

General Highlights Before Specific Responses to CSAB Letter

1. Formal notification of monitoring visits, report, closing letters are always sent to the Head of Schools and the EC Director/Coordinator. It established the one year permitted for correction of noncompliance.
2. The corrective action, as a result of monitoring visits, is completed in partnership with the EC Coordinator and the lead EC Division monitoring consultant.
3. Torchlight had from April 21, 2020 (date report was issued) until April 21, 2021, to make required corrections.
4. Reference Items are included in folder.
5. EC Division Technical Assistance Log includes information for both Torchlight and Three Rivers as Ms. Andrews was the EC Coordinator for both locations during the timeline in question.

Specific Responses to Letter to CSAB

TLA Statement of Facts (Item Numbers)	EC Division Responses
1-15	<p>[Reference Items: EC Program Compliance Cover Letter/Report (4.21.20) and EC Division Technical Assistance Log]</p> <p>Re: PCR Visit</p> <ul style="list-style-type: none">• Visit was conducted on February 26, 2020. At the exit conference, while on site, monitoring staff explained the corrections required and offered training. TLA declined training in favor of resolving issues internally and independent of NCDPI. ECD staff notified TLA that ECATS must be used to manage EC records.• COVID Pandemic closed schools on March 16, 2020.• The report was issued on April 21, 2020, and included required corrective action, itemized process to bring in correction, notified TLA how the monitoring visit would be closed.• There are 18 emails or calls from EC Division staff to TLA to monitor progress of corrections and offer assistance between January 16, 2020, and September 20, 2021. (bolded allegation #8) There were 8 replies from the EC Director acknowledging receipt, indicating they were still working on corrections or apologizing for delay. The first request for ECATS training was August 24, 2020. Links to the CANVAS ECATS courses were provided by the EC Division monitor on the same day.• In April 2020, the EC Director confirmed all EC Staff had completed training. This could not be verified.

15-17	<ul style="list-style-type: none"> • Between 1/26/20 and 9/1/21, there were 45+ emails or contact with TLA regarding the ongoing non-compliance. EC Division staff were periodically reviewing ECATS to check on corrections. • June 15, 2021, EC Division staff observed altered documents in ECATS. Altered documents were associated with the user Shawntrice Andrews who held an LEA Admin 4 (superuser) permission type. • On July 22, 2021, Ms. Andrews' permission type was changed to EC Teacher 2 which still provided access to manage EC Records. The change from LEA Admin 4 to EC Teacher 2 only restricted Ms. Andrews from completing federal reporting, altering finalized documents, deleting finalized documents, inactivating students, etc. The EC Division did delay the TLA notification of this change in permission type for two reasons (1) to assess the scope of altered documents, (2) to prohibit any further alteration of existing documentation. • On August 23, 2021, Ms. Andrews requested assistance because she could no longer perform some activities in ECATS. This request was made after the August 19th reminder from EC Staff that Indicator 7 was due on August 20, 2021. The reporting window for Indicator 7 was between August 2 – 20th. There were numerous communications send to EC Directors in general ahead of the timeline that included training. Then, there were numerous reminders provided directly to EC Directors that were in danger of missing the deadline. <ul style="list-style-type: none"> ○ The allegation that the change in ECATS permission type prohibited the submission of Indicator 7 is moot as the school didn't not request support until 3 days after the reporting window closed.
18-19	specific to Office of Charter Schools
20, 23, 24, 25	<p>[Reference Item: EC Monitoring Report 10.7.21, Torchlight/DPI Collaboration Checklist]</p> <ul style="list-style-type: none"> • Unannounced visit conducted on September 20, 2021, by five NCDPI staff members. • September 21, 2021, NCDPI staff continued data collection as part of the visit to provide TLA opportunity to provide documentation it was unable to provide on-site the previous day. <ul style="list-style-type: none"> ○ (Item 23) ECATS record review was part of routine monitoring for PCR Corrective Actions (including possible eligible documents for Prong 2) and in response to notification of intent to conduct on-site visit (for record matching purposes, due to lack of documentation available for events created in ECATS). ○ (Item 25) Fiscal consultants made in-person records requests to school administration, school fiscal staff, and through text with Mr. McQueen, when he did not arrive as scheduled at Torchlight on the second day.

