



## NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

Catherine Truitt, *Superintendent of Public Instruction*

[www.dpi.nc.gov](http://www.dpi.nc.gov)

Date

Name, Administrator

PSU Name

PSU Address

City, North Carolina Zip

email

VIA EMAIL

**Re: Report –IDEA On-Site Program Compliance Review**

Dear Name:

An on-site program compliance review (PCR) was conducted on Date, by an NCDPI Office of Exceptional Children (OEC) team. Attached is the report documenting the results of the State's review. The individual cases of noncompliance identified during the on-site visit must be corrected as soon as possible and in accordance with all timelines specified within the report. However, in no case should any noncompliance remain uncorrected for more than one year from the date the NCDPI provided written notification to the PSU of the noncompliance.

The *Office of Special Education and Rehabilitative Services State General Supervision Responsibilities Under Parts B and C of the IDEA, 23-01* explains in order to demonstrate that noncompliance has been corrected, the State must verify that the LEA: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100 percent compliance with the relevant IDEA requirements) based on a review of updated data and information, and (2) if applicable, has corrected each individual case of child-specific noncompliance, unless the child is no longer within the jurisdiction of the LEA.

Thank you for your continued efforts on behalf of students with disabilities and their families. If you have any questions, please contact Monitor Name, Program Monitoring Consultant for Policy, Monitoring, and Audit at phone or email.

Sincerely,

Leigh Mobley, Section Chief  
Policy, Monitoring, and Audit  
Office of Exceptional Children

Monitor name, Program Monitoring Consultant  
Policy, Monitoring, and Audit  
Office of Exceptional Children

LM/UC/lc

Enclosure

c: Name, EC Coordinator, School Abbreviation, email  
Ashley Baquero, Director, Office of Charter School  
Name, Regional Coordinator, OEC

### OFFICE OF EXCEPTIONAL CHILDREN

Dr. Carol Ann M. Hudgens, Senior Director | [CarolAnn.Hudgens@dpi.nc.gov](mailto:CarolAnn.Hudgens@dpi.nc.gov)  
6356 Mail Service Center, Raleigh, North Carolina 27699-6356 | (984) 236-2550  
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Office of Exceptional Children  
IDEA On-Site  
Program Compliance Review  
2023-2024

PSU Name

PSU #

Dates of Review:

Consultant: NAME, Program Compliance Monitor

Date of Report:

All Corrections Due By:

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### **Purpose of the Visit**

An on-site program review was conducted on \_\_\_\_\_, by an NCDPI Office of Exceptional Children (OEC) team. The Program Compliance Review is a comprehensive monitoring activity used to ensure that students with disabilities are provided a free appropriate public education. Attached is the report documenting the results of the State's review. The individual cases of noncompliance identified during the on-site visit must be corrected as soon as possible and in accordance with all timelines specified within the report. However, in no case should any noncompliance remain uncorrected for more than one year from the date the NCDPI provided written notification to the PSU of the noncompliance.

### **General Supervision Authority**

The Individuals with Disabilities Education Improvement Act (IDEA), (20 USC 1400 (c)(1)), provides federal funds to assist states in educating children with disabilities and requires each participating State to ensure that school districts and other publicly funded educational agencies in the State comply with the requirements of IDEA and its implementing regulations. Further, Section 616 of IDEA states that the primary focus of federal and State monitoring activities shall be on improving education results and functional outcomes for all children with disabilities and ensuring that states meet the program requirements with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities. Article 9 of Chapter 115C of the North Carolina General Statutes requires local school districts to provide appropriate special education and related services and requires the NC DPI to establish, monitor, and enforce regulations governing special education programs in the North Carolina public schools and all institutions wholly or partly supported by the State. The OEC of the NC DPI supervises and conducts the general supervision process in furtherance of the State's obligations under IDEA and Article 9.

### **IDEA On-Site Program Compliance Review Team**

The IDEA Programming On-Site Review Team is composed of consultants from the NC DPI Office of Exceptional Children (OEC) and is led by the assigned program monitoring consultant. The following team members participated in the onsite visit.

