

**Elizabeth City/Pasquotank Schools
IDEA - Part B (611) Grant**

**COMPLETE DRAFT -- This Plan Is In Process and Has Not Yet Been Approved by the
NC Department of Public Instruction Exceptional Children Division.**

Project Narrative

X The LEA has adopted and follows the Policies Governing Services for Children with Disabilities

A. GENERAL DESCRIPTION OF LEA, FACILITIES AND SERVICES

of schools

ECPPS has 13 schools- 11 traditional (7 elementary, 2 middle & 2 high), 1 alternative (secondary) and 1 early college high school

Socio-economic data (data current within last 2 years)

ECPPS is a rural, economically deprived, low wealth school district with a high homeless rate.

April 2018 McKinney Vento - 113 homeless students

Total Free/Reduced lunch = Approximately 3,241 (May 2018) ECPPS has 5 schools that are participating in the Community Eligibility Provisions (CEP) meal service option; breakfast and lunch at no cost for enrolled students at participating schools

Total district students = 5,778 (Pk -12 enrollment, May 2018)

of EC Students on December 1, 2017 child count (available in Part I of the grant)

855

Building accessibility

All buildings within ECPPS and the early college high school campus area are ADA compliant and fully accessible to students, staff and visitors.

Program delivery for exceptional students

ECPPS provides the full continuum of services and related services within the least restrictive environment to the students with the following disabilities: Specific Learning Disabilities, Serious Emotional Disabilities, Intellectual Disabilities, Autism, Multiple Disabilities, Other Health Impairments, Developmental Delays, Hearing Impairments, Speech Impairments, Visual Impairments, Traumatic Brain Injuries and Orthopedic Impairments.

B. USE OF FUNDS - State specifically how funds will be utilized. This section can be completed using bullets instead of full sentences. *The narrative must agree with the submitted budget. Employer provided benefits (if social security, hospitalization, retirement and supplementary and benefits related pay (i.e. supplement, bonus, longevity) will be paid from this grant, it can be included in one bullet as "benefits", covering all employees paid under this funding source.) Any additional benefits paid from this funding source that all employees do not receive (salary differential, additional responsibility stipend, etc.) must be listed separately from "benefits". If Indirect costs and unbudgeted funds are in the budget, they should be listed in use of funds. If funds are used to purchase equipment, indicate how the equipment will improve the education of students with disabilities. The grant cannot be approved until the budget is submitted.*

Project funds will be used to provide services to students with disabilities. The project funding will be used for:

16 teachers

10 teacher assistants

Substitutes for teacher regular absences

2 Speech & Lang- salary- Instructional Support II- Adv
1 Spec Pop Support & Develop - Salary- Compliance Specialist
Employer Paid Benefits
Indirect costs
Unbudgeted

C. PERSONNEL and COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

Address licensure status and number of all teachers of students with disabilities (regardless of funding source), i.e. twenty fully certified EC teachers, five EC teachers holding lateral entry license, etc.

34 fully certified Exceptional Children's classroom teachers

6 teacher holding lateral entry license

1 speech-language and district compliance monitor

1 certified teacher serves as Preschool Coordinator and educational diagnostician

1 State Improvement Project Coordinator and Transition Coordinator

1 Behavior and Autism Specialist

2 school psychologists

1 educational diagnostician

5 speech-language therapist employed (4 full-time/1 part-time)

3 speech-language therapist - contracted

1 occupational therapists - contracted

1 occupational therapist assistant- contracted

1 physical therapist - contracted

utilize contractual services as needed for additional psychological services and speech-language therapists

Provide relevant information on current and anticipated personnel vacancies, etc.relevant information on current and anticipated personnel vacancies, etc.

1 homebound teacher vacancy

Approximately 3 current vacancies for EC teachers for the 2018-19 school year.

Anticipated need of approximately 1 additional EC teacher, 2 teacher assistants and 1 speech language therapist for increasing child count

Describe in-service training for personnel providing special education and related services, training for personnel paid from grant. If funds are budgeted for workshops and indicated in the Use of Funds section, describe the planned staff development activities.