	<ul style="list-style-type: none"> • Extensive coaching began with EC Director on 9.22.21. Documentation of activities are noted on Torchlight/DPI Collaboration Checklist. • NCDPI staff requested access to EC teacher schedules, fiscal information, and paper copies of EC student records/files. • The reference item, EC Monitoring Report 10.7.21, outlines the activities conducted and results.
26-31	<ul style="list-style-type: none"> • The EC Division conducted a debriefing/TA call with TLA Leadership and EC Director on September 21, 2021. Outlined requirement that ECATS training would have to occur before any adjustments to ECATS access were made for new or pre-existing staff. <ul style="list-style-type: none"> ◦ EC Division staff confirmed the Torchlight EC Staff completed all required ECATS training on or around 10/21/21. (almost two years after Torchlight had indicated completion but was not) • Extensive coaching began with EC Director on 9.22.21. Documentation of activities are noted on Torchlight/DPI Collaboration Checklist. • All Torchlight Staff have the access necessary to complete activities. The EC Division did not permit access to Torchlight to complete the December Child Count by themselves. EC Division staff are assisting to ensure that truly eligible and compliant EC students are counted.
32-33	<p>[Reference Items: Email: Status December Child Count (12.6.21) + two attachments (TLA Student Record Review 12.6.21 and TLA Child Count Errors)]</p> <ul style="list-style-type: none"> • The new EC Executive Director, Mr. Squibb, for whom TLA alleges did not have sufficient access to complete duties, was the LEA Representative for 11 IEP Team meetings that were allegedly held between November 24, 2021, to December 3, 2021. However, dates around these events in ECATS and the school calendar suggest that TLA was on Thanksgiving break during that time.
34	<ul style="list-style-type: none"> • The 2020 Performance Framework did indicate the EC Program at Torchlight was compliant. This is because the EC Division provides the year of correction before any noncompliance is reported. This is in keeping with procedures that allow for correction before any further action (negative reporting as a result of EC monitoring to Office of Charter Schools occur) is taken.
35-41	<ul style="list-style-type: none"> • The References Items provided with this narrative is evidence of the EC Division's efforts to provide support to Torchlight Academy throughout the timeline and issues in questions.

EC Division Technical Assistance Log

Date	Action	Response	Follow Up
1/16/2020	Call - to discuss and schedule upcoming PCR (2 attempts); left voicemail re: proposed 2/26/2020 visit	1/17/20 - EC coordinator returned call to confirm availability for 2/26/2020 PCR	
1/17/2020	Email - in prep for PCR, sent "What to Expect" ppt and link to monitoring resources; during call on 1/17/20 EC coordinator indicated she did not participate in the PCR training session offered in June	No response	
2/10/2020	Email - sent encrypted monitoring sample, licensure and student profile tools (with request to complete and return prior to 2/26/20 visit), and interview sheet with sample questions	No response	2/19/20 (10:33 pm) - EC coordinator sent staff roster 2/20/20 - EC coordinator sent MS schedule and Dr. & Mrs. Wallace teacher schedules 2/24/20 - EC coordinator sent ES teacher schedules, recess and lunch schedules
2/26/2020	On-Site PCR visit - DPI Team arrived on site at 8:30 am	Upon arrival, the DPI team was informed that the EC coordinator was running late, and the school's principal, Dr. McQueen escorted the team to a workspace. When the EC coordinator did not arrive by 9:10, the DPI Team requested access to the EC records and the layout of the school for observations. The team was also informed that middle school classes were located at a separate building off-site. That address was provided and an observer was sent. At 9:25, the EC coordinator arrived and informed the DPI Team that the middle school teachers were enroute to the main campus for interviews. The DPI observer was asked to wait to conduct observations until their return.	Observed a 3-on-1 fight in the school yard, which was reported to the office by DPI staff prior to school yard staff intervention Post meeting with EC coordinator and principal was completed on-site, where a request for missing PWNs was made, TA offered, reminders re: regional meetings and March Institute were given, contact information for CECL participation was provided, and a reminder was given re: required elements not yet provided to the team 2/28/20 (6:51 pm) - EC coordinator indicated she was sending 2 PWNs (not attached) and indicated interest to participate in March Institute which started on Monday (registration had not been completed and closed the week prior) 2/28/20 (6:57 pm) - EC coordinator sent 1 PWN screen shot (4pgs) w/apology for no attachment 2/28/20 (7:08 pm) - EC coordinator sent 2nd PWN
3/12/2020	Email - sent deficit summary and reminder of missing documentation still outstanding (student profile, licensure tool, related service logs)	No response	