<b>Name</b>	<b>Position</b>
	NC DPI: OEC Program Monitoring Consultant
	NC DPI: OEC Regional Coordinator

### **Methodology: Program Compliance Review**

Both qualitative and quantitative data collected through the sources listed below were reviewed and are analyzed in this report. Sources include:

- Student Record Review
- Student Service Verification
- Related Service Provider Logs

The number of student records selected is based on the sampling chart below. These student records become the “*Student Monitoring Sample*” utilized for each of the core components for this monitoring activity.

A description and rating scale for the core elements is found within each section of the report. The data collection period for the core elements of related services verification and student outcomes is the completed grading period just prior to the monitoring visit.

<b>Student Monitoring Sample</b>		
<b>Active Child Count</b>	<b>Number of Records</b>	<b>*Number of Schools</b>
Up to 100	5	3
101-250	7	3
251-500	10	3
501-1000	15	3
1001-2000	20	6
2001-3500	25	6
3501-5000	30	6
5001-6500	35	6
6501-8000	40	9
8001-10,000	45	9
>10,000	50	9

\*Number of Schools: *The number of records was equitably distributed between elementary, middle, and high school grade levels. For charter schools or state operated programs, the number of records in the Student Monitoring Sample was distributed equitably across grade spans to the extent appropriate for the LEA.*

A summary of each core component is provided. The report concludes with notification of commendations; recommendations; procedural violations (if any); compliance standing; corrective action and associated timelines and resources to support the LEA in ensuring meaningful outcomes for students with disabilities.

<b>Student Monitoring Sample and Profile</b>
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The student monitoring sample was collected from the following schools:

Elementary School(s):

Middle School(s):

High School(s):

The Student Profile was developed by reviewing the attendance, discipline, grades, and achievement levels from state-mandated assessments for the Student Monitoring Sample. The rubrics below indicate the criteria for the rating of each area. The data selection period correlates with the last grading period prior to the on-site monitoring visit for attendance, discipline, and grades. The achievement levels are reported from the last state assessment in which the student participated. PowerSchool was utilized as the authoritative source for these data.

SPP/APR Alignment		Indicator 3: Statewide Assessment		Indicator 4: Suspension/Expulsion	
<b>Attendance</b>		<b>Discipline: OSS Days</b>		<b>Grades</b>	
Good	0-3 absences	Good	0-2 days	Good	All grades: C or above
Fair	4-10 absences	Fair	3-5 days	Fair	1-2 grades: D

Poor	10+ absences	Poor	5+ days	Poor	1+ grades: F
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<b>State Tests Reported</b>
<b>EOG: Reading</b>
<b>EOG: Math</b>
<b>EOC: English II</b>
<b>EOC: Math 1</b>
<b>EOC: Math 3</b>
<b>NCEXTENDI: Reading</b>
<b>NCEXTENDI: Math</b>
<b>NCEXTENDI: English II</b>
<b>NCEXTENDI: Math 1</b>
<b>NCEXTENDI: Grade 11</b>

<b>Achievement Levels (AL) For EOG/EOC</b>	
<b>Level 5</b>	Comprehensive Understanding
<b>Level 4</b>	Thorough Understanding
<b>Level 3</b>	Sufficient Understanding
<b>Not Proficient (NP)</b>	Inconsistent Understanding
<b>Achievement Levels (AL) For NCEXTEND1</b>	
<b>Level 4</b>	Thorough Understanding
<b>Level 3</b>	Sufficient Understanding
<b>Not Proficient (NP)</b>	Inconsistent Understanding

Note: These data are meant to be a snapshot of the student profile for a particular point in time.

Student ID	Grade	Disability	Attendance	Discipline	Grades	State Test	AL

**Recommendations:**

- Use bulleted list for recommendations for this section

**Student Record Review**

The Student Record Review was completed by reviewing each student’s EC file. The *Special Education Student Record Review Protocol* measures paperwork compliance in Prior Written Notice, Initial Evaluation/Reevaluation, Eligibility, and IEP Development and Implementation.