Some funds will be available for professional development activities.The in-service training priorities for Exceptional Children's program will be ongoing and related to meeting the needs of children with disabilities and our LEA's Self Assessment priorities identification. Staff and consultants will provide these activities through professional development activities.

Staff development priorities will be:

IEP forms training

IEP development and implementation

Problem solving for improvement

Effective strategies for students with autism (Target General Education Teachers)

MTSS training (PBIS, TIPS)

Engaging work for students

Non-violent Crisis Prevention Intervention training will continue to be offered and updated as needed for staff and administrators

Project staff, Director of Exceptional Children, and general education who serve students with disabilities will be provided in-service according to their needs.

In-service activities may include visiting model programs, attending regional and/or state meetings and district meetings and training that relate directly to developing and implementing programs and service

provisions for students with disabilities

Funds are also available from other sources (other federal programs, state and local funds) for staff development activities.

D. PRIVATE SCHOOL PARTICIPATION/PARENTALLY PLACED - ALL REQUIREMENTS BELOW MUST BE ADDRESSED - Specifically describe the procedure implemented to ensure Private School Participation ***NOT REQUIRED FOR STATE OPERATED PROGRAMS AND CHARTER SCHOOLS***

Give description of how a timely and meaningful consultation occurs with private school representatives and representatives of parents of a parentally placed private school child with disabilities during the design and development of special education and related services (300.134)

Private school representatives are invited annually to meet with the Director of Exceptional Children and Director of Federal Programs to discuss services that are provided.

Child find information is distributed to all private schools, and placed in public buildings (library, health department, department of social services, pediatricians' offices).

The same timeline requirements are followed for private school students as public school students.

Give a description of how the process operates throughout the year. (300.134)(c)

When a student is recommended for an evaluation or screening, a representative from the school district meets with parent and teachers at the private school to collect information and complete required screenings, observations, and/or interventions for students suspected of disabilities. If a student is recommended for an evaluation, the evaluation occurs (with parental permission), and the results are interpreted for the parent and the private school representatives. If the student is found eligible for services, a draft IEP is developed, and presented at the meeting. If the parent wants to continue placement in the private school after service delivery options in the public school (via draft IEP) are discussed, consultative services are provided to the teacher and parent. If, however, the student meets the eligibility requirements as a student with a speech only disability, then a service delivery plan is developed. The students' teacher, parent, speech therapist and/or Director of exceptional Children (or designee) attend the meeting to finalize the service delivery plan.

Give description of how (each parentally placed private school child with a disability who has been designated to receive services) the Service Plan is developed addressing the specific special education and related services the LEA will provide (300.138)(b)

The Director of Exceptional Children (or designee) attends service delivery plan meetings at the private school with parents to ensure their complete understanding of their rights should they continue to enroll their children in the private school. A Parent Rights Handbook is given to the parents to inform them of their rights if they choose to enroll their child in the public school system.

Give description of how parentally placed children are provided services using proportionate share of Part B funds for services included in the student's services plan. Be specific in the statement about which children will receive services; what services will be provided; how and by whom services will be provided; and where the services will be provided. (300.134)(d)

The proportionate share of funds for services to students in private school will be used to provide speech-language therapy by certified speech-language therapists. The speech-language therapist provides services at the private schools or as a drive-in service at a local school. Service delivery plans are developed for private school students who are served by the speech therapists

Give a description how the LEA locates, identifies and evaluates all children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district served by the LEA. (300.111)(300.131)(300.201)

Child Find posters and brochures, furnished by the NC Department of Public Instruction, are displayed in the public entry of each school campus and central office. Posters are given to all private schools, and placed in public buildings (library, health department, department of social services, pediatricians' offices). Both posters and brochures give the appropriate contact name, address and telephone number. The public can take brochures and/or copy the contact information from the posters. Posters and

brochures are made available to the public throughout the school year. Information about students with disabilities is included in our district handbook and on the district website.