3/18/2020	Email - second reminder of outstanding documentation w/offer to complete documentation personally, if EC coordinator could provide information not available in PowerSchool	Email response (x2) apologizing for delay and promising to follow up	3/18/20 - Responded back with offer to look up licenses if EC coordinator would provide full names of EC staff and related service personnel
			3/19/20 (1:50 am) - EC coordinator sent the names of the 4 of 5 identified EC teachers
4/2/2020	Email - requesting official names for teacher w/multiple appearances in licensure system and for that of teacher no located	Email response (12:40 am) w/corrected last name and indication of follow up on the teacher middle name	3/19/20 (3:34 pm) - EC coordinator sent SLP service log
4/2/2020	Email - 3rd request for student profile tool/information	Email response saying it is forthcoming	3/19/20 (4:25 pm) - EC coordinator sent OT service log
4/3/2020	Email - acknowledging receipt of teacher middle name and 4th request for student profile tool completion	No response	4/3/20 - EC coordinator emailed teacher middle name
4/7/2020	Email - 3rd request for OT service log and 4th request for student profile information (grades)	Email response with partially completed student profile tool and promise of follow up messaging with how related services are documented	4/7/20 (11:19 pm) - Follow up email from EC coordinator saying further messaging will still be coming regarding OT log
4/8/2020	Email - acknowledging receipt of OT service log resend	Email response with well wishes	4/7/20 (11:32 pm) - Resent a copy of the OT log without explanation
4/9/2020	Email - requesting a copy of Torchlight's parent/student handbooks	No response	4/12/20 - EC coordinator emailed apology for not seeing the request and asking a clarifying question about handbooks
4/13/2020	Email - requesting both handbooks if available	No response	4/16/20 - EC coordinator sent parent handbook
4/16/2020	Email - acknowledging receipt of the delayed handbook and indicating prior completion of the report with recommendations (not a compliance element)	Email response with thanks and intention to follow up if there are questions when correcting records	
8/24/2020	Email - responded to an unexpected records request document intended for Wake County and asking about the status of ECATS access in reviewing student records	Email response indicating someone else in the school must have sent the records request by accident and asking for access to the ECATS trainings	

8/24/2020	Email - re: whether or not EC coordinator was receiving the biweekly ECD communications, including information about the ECATS courses and padlet with director specific COVID information and more; indicated that course links would be resent (cc'd regional coordinators to ensure EC coordinators contact information on listservs)	No response	
8/24/2020	Email - sent links to office hours and NCEES ECATS courses	8/25/20 (12:50 am) - EC coordinator emailed with thanks	
9/30/2020	Training Deadline - grace extended due to COVID closure and new school year start-up activities on Plan B		
10/13/2020	Email - PCR follow up, indicating that DPI is resuming activities and reminding EC coordinator about training needs; included a screen shot of corrective actions required	Email response sharing reasons for not completing the training to date (including personal information re: staff absence and trauma)	
10/13/2020	Email - sent sympathy and noticed EC coordinator on a Google doc that would be forthcoming, where training could be problem-solved and planned out with target dates	Email response of thanks	
10/14/2020	Email - Google form sent w/recommendation to work with her administrator and offering additional assistance if needed	No response	2/24/21 (10:01 pm) - EC coordinator emailed confirming completion of the Google form and acknowledging that training had been completed with staff in January
11/3/2020	Email - memorandum from DPI ECD Director, S. Thomas and Section Chief, CA. Hudgens re: failure to implement ECATS as required	No response	
11/3/2020	Email - regional coordinator, Dr. McQuat sent reminder of overdue LEA Self-Assessment		
11/5/2020	Email - memorandum from DPI ECD re: PCR corrections/Prong 2 and new Modified PCRs to all current PCR LEAs and upcoming PCR LEAs	No response	
11/18/2020	Email - re: routine ECATS review and unexplained record status changes w/o supporting documents, despite February 2020 notification that the alternate data entry method should no longer be used to circumvent document entry; additional request asking for update on when to expect to see documents entered into ECATS	No response	11/22/20 (8:33 pm) - EC coordinator emailed indicating struggle with entering information into ECATS and included several questions around specific record entries and archived information
11/24/2020	Email - requesting specific clarification in order to assist in problem-solving around any entry issues	No response	

