



Exceptional Children Division
Psychiatric Residential Treatment Facilities
Exceptional Children Program Approval

The following components are essential for approval of a Psychiatric Residential Treatment Facilities (PRTF) EC Program. These items must be in place before the review team conducts an on-site visit.

1. **Non-Public School Recognition-** Each PRTF must be registered with and recognized as a non-public school by the Division of Non-Public Education before Exceptional Children Program approval may be initiated.
<http://www.ncdnpe.org/hhh104.aspx>
2. **Licensed by DHHS-** Each PRFT must be licensed by the Department of Health and Human Services.
3. **Basic Educational Program-** The basic educational program shall include course requirements and descriptions similar in format to materials previously contained in the stand course of study and it shall provide:
 - a. A core curriculum for all students that takes into account the special needs of children;
 - b. A set of competencies, by grade level, for each curriculum area;
 - c. A list of textbooks/ materials for use in providing the curriculum;
 - d. Standards for student performance and promotion based on the mastery of competencies, including standards for graduation, that take into account children with disabilities and, in particular, include appropriate modifications;
 - e. A program of remedial education;
 - f. Required support programs;
 - g. A definition of instructional day;
 - h. Class size recommendations and requirements;
 - i. Prescribed staffing allotment ratios; and
 - j. Facilities guidelines that reflect educational program appropriateness.
[Public School Laws of North Carolina Annotated § 115C-81(b)]
4. **Instructional Time-** Adequate time for instruction is provided during the regular school day and throughout the school year. The annual school calendar provides for a minimum of 185 days and 1,025 hours of instruction covering at least nine calendar months.
5. **Instructional Environment-** The instructional environment is conducive to effective teacher-student interaction and the achievement of positive learning results.
 - a. Sufficient space, furniture, and instructional equipment are provided in each instructional setting to permit positive learning results.
 - b. Buildings are accessible and safe for students with disabilities.
 - c. An adequate supply of appropriate instructional materials, textbooks, and supplementary resources is readily available.

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6. **Individualized Education Program (IEP)** - Each student enrolled with a disability under IDEA has a current IEP before special education and related services are initiated and all required components of the IEP are completed.
 7. **Evaluation of Learning**- A regular, standardized procedure for evaluation of student learning is in use. Progress toward IEP goals is monitored, includes data collection and communicated regularly to parents.
 8. **Personnel Qualifications**- Special education teachers and related services personnel are qualified to carry out assigned responsibilities.
 - a. Teachers hold a license to teach in the State as a special education teacher.
 - b. Related services are provided by personnel licensed or certified by the appropriate state agency or board.
 - c. Access to professional development to improve competencies and skills, encourage professional growth, and address student needs is routinely available.
 9. **Physical Facilities**- A safe and healthy physical environments that meets the fire, safety, and sanitation standards established by state and local authorities. Buildings and equipment used by students are accessible.

STATEMENT OF ASSURANCE

I affirm that the _____ meets the pre-requisites listed above except those in which a variance is noted and a written explanation is provided.

Signature: _____ Title: _____

Date: _____

Return one copy of this form along with the written explanations (if applicable).

Mail to: **Monitoring Liaison: PRTF**
Department of Public Instruction
Exceptional Children Division
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Raleigh, NC 27699-6356