How parentally placed private school children suspected of having a disability can participate equitably; and how parents, teachers and private school officials will be informed of the process. (300.134)

ECPPS provides speech services to qualified students attending private schools. Services can be provided at the private school of attendance or at the closest ECPPS school site. Through Child Find efforts we inform private schools and parents that ECPPS provides evaluations for students attending private school. Workshops on various disabilities can be provided to private school staff on request. Private school officials are invited to attend district level meetings that provide information regarding services for students with special needs. The Director of Exceptional Children (or designee) attends service delivery plan meetings at the private school with parents to ensure their complete understanding of their rights should they continue to enroll their children in the private school. A Parent Rights Handbook is given to the parents to inform them of their rights if they choose to enroll their child in the public school system.

- E. CHILD FIND (300.111)(300.131)** - Child Find posters and brochures are furnished by the NC Department of Public Instruction for display in a public entry to each campus and office. Both posters and brochures are designed for insertion of appropriate contact name, address and telephone number for public information. Posters and brochures are made available to the public throughout the school year. (300.612)(300.622) (300.625).

EACH OF THE FOLLOWING REQUIREMENTS MUST BE ADDRESSED

Give description of your LEA Child Find Process addressing the method implemented to

Locate students with disabilities:

Child Find posters and brochures located throughout the community help to locate, identify and evaluate all children with disabilities who are enrolled by their parents in private, religious, elementary and secondary schools located in the school district served by the LEA.

Identify students with disabilities:

Children who are suspected of having a disability under Part B of IDEA (prior to turning 5 years old) are referred to the Preschool Coordinator for the school district. The Preschool Coordinator initiates the referral process by contacting the parent and scheduling an IEP Team meeting to review the referral to include any existing data submitted by the parent / guardian and/or outside agency.

School age children (5 yrs. – 21 years) who are suspected of having a disability under Part B of IDEA are referred to the Student Assistance Team (SAT) and /or the IEP Team at their assigned school. If the student is parentally placed at a private school or home schooled, the referral is processed at the school the student would attend based on their residence zone. The SAT chair schedules the initial meeting with the parent / guardian to include the classroom teacher(s) and relevant team members to discuss the student's strengths / weaknesses, review existing data and identify researched-based interventions to address the areas of concern. The Student Assistance Team may request additional data (e.g. screenings) or refer the student to the IEP Team as deemed appropriate based on the review of existing data and/or progress monitoring. If the student is referred to the IEP Team, the IEP Chair initiates the referral process and schedules the IEP Team meeting with the parents.

School age children (5 yrs. – 21 years) who are suspected of having a speech-language impairment to include delays or disorders are referred to the school-based speech-language pathologist (SLP).

Evaluate all children with disabilities, including highly mobile children such as migrant and homeless, and who are suspected of being a child with a disability and in need of special education. (300.111):

Prior to turning 5 years old - School-based nurses complete required screenings to include vision, hearing, and health as requested by the Student Assistance Team (SAT) or the IEP Team. The school-based speech-language pathologist assigned to our preschool settings completes required speech-language screenings and evaluations requested by the SAT or IEP Team. Psychological evaluations are completed by our Diagnostic Team psychologists or private contracted psychologist as needed. The Pre-k Coordinator and/or assigned pre-k teachers complete educational evaluations as requested by the IEP Team. Multi-disciplinary reports are reviewed and discussed during the eligibility determination meeting as scheduled by the Pre-k Coordinator or Pre-k Speech-Language Pathologist.

School aged 5-21 - The Student Assistance Team may request additional data (e.g. screenings) or refer the student to the IEP Team as deemed appropriate based on the review of existing data and/or progress monitoring. If the student is referred to the IEP Team, the IEP Chair initiates the referral process and schedules the IEP Team meeting with the parent. The IEP Team submits the referral and signed consent to our Diagnostic Team to complete the requested evaluation components. School-based nurses complete required screenings to include vision, hearing, and health as requested by the Student Assistance Team (SAT) or the IEP Team. Psychological evaluations are completed by our Diagnostic Team psychologists or private contracted psychologist. The speech-language educational diagnostician completes speech-language evaluations and educational evaluations as requested by the IEP Team. Multi-disciplinary reports, compiled by the Diagnostic Team, are submitted to the student's assigned school-based IEP Chair. The IEP Chair assigns a case manager to coordinate and schedule the eligibility determination meeting with the parent to include appropriate related service providers. If student is suspected of a speech/language disability, the school-based speech-language pathologist conducts screenings to include follow-up speech-language evaluations as deemed appropriate by the IEP Team. The school-based SLP serves as the case manager for speech-language only referrals that originate from their assigned building to include private school speech-language referrals