11/24/2020	Email - regional coordinator, Dr. McQuat resent ECATS resources and offered support	EC coordinator emailed thanks	
11/24/2020	Email - regional coordinator, Dr. McQuat sent additional LEA Self-Assessment reminder		
12/2/2020	Email - following up on clarifying questions from 11/24 and including links to recent weekly update and office hours	12/3/20 - SA emailed stating she continues to struggle with all of the expectations including the LEASA; promised to get the information in and will reach out if additional support is needed	
12/4/2020	Email - responded to EC coordinator email re: students participating in remote learning from outside the state; shared that updated information will be coming out in today's ECD communication and was discussed in the director's webinar (EC coordinator did not attend)	No response	12/7/20 - EC coordinator emailed saying that there was more to the story (that wasn't covered in the webinar); provided additional details 12/7/20 - EC coordinator emailed an hour later indicating that the situation was resolved
12/7/2020	Email - acknowledging EC coordinator's messaging and offering again to help problem-solve as needed	No response	
12/14/2020	ECATS status check - prep for Charter Compliance Team mtg revealed 2 of 5 sample w/o docs, 2 of 5 sample w/consent for eval docs only, and final 1 of 5 sample w/3 invites only		
1/4/2021	ECATS status check - no changes since 12/14/20 check		
1/5/2021	Email - follow up message asking for a progress update on corrections for PCR	1/6/21 (9:58 pm) - EC coordinator emailed re: several (7) deaths in her family over the holiday break and a promise to finish up the documents soon	
1/13/2021	ECATS status check - new IEP w/o supporting documents; IEP contained similar errors noted in PCR		
1/20/2021	Regional Directors/Coordinators Meeting - EC coordinator not in attendance		1/21/21 - Attendance noted for North East regional meeting
2/9/2021	ECATS status check as PCR follow up - no new ECATS use or record correction detected		
2/12/2021	Email - resent August email w/links for office hours and NCEES ECATS courses in response to EC coordinator's request 2/11/21	No response	
2/15/2021	Email - sent updated NCEES Tip Sheets to EC coordinator to assist in verification of staff participation in training	No response	

2/25/2021	Email - acknowledging EC coordinator's completion of the October Google form and responding to question re: ECATS use during IEP mtgs; asked for further clarification re: question on dealing with difficult parents	No response	
3/15/2021	ECATS status check for PCR follow up and Prong 2- no new activities detected; 20% of IEPs and 6% of initials out of compliance (per landing page graph)		
4/7/2021	ECATS status check for PCR follow up and Prong 2 - one new IEP (same PCR errors); 28% of IEPs and 6% of initials out of compliance		
5/14/2021	ECATS status check - more new IEPs w/similar PCR errors; no evidence of PCR record corrections and no ability to conduct Prong 2		
6/14/2021	ECATS status check - only 1 new IEP and no new eligibility determinations; still missing supporting documents (no PWNs and inconsistent use of invitations)		
6/15/2021	Discovery - while checking landing page in preparation for Charter Compliance Team meeting, it was discovered that EC coordinator was using LEA Admin 4 user rights to "repurpose" events (6) from other LEAs; "repurposing" their own events to bring out-of-date documents to "current" status w/o corresponding docs		Confirmed user actions with DPI Special Programs and Data consultant Communicated discovery to DPI ECD leadership
6/16/2021	Email - notification of overdue written assurance for SEA CA	6/18/21 (5:35 pm) - EC coordinator emailed stating assurances sent prior Friday and indicating a copy was sent to monitoring consultant for Three Rivers Academy	
7/22/2021	Admin user rights revoked - EC coordinator access changed from LEA Admin 4 user type to Teacher 2		Screen captures of "repurposed" events sent to DPI ECD leadership
9/1/2021	Email - memorandum from DPI ECD Director, S. Thomas and Section Chief, CA, Huddgens re: continued failure to implement ECATS and failure to certify Indicator 7 in a timely manner	No response	9/9/21 - Torchlight principal, Dr. McQueen emailed various ECD staff stating that compliance efforts were underway, and requesting TA (it was stated a prior request was sent, but none was received) 9/9/21 - Response from DPI ECD Director, S. Thomas stated intent to contact both regional coordinators and monitors
9/1/2021	ECATS status check - 15 new students (unclaimed under case management)		

9/10/2021	Internal ECD/OCS Team meeting to discuss TA request for both Torchlight Academy and Three Rivers Academy		9/14-16/21 - In response to planned visit, conducted ECATS record review for all students (specific to eligs, IEPs, and PWNs): 0 elig records, 10 IEPs, and 1 PWN exist as Torchlight Academy created/finalized. New students, not yet under case management, have current eligibility from prior LEAs and all but 3 students have current IEPs and PWNs.
9/16/2021	ECATS PCR corrections review - revealed 3 of the 5 sample students have withdrawn from Torchlight Academy. Of the remaining 2 only IEP review and revise elements could be checked, as no reevaluation reports or eligibility determination documentation is present. Of the review and revise items, only two errors were corrected from prior to current IEPs.		
9/20/2021	Unannounced Program Compliance Review	Administrator identified himself to ECD Assistant Director, M. Hoskins and monitor as Dr. Blue, indicated that the EC teacher was out sick and had the only key to the EC records, that there were no other EC staff at the elementary, and that middle school records and financial information should be available at the middle school campus; Upon arrival at the MS, Dr. Wallace introduced himself as the administrator, indicating that no EC records are kept on their campus and arranging for the accounts payable staff to speak with the fiscal monitor; Three DPI staff returned to ES to offer to go retrieve the key; Dr. Blue provided a waiting area while he reached out to Dr. McQueen (identified in EDDIE and on the school's website as Torchlight's principal); the team waited an additional 2 hours before leaving for the day	Indication that both EC student records and fiscal records would be made available tomorrow -- DPI staff to return to Torchlight on 9/21/21 to review unavailable records