<b>Criteria for Corrective Actions:</b>		
Criteria for Individual Student Corrective Actions:	Less than	100%
Criteria for LEA Level Actions:	Less than	80%

**(Insert Table)**

**Commendations:**

- Use bulleted list for commendations for this section.

**Recommendations:**

- Use bulleted list for recommendations for this section.



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**Commendations:**

- Use bulleted list for commendations for this section

**Recommendations:**

- Use bulleted list for recommendations for this section

**Corrective Action Required: Yes or No**

<b>Procedural Violations</b>
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As with all cases where noncompliance is identified, corrective action must be assigned by NCDPI and as required by IDEA, must be corrected within one year of notification. The procedural violations meeting this threshold are listed below, with the corresponding required corrective action.

**Prior Written Notice**

NC 1504-1.4 Prior Notice by the LEA; Content of Notice

**Initial Evaluation/Reevaluation**

NC 1503-2.4 Reevaluations

NC 1503-2.5 Evaluation Procedures

NC 1503-2.6 Additional Requirements for Evaluations and Reevaluations

**Eligibility**

NC 1500-2.4 Child with a Disability

NC 1503-2.5 Evaluation Procedures

NC 1503-3.5 Specific Documentation of the Eligibility Determination

**IEP Development and Implementation**

NC 1503-4.1 Definition of individualized education program

NC 1503-5.1 Development, Review, and Revision of IEP

NC 1501-3.1 Least Restrictive Environment

NC 1501-3.3 Placement Decisions

NC 1501-12.4 Participation in Assessments

**Specially Designed Instruction and Related Services**

NC 1500-2.13 Free Appropriate Public Education (FAPE)

NC 1500-2.27 Related Services

<b>Corrective Action</b>
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**Compliance Status**

Upon the review of data collected in the report, the PSU is found **noncompliant** in meeting the requirements of IDEA and its implementing regulations.

**Corrective Action Timelines**



Area	Required Action	Evidence of Correction	Due Date
Student Record Review			
Student Service Verification			
Related Service Verification			

**On or before** \_\_\_\_\_, PSU and OEC will collaborate to ensure all policies, practices, and procedures are in alignment with the IDEA, State Statute, NC State Board of Education Policy, and Policies Governing Services for Student with Disabilities.

All Corrective Action and verification review activities must be completed by the timelines specified within this report. Successful completion of all Corrective Action within a year of notification results in compliant reporting for the PSU Determinations.

Evidence of Correction must be submitted upon completion to:

\_\_\_\_\_, Program Monitoring Consultant  
 NC Department of Public Instruction  
 Office of Exceptional Children

<b>Resources</b>
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1. EC Processes and ECATS Training Courses

- EC Process and ECATS Course 1: Invitation to the IEP Team Meeting
- EC Process and ECATS Course 2: Initial Referral and Consent for Evaluation
- EC Process and ECATS Course 3: Determining Eligibility and Consent for Services
- EC Process and ECATS Course 4a: Present Levels of Academic Achievement and Functional Performance (PLAAFP) and Consideration of Special Factors
- Module 4aCPW: Communication Plan Worksheet
- EC Process and ECATS Course 4b: Post-secondary Transition
- EC Process and ECATS Course 4c: Annual Goals, Short-Term Objectives, and Benchmarks
- EC Process and ECATS Course 4d: Least Restrictive Environment (LRE) and Extended School Year (ESY)
- EC Process and ECATS Course 5: Reevaluation
- EC Process and ECATS Course 6: Prior Written Notice (PWN)
- EC Process and ECATS Course 7: Disciplinary Change in Placement and Manifestation Determination
- EC Process and ECATS Course 8: Monitoring Progress on Annual goals, Short-Term Objectives, and Benchmarks
- EC Process Eligibility: Autism
- EC Process Eligibility: Specific Learning Disability-Region

[EC Processes and ECATS Courses: A User Guide for Local EC Leadership – CANVAS Courses](#)

2. [ECATS Resources Webpage](#)

- Training Videos
- Manuals, Tip Sheets and Documentation
- Monday Messages
- Additional Resources

3. [Directory of NCDPI Regional Consultants](#)