Additional efforts to disseminate Child Find information involve the Director of Exceptional Children (or special education designees) to attend numerous community collaboration meetings and events, including Interagency Council, Developmental Disabilities, and Community Collaborative, where offered services are discussed. Collaboration with personnel from Smart Start, Children's Developmental Services Agency, Pasquotank Health Department and Mental Health allow professionals to share information regarding agency services with parents, including those that are homeless or migrant.

***** REMAINING REQUIRED COMPONENTS ARE TO BE ADDRESSED BY CHECKING EITHER THE YES OR NO BOX. BY CHECKING THE YES BOX, THE APPLICANT CERTIFIES THAT THE LEA MEETS ALL THE ASSURANCE AND CERTIFICATION REQUIREMENTS NECESSARY TO RECEIVE IDEA, PART B FUNDS *****

If 'Yes' is selected, no additional comments are necessary. If 'No' is selected, an explanation is required to be entered in the corresponding text box provided below each option.

- F. CONFIDENTIALITY and ACCESS (300.612)(300.625)(300.622) - Notice to parents are adequate to fully inform parents about confidentiality and access rights, including a description of the extent that the notice is given in the native languages of the various population groups in the LEA.**

Notice is available describing the children on whom personally identifiable information, the types of information sought, the methods the LEA intends to use in gathering the information, and the uses to be made of the information.

Policy and/or procedure are established regarding the storage, disclosure and third parties, retention, and

destruction of personally identifiable information

The Parent Handbook of Rights is issued to parents once a School year. The content addresses all of the rights of parents and children regarding the rights under the Family Educational Rights and Privacy Act (FERPA) of 1974 and implementing regulations in 34 CFR part 99.

Before any major identification, location, or evaluation activity, the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the region of the activity.

Meets Requirements: Yes

ACCESS RIGHTS (300.613) - Permission is granted to parents to inspect and review any education record(s) relating to their children that are collected, maintained, or used by the LEA. The LEA complies with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing, and in no case more than 45 days after the request has been made.

The right to inspect and review education records includes: the right to a response from the participating LEA to reasonable requests for explanations and interpretations of the records; the right to request that the LEA provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and the right to have a representative of the parent inspect and review the records.

The LEA may presume that the parent has authority to inspect and review records relating to his or her child unless the LEA has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation and divorce.

Meets Requirements: Yes

RECORD of ACCESS (300.614)(300.617) - The LEA keeps a record of parties obtaining access to education records collected, maintained, or used under Part B (except access by parents and authorized employees of the LEA), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. The LEA provides parents on request a list of the types and locations of education records collected, maintained, or used by the LEA.

The LEA may charge a fee for copies of records that are made for parents if the fee does not effectively prevent the parents from exercising their right to inspect and review those records. The LEA may not charge a fee to search for or to retrieve information.

Meets Requirements: Yes

AMENDMENT of RECORDS at PARENT'S REQUEST (300.618) - A parent who believes that information in the education records collected, maintained, or used under this part is inaccurate or misleading or violates the privacy or other rights of the child, may request the participating LEA that maintains the information to amend the information. The LEA decides whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the agency decides to refuse to amend the information in accordance with the request, it shall inform the parent of the refusal and advise the parent of the right to a hearing.

Meets Requirements: Yes

OPPORTUNITY FOR and RESULT of HEARING (300.619)(300.620) - Upon request, the LEA provides an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child. If, as a result, of the hearing, the agency decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it shall amend the information accordingly and so inform the parent in writing. If, as a result of the hearing, the LEA decides that the information is not inaccurate, misleading, or otherwise in

violation of the privacy or other rights of the child, it shall inform the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the agency.