		Monitors arrived on campus at 9:30 am and waited approximately 10 minutes for Dr. Blue to provide access; he indicated that he was working on getting access to the fiscal records and then introduced a consultant, Ms. Broadway that he indicated was working with the EC coordinator; monitors were escorted to the classroom where EC files are housed, and Ms. Broadway produced a key to open the filing cabinet; not being able to produce any fiscal records, Dr. Blue provided contact information for Mr. McQueen to the fiscal monitor. Her calls were not answered or returned, so she engaged in classroom observations from 2 schedules provided by Ms. Broadway for an additional EC teacher and para, while the EC records were being reviewed; Actual schedule and subject area services did not align with what was provided; 14 of 26 elementary EC students were listed as receiving services on documentation provided by Ms. Broadway (6 additional students were listed as being served, although not identified as EC); Services at the middle school	
9/21/2021	Continued Visit from 9/20/21		9/22/21 - Per request for April Headcount report from EC coordinator, it was discovered that of the 30 students reported in April, only 16 are listed in ECATS at Torchlight.
9/22/2021	Email - Per corrective action items from CAH (messaging to Dr. McQueen), emailed EC coordinator re: setting up a phone call to ask questions re: an upcoming IEP meeting	EC coordinator called and left voicemail indicating call back in an hour	
9/22/2021	Returned EC coordinator's call, received the name of the student to be met on, and discussed a follow up call to discuss research findings and needed actions prior to meeting w/IEP team.	9/23/21 - Email from EC coordinator indicating availability on Friday afternoon for 2nd call and specifying her request for Torchlight's and Three Rivers' April 2021 Child Count only	9/22/21 - Emailed call summary to EC coordinator (cc'd to CAH)
9/23/2021	Email - Responded to a 2:34 am request from the EC coordinator regarding her NCEES access (indicating that permissions had been changed, limiting her ability to enter NCEES); Resent NCEES tip sheets sent 2/15/21	No response	9/23/21 - Similar message sent to CAH by Dr. McQueen
9/23/2021	Email - April Child Count 2021 to EC coordinator encrypted, and followed up with an email with instructions on how to open	No response	9/23/21 - CAH replied with the tip sheets

9/23/2021	Email - Scheduled collaboration session to address upcoming IEP meeting, based on confirmed mutual availability and sent invitation to EC coordinator	No response	
9/24/2021	Email - Reminder of this afternoon's 2pm agreed upon collaboration meeting		
9/24/2021	DP/TLA Collaboration Meeting - Introduce Google collaboration doc - Agree on action steps - Set deadlines for step completion - Set aside time for Q&A as needed	EC coordinator emailed with apologies and technical difficulties at 2:06pm; was able to log in by 2:20pm	Followed up the meeting by sharing the Google doc containing collaboration tasks with deadlines (resolving PowerSchool issue (9/29), requesting records (9/29), reviewing record documents for required reports (9/29), and entering data into the assessment summary) and provided calendar invites for meetings 9/29/21-10/1/21
9/27/2021	Email - Replied to emails from the EC coordinator (3:00 am, 3:23 am, and 3:36 am, indicating that she reviewed what she had and has determined that what she entered is accurate, which she will show me at our meeting on 9/29/21) reiterating that once PowerSchool issues have been resolved, all relevant documents from other schools should be available for her review, and reminding her of our next meeting Wednesday, September 29th at 1pm.	No response	
9/29/2021	Email - Replied to email from EC coordinator (3:38 am) re: December Headcount report for 2020 (Three Rivers), letting her know that older reports should be requested from DP/ECSD SPD section and reminding her about both the correct monitor for Three Rivers and today's 1pm meeting	EC coordinator responded with thanks	
9/29/2021	DP/TLA Collaboration Meeting - Status update - 2 Deadlines pushed to 9/30/21 and 2 pushed to 10/1/21 - Problem-solving around accurate PowerSchool info and records release	EC coordinator logged into today's collaboration meeting at 1:10pm with consultant, Ms. Broadway; explained they were putting the finishing touches on a records release form in order to get the student appropriately withdrawn from Wake County and have files transfer in ECATS	Since the four tasks agreed upon last week were not yet completed, the anticipated due dates were amended to 9/30/21 for tasks 1 and 3 and 10/1/21 for tasks 2 and 4. If all the delayed information is gathered sufficiently by Friday, it was agreed that a meeting date will be proposed and all IEP Team members notified. A reminder was provided at the end of the meeting re: tomorrow's collaboration session at 2pm.

