTSS roles and responsibilities are being developed now; Medicaid will remain fairly consistent with current roles. |
| 17. | Can contracted OT and SLP service providers use Easy-Track if we give them a login? | Yes. PCG and DPI are working through the appropriate mechanisms to ensure access is granted to all appropriate parties, including contracted employees. |
| | MTSS | |
| 18. | Will the MTSS Module include intervention documentation pieces? Paperwork/forms? | Yes, both group and individual student documentation will be available. |
| | 504 | |
| 20. | Is there discussion about also offering a 504 module in the future? Will there be support for Section 504 in the platform or will that be an extra fee? | There is currently not discussion at NC DPI on including Section 504 in ECATS. Districts who wish to purchase PCG’s Section 504 module can pursue that directly with PCG. |
| | Shut Down: CECAS & EasyIEP | |

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| 22. | What will the “dark period” look like for CECAS, EasyIEP and Goalview on a rolling time frame? When will we have the exact dates for the dark period? | There will be a set amount of time for the “dark period”, to be determined; notification of specific dates will be provided at a later date, but well in advance of this occurrence. |
| 25. | During the “dark period” when CECAS is turned off, what happens with schools still holding meetings? | All IEP meetings, including the development of an IEP, will be documented on paper. This data will then need to be entered in the system once it is active. To the extent possible, LEAs are encouraged to anticipate this period and hold meetings proactively ahead of it. |
| 26. | Can the “dark period” dates be given ASAP, to allow for planning? | Yes, we will determine the period as soon as possible, but LEAs need to begin planning now for this transition period. EX: if you are a district that only does IEPs in the spring, now is a time to think about staggered IEPs or plan accordingly to complete all needed IEPs by the “dark period”. |
| | IEPs | |
| 27. | What changes were made to the new forms following the feedback from the March Institute? | <p>All feedback was reviewed and considered from the March Institute; changes were made in response to concerns. This was presented to Directors and Coordinators at the May 2016 Regional Meetings. A memo was also created to summarize the March Institute feedback. It can be found on the EC Division website under NCDPI Communication for 2016-2017.</p> <p>Lastly, LEAs should expect additional changes to the “look” of the IEP forms as a result of the development process with PCG to improve user interface and printing of documents.</p> |
| 28. | When is IEP module training for LEAs? Does this correlate with the new forms training? | The IEP module trainings (EC process) are still being revised in order to incorporate changes to the IEP forms so that examples can be provided of how to document process. New forms training is likely to be separate from process training in order to be complimentary to the user interface (data entry) training required as part of ECATS. The |

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| | | Training Plan on ECATS Technology will be delivered as a Train the Trainer model will be communicated to all stakeholders once finalized via various webinars, websites and listservs. |
| 29. | When should districts expect to have access to forms/training (for IEPs)? | Electronic EC Process training is tentatively planned for release through CANVAS in Spring of 2018. New Forms training + user interface training (data entry in ECATS) will be released within the timeline for launching ECATS special education module statewide. The Training Plan on ECATS Technology will be delivered as a Train the Trainer model will be communicated to all stakeholders once finalized via various webinars, websites and listservs. |
| 30. | If rolled out in three phases, does this mean different forms will be used throughout the state (old forms/new state forms) for the upcoming year? | There will not be a three-phase in rollout for the Special Education and Medicaid modules; only MTSS will phase in implementation over three phases. New EC forms will be used beginning in July 2018. |
| | OCS | |
| 31 | Will OCS student work hours be tracked in ECATS? | This is not in the scope of work for initial implementation. We will work toward including this as we address enhancements to the system. |
| | NON-ECATS Questions | |
| 32. | What is the obligation of school systems to assess private school students when the parents have no intention of enrolling in public school and/or are not seeing an offer of FAPE? What if private schools are only seeking information in order to create their own accommodation plan? | IDEA requires us to complete either an initial or a reevaluation for a private school student if requested by the parent. We can't refuse based on what we perceive as the intent. |
| 33. | What is the process for billing Medicaid for psychological assessments when a child is found to be eligible for services? | Psychological assessments are only reimbursable when an IEP with a psychological service/counseling service is developed, and the student receives subsequent Psychological services/counseling services. Please see the DMA Medicaid Clinical Coverage Policy 10 C for more details (last updated October 2015). We are looking at this under the context of Free Care-being able to bill whether or not the student is identified as EC. |

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| 34. | Are there guidelines for service implementation for VI services (i.e. determining appropriate service delivery time, materials, etc.) ? | VI consultants, Amy Campbell and Crystal Patrick, are assembling a stakeholder group to work on a guidance document of this nature as one does not currently exist for NC. In the meantime, Amy and Crystal can provide you technical assistance support by answering any questions about things the IEP Team may want or need to consider regarding service implementation for students with visual impairments using appropriate tools specific to the VI field. |
| 35. | When does an LEA look at referring to Governor Morehead vs. bearing costs of providing service within the district? (Looking for guiding questions for IEP teams) | <p>Considerations for Placement at an ESDB School is a document that can be found on the EC Division website under the Disability Resources tab, then the Deaf/Hard of Hearing tab. It is a comprehensive document designed to guide IEP Teams through the process when considering placement at one of the schools for the deaf or the school for the blind.</p> <p>https://ec.ncpublicschools.gov/disability-resources/deaf-hard-of-hearing/ConsiderationsforESDBPlacementSeptember2016.pdf</p> |
| 36. | What is the future of PRC 29? Will it be replaced? Will funding be rolled over to another budget source? | PRC 29 funding will continue as status; there will be no changes for 2017-18 allocations. The EC Division will begin a conversation with DAC on the use of the funds in October, and include a larger stakeholder group of EC Directors after this, to come up with recommendations to propose to all Directors at March Institute. While there has been some change with individual student behaviors through the use of these funds, there is still a need to do something different for a greater impact, there has not been a significant change statewide. We have not decreased suspensions and we have not decreased significant disproportionality; we have to do something different. |