Meets Requirements: Yes

CONSENT (300.622) - Parental consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies/LEAs unless the information is contained in educational records, and the disclosure is authorized without parental consent. Parental consent, or the consent of an eligible child who has reached the age of majority under state law, must be obtained before personally identifiable information is release to officials of participating agencies providing or paying for transition services. If a child is enrolled, or is in a private school that is not located in the LEA of the parent's residence, parental consent must be obtained before any personally identifiable information about the child is released between officials in the LEA where the private schools is located and officials in the LEA of the parent's residence. The LEA has policies and/or procedures that are used in the event that a person refuses to provide consent.

Meets Requirements: Yes

SAFEGUARDS (300.623) - The LEA protects the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages. One official at each participating LEA shall assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information must receive training or instruction regarding the LEA's policies and procedures. Each participating agency maintains, for public inspection, a current listing of the names and positions of those employees within the LEA who may have access to this information.

Meets Requirements: Yes

DESTRUCTION of INFORMATION (300.624) - The LEA informs parents when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his/her grades, attendance records, classes attended, grade level completed and year completed are maintained without time limitation.

Meets Requirements: Yes

CHILDREN'S RIGHTS (300.625) - The LEA provides policies and procedures regarding the extent to which children are afforded rights of privacy similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability. Under the regulations for the Family Educational Rights and Privacy Act, the rights of parents regarding education records are transferred to the student at age 18. If the rights accorded to parents under Part B are transferred to a student who reaches the age of majority, the rights regarding educational records must also be transferred to the student. However, the LEA provides any notice required to the student and the parents.

Meets Requirements: Yes

G. LEAST RESTRICTIVE ENVIRONMENT (300.114-300.120)(300.124C) - The LEA ensures that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. To the maximum extent appropriate, children with disabilities including children in public or private institutions or other care facilities, are educated with children who are nondisabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Meets Requirements: Yes

H. INDIVIDUALIZED EDUCATION PROGRAM (300.323) - The IEP is in effect for each child with a disability at the beginning of each school year and it is in effect before special education and related services are provided to an eligible child. The IEP is implemented as soon as possible following development of the IEP, special education and related services are made available to the child in accordance with the child's IEP. It is accessible to each regular education teacher, special education teacher, related service provider, and other service providers who is responsible for its implementation. Each teacher and provider is informed of their responsibilities related to implementing the child's IEP and is informed of specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

Children Placed or Referred to Private School by the Public Agency (300.145):

The LEA ensures that before a child with a disability is placed, or referred to a private school, the agency shall initiate and conduct a meeting to develop an IEP for the child. The LEA ensures that a representative of the private school attends the meeting. If the representative cannot attend, the LEA uses other methods to ensure participation by the private school. After a child with a disability enters a private school, any meetings to review and revise the child's IEP may be initiated and conducted by the private school at the discretion of the LEA. If the private school initiates and conducts these meetings, the LEA shall ensure that the parents and a LEA representative are involved in any decision about the child's IEP; and agree to any proposed changes in the IEP before those changes are implemented. When the private school implements the IEP, the LEA is responsible for compliance.

Meets Requirements: Yes

IEP MEETINGS and IEP TEAM (300.321) - The LEA is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising the IEP of a child with a disability. Within a reasonable period of time following the LEA's receipt of parent consent to an initial evaluation, the child is evaluated, and if determined eligible under this part, special education and related services are made available to the child in accordance with an IEP. A meeting to develop the IEP must be conducted within 30 days of a determination that the child needs special education and related services. The IEP Team reviews the IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and revises the IEP as appropriate.

The LEA ensures the IEP team for each child with a disability includes the parents of the child, at least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment), at least one special education teacher of the child, or if appropriate, at least one special education provider of the child, a representative of the LEA who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities. This representative is knowledgeable about the availability of resources of the LEA, an individual who can interpret the instructional implications of evaluation results, who may be member of the team. At the discretion of the parent or the LEA, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.