9/29/2021	DPI Parent Liaison emailed EC coordinator re: parent concern call re: initial referral information received from the EC coordinator	No response was provided to DPI Parent Liaison.	10/6/21 - Responded to DPI parent liaison indicating her awareness of the parent concern and intent to meet using the DPI-provided facilitator.
9/30/2021	<p>DPI/TLA Collaboration Meeting</p> <ul style="list-style-type: none"> - Status update - Deadlines pushed to 10/1/21 - Problem-solving around recent parent complaint re: initial referral process not being followed - DPI to check status of user permissions and ECATS use 	<p>EC coordinator logged in at 2:08pm, provided information on steps taken to complete actions and barriers, shared re: parent complaints and her efforts to assist, asked about permissions, and agreed to amended deadlines</p> <p>It was determined during the conversation that information provided to the parent (see note above) re: the Child Find process was in error and that steps need to be taken to begin the referral process (TLA was notified of the student's ADHD diagnosis earlier in the school year), with current permissions suspended, approval will be obtained from DPI leadership</p>	<p>Since three of four tasks are not yet completed, those action deadlines are moved to 10/1 for status update (it was stated records request was made)</p> <p>After checking with DPI leadership, permission was granted to allow ECATS access to address initial referral need (parent complaint); Research showed that school name was not toggled in ECATS for user access to all EC students at TLA; user rights updated</p> <p>ECATS student list and tip sheet of required screenings and evaluations sent to EC coordinator</p>
9/30/2021	Email - Sent verification that user permission was restored to address the initial referral discussed during today's collaboration meeting and a reminder of tomorrow's meeting; Sent separate encrypted ECATS EC student list and copy of required screenings/evals tip sheet	EC coordinator responded with thanks and request for an ECATS EC student list for Three Rivers	10/1/21 - Sent response email indicating that all students from Three Rivers should now be visible
10/1/2021	<p>DPI/TLA Collaboration Meeting</p> <ul style="list-style-type: none"> - Status update - Checked off Powerschool (tentatively) - Agreed to new task deadlines - Agreed to next collaboration on Monday at 2pm - Set draft deadline for initial 	<p>EC coordinator logged in at 2:05pm, provided Powerschool update (data manager at prior school out until Monday, TLA altered their enrollment date to next day and older records appeared in ECATS...will contact data manager on Monday to straighten out all dates), SA indicated that she is able to get in to ECATS now and has begun entering additional information into the assessment summary and should have draft reveal report ready for DPI review by Monday</p>	<p>Scheduled and sent calendar invite for collaboration meeting Monday, 10/4/21</p> <p>10/4/21 (11:58am) - EC coordinator emailed canceling 1/4/21 collaboration meeting due to "yearly audit".</p>

10/4/2021	Email - Replied to EC coordinator's cancelation of today's collaboration session. Rescheduled and sent new invitation.	EC coordinator responded with thanks.	10/5/2021 (1:42pm) - EC coordinator emailed attempting to cancel today's collaboration meeting due to additional audit requests. Indicated she would finish documents tonight for review tomorrow, asked for earlier meeting, indicated other staff have completed ECATS courses, and shared parent is requesting to meet via phone and does not want to Zoom.
10/5/2021	ECATS Record Review - Verified that assessment information has been added to the Assessment Summary with narrative information. No change in the drafted reveal report, tests that were added previously match those on the finalized consent document generated in March 2021. In prior conversation, the EC coordinator admitted to preparing the consent form and evaluations without a reevaluation.		10/5/21 - Messaged with DPI data support to problem-solve around the inability to see all old/migrated docs in ECATS from Moore and Warren 10/6/21 - Message from DPI data support indicating that both PowerSchool and ECATS adjustments are being made to facilitate seeing the older documents
10/5/2021	Email - Responded to the EC coordinator's 1:42 pm email attempting to cancel today's 2pm meeting due to additional audit requests. Requested clarification of cancelation for today, and proposed morning and afternoon times for collaboration tomorrow. Indicated that ECATS would be checked for progress tomorrow morning.	EC Coordinator did not respond back by 2pm, so the virtual session was opened. When the EC coordinator did not join or respond by 2:30pm, the meeting was ended.	10/6/21 (3:09 am) - EC coordinator emailed saying she could meet at 2pm today. 10/6/21 - Set up Webex meeting and sent invite.
10/6/2021	ECATS Record Review - Two additional eval summaries have been added to the Assessment Summary, but no changes have been made in the reveal workspace. Created a summary document to share w/EC coordinator during today's collaboration meeting, comparing required screenings/evaluations and what has been entered into the assessment summary along with some considerations		

	DPI/TLA Collaboration Meeting <ul style="list-style-type: none"> - Status update - Clarifying questions around invites - Shared summary document - Reviewed/explained what assessments are still outstanding for eligibility - Discussed next steps for a student w/handwritten IEP - Set next meeting - Offered on-call availability for any assistance needed for tomorrow's reveal meeting 	EC coordinator logged in at 2:10pm.	
10/6/2021	<ul style="list-style-type: none"> - Set next meeting - Offered on-call availability for any assistance needed for tomorrow's reveal meeting 	Indicated she could not get into the system to do an IEP in mid-August, so a paper copy was completed. She asked for assistance in getting the IEP into the system now that she has been reattached to TLA in ECATS	
10/6/2021	Email - Sent summary of today's agreed upon next steps, reiterating urgent items (facilitated meeting response, invitation to the parent for tomorrow's meeting) and plan to meet again on Friday at 2pm; cc'd to TLA's lead administrator and Section Chief, CAH		
10/7/2021	Official report of the DPI unannounced visit was provided to TLA leadership via email	<p>10/18/21 (11:32pm) - Received an emailed copy of the response to DPI's report from 10/7/21, which contained an announcement of D. Squibb as new EC director and inaccuracies:</p> <ul style="list-style-type: none"> - Stated TLA first received notice of ECATS use noncompliance in September 2021, although notice was provided in-person at PCR post-conference 2/26/20, in the PCR report ..., in email follow up at the start of 2020-2021 school year, through official memo 11/3/2020, and again through PCR follow ups in December 2020 through January 2021. - Stated that required documentation was requested by DPI at the start of school closures due to COVID, but did not include that the requested items were due to be completed and provided to DPI prior to the 2/26/20 PCR visit and school closures. 	<p>12/2/21 - D. Squibb sent email to EC Division leadership "on behalf of Dr. Cynthia McQueen" requesting confirmation of DPI's receipt of the 10/18/21 response to DPI's report of the unannounced visit. It was indicated that Google drive links were sent containing requested information and indicating that no response was received. A request was made regarding any additional items outstanding from DPI.</p>

10/7/2021	ECATS Record Review - In reviewing the student record for today's reveal meeting, an additional Summary of Conferences, an invitation, this year's attendance, and general observation information has been added. No other changes have been made to the document, which remains mostly incomplete for the 3:30 pm meeting.		@4:15pm - Conducted a recheck (45 mins into the scheduled meeting), discovering no additional information had been added and no changes were made to the reveal determination or requested testing sections. 10/8/21 (4:23am) - Received email from EC coordinator canceling tomorrow's collaboration meeting and requesting reschedule to 10am Monday. It was indicated that draft would be completed over the weekend for facilitated IEP meeting on Monday. A separate note indicated that the parent did not attend today's reveal.
10/8/2021	Rescheduled collaboration meeting as requested by the EC coordinator and sent invite.		@6:50am on 10/8/21 - Conducted a recheck and found no completed reveal report, additional incomplete assessments added, and a completed and finalized eligibility determination changing the student's eligibility from IDMI to IDSE. This action is contrary to guidance provided by DPI monitor, as information included did not meet the policy definition of observations, health screening, RBIs, or In follow up conversation with leadership, it was determined that future support should be provided after successful completion of EC Process ECATS coursework.
10/8/2021	Meeting was canceled and email sent indicating support expectation around completion of EC Process ECATS courses in NCEES	10/8/21 (10:50pm) - EC coordinator responded with her thanks.	10/11/21 (3:21pm) - EC coordinator emailed saying that she needed to speak with me re: her call w/dispute resolution consultant and would call in a few minutes. 10/11/21 (3:22pm) - EC coordinator emailed indicating that she lost track of time and the meeting was starting in 9 minutes and she would call later. As of 10/12/21 (9:00am) - The EC coordinator has made no contact.