Meets Requirements: Yes

PARENT PARTICIPATION (300.322) - The LEA ensures that one or both parents of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate. Parents are notified of the meeting early enough to ensure they will have an opportunity to attend. Meetings are scheduled at a mutually agreed on time and place. The notice gives the purpose of the meeting, time, and location, who will be in attendance and gives the parent the opportunity to include other participants who have knowledge or special expertise about the child. Beginning at age 14, or younger, if appropriate, the notice must also indicate that the purpose of the meeting will be the development of statement of the transition services needs of the student and the student is invited.

Beginning at age 16, or younger, if appropriate, the notice indicates if the purpose of the meeting is the consideration of needed transition services for the student. The notice indicates that the LEA will invite the student; and identify any other agency that will be invited to send a representative. If neither parent can attend, the LEA shall use other methods to ensure parent participation. A meeting may be conducted without a parent

in attendance if the LEA is unable to convince the parents that they should attend. In this case, the LEA maintains records of attempts to arrange a mutually agreed on time and place. The LEA takes whatever action is necessary to ensure that the parent understands the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English. The LEA gives a copy of the child's IEP to the parent at no cost to the parent.

Meets Requirements: Yes

DEVELOPING, REVIEW and REVISION of IEP (300.324) - The IEP team, when developing the IEP considers the strengths of the child, concerns of the parents for enhancing the education of their child, recent evaluation(s), and the academic developmental, and functional needs of the child. The Team takes into consideration special factors such as a child whose Behavior impedes his learning or that of others, consider the use of positive behavioral interventions and support strategies the child with limited English proficiency, the child who is blind or visually impaired, communication needs of the child, whether the child requires assistive technology devices and services. If, in considering the special factors, the IEP Team determines that a child needs a particular device or service (including an intervention, accommodation, or other program modifications) in order for the child to receive FAPE, the Team must include a statement to that effect in the child's IEP. The regular education teacher of the child must participate in the development, review and revision of the child's IEP.

Meets Requirements: Yes

CONTENT of IEP (300.320) - The IEP for each child with a disability must include a statement of the present levels of academic achievement and functional performance, a statement of measurable annual goals, including functional goals, a statement of the special education and related services and supplementary aids and services based on peer-reviewed research to the extent practicable be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided.

Content of the IEP will include an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities, a statement of any individual modifications in the administration of State or district wide assessments of student achievement that are needed in order for the child to participate in the assessment. For children with disabilities who take alternate assessments aligned to alternate standards, a description of benchmarks or short term objectives is given. Included in the content of the IEP will be the projected date for the beginning of the services and modifications, a statement of how the child's progress will be regularly informed.

A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and districtwide assessments.

Beginning at age 14 (or younger, if appropriate) an annually updated statement of the transition service needs of the student under the applicable components of the students' IEP that focuses on the student's courses of study. For each student beginning at age 16 (or younger, if appropriate) a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages. At the age of majority, beginning not later than one year before a student reaches the age of majority, the student's IEP will include a statement that the student has been informed of his/her rights under Part B of the Act. The IEP includes appropriate measurable post secondary goals based on age appropriate transition assessments related to training, education, employment; and where appropriate independent living skills and the transition services (including courses of study) needed to assist the child in reaching those goals.

Meets Requirements: Yes

- I. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)(300.101)(300.102)** - The LEA ensures that a free appropriate public education is available to children ages 3 through 21, including children with disabilities who have been suspended or expelled from school. The LEA further ensures that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade (300.103 - 300.109).

The LEA assures that Special Education and related services (a) are provided at public expense, under public supervision and direction, and without charge (b) meet the standards of the SEA, including the requirements of this part (c) include preschool, elementary school, or secondary school education in the State; and (d) are provided in conformity with an individualized education program (IEP) that meets the requirements (300.320-300.324)

Meets Requirements: Yes

J. National Instructional Materials Access Center (NIMAC) ASSURANCE (300.210) -The LEA is coordinating with the National Instructional Materials Access Center (NIMAC) to provide instructional materials to blind persons or other persons with print disabilities in a timely manner, or if not, assures instructional materials will be provided to blind persons or other persons with print disabilities in a timely manner.

Meets Requirements: Yes

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