10/11/2021	ECATS Record Review - Revealed that an IEP and PWN were written on Sunday (10/10/21) for the 10/7/21 meeting documented in ECATS. PWN explains IEP decisions, but does not mention reevaluation or eligibility decisions. The EC coordinator documented that the PWN was provided to the parent on 10/7/21, for actions to be implemented on 10/8/21.		Due to continuing non-compliance in preparing EC documentation aligned with policy, a review was conducted regarding the status of enrollment, participation, and completion of the EC Process ECATS courses in NCEES assigned by DPI on 9/21/21. Of the 10 courses, the EC coordinator registered for only Course 1 on 9/26/21. There has been no further activity since 9/26/21, including registration in any of the other courses. Course 1 has not been completed as of today (10/11/21). Documentation shows that 3 EC teachers and 1 administrator have completed courses. Assistance in accessing the courses was requested by the EC coordinator on 9/23/21 (2:34am) and responded to by 7:39am with resources originally sent in February. A second request was made to section chief CAH by TLA's lead administrator on 9/23/21, which was also responded to the same day with the same information.
10/11/2021	As follow up and in preparation for the DPI facilitated initial referral scheduled for this afternoon, DPI's complaint investigator contacted the EC coordinator regarding do's and don'ts of Child Find (as reported to both DPI's parent liaison and facilitator). It was further stated that the EC coordinator should share her screen, so the parent could fully participate. The EC coordinator was also encouraged to have her policy manual on hand for the meeting.	The EC coordinator indicated that the DPI monitor told her not to share her screen (despite email and conversation to the contrary) and didn't know where to find a policy manual (despite being sent the link).	The complaint investigator shared that she was contacted by the facilitator, who indicated that the school had no referral prepared for the meeting, appeared confused by the process, and would not take any guidance in completing the PWN. 10/12/21 (2:06am) - EC coordinator emailed the dispute resolution consultant to thank her for assistance.
10/12/2021	Debriefing call with complaint investigator revealed concerns regarding the EC coordinator's apparent inability to understand or follow the EC processes from policy, or to take guidance offered both from the investigator and the facilitator for, and during yesterday's meeting.		

10/13/2021	Email - Responded to request (10/12/21) for permission for TRA's EC teacher to begin completing documents in ECATS. Instructed EC coordinator to forward the teacher's NCEES transcript and a request would be made to CAH. Asked for status update on the EC coordinator's progress in registering for and completing the NCEES courses.	10/14/21 - EC coordinator sent transcript for A. Singley missing course completion information for 3 courses. 10/14/21 - Later that evening, the EC Coordinator sent transcript for N. Knight. Ms. Knight's transcript showed successful completion of all requested courses. 10/15/21 - EC coordinator sent transcripts for D. Williams (Barry) and P. Wallace.	10/15/21 - Emailed transcript verification and request to resume ECATS activity for N. Knight to TRA monitoring consultant and CAH.
10/15/2021	TRA's monitor, K. Little ran a completion report from NCEES for comparison and verification of transcript information, demonstrating full completion of NCEES courses for the EC coordinator, MS principal, and all identified EC teachers, with the exception of 2 missing courses for A. Singley)		
10/15/2021	Email - Messaged the EC coordinator re: deficiencies in A. Singley transcript and confirmed successful verification of required course completion for EC coordinator, MS admin, D. Williams (Barry) and P. Wallace, based on NCEES spreadsheet prepared by K. Little.	EC coordinator responded saying she will take care of it. Within 30 minutes, the EC coordinator messaged that A. Singley stated she completed the two courses and received certificates.	10/15/21 - Messaged back requesting copies of the certificates be forwarded for verification. 10/19/21 - EC coordinator forwarded copies of the certificates for A. Singley (Course 4aCPW completed in September and 4b completed today)
10/19/2021	Email - Responded to email from EC coordinator acknowledging the completed 4b course and indicating the need to complete the general 4a course re: PLAAFPs and Special Factors	10/20/21 (7:11 and 7:20pm) - EC coordinator forwarded copies of the certificate for A. Singley (Course 4a PLAAFPs and Special Factors), demonstrating successful completion of all EC Process and ECATS courses per requirement from DPL.	
10/21/2021	Email - Acknowledged receipt of certificate copies.	Emails received from both S. Andrews and A. Broadway requesting confirmation that DPL has verified course attendance for all Torchlight/Three Rivers' staff. A. Broadway requested an update re: TLA/TRA staff access to ECATS, as well.	Forwarded requests to CAH.
10/22/2021	Email - Responded to S. Andrews' request to provide access for TRA teacher in ECATS, by informing her of the expectation that all access requests come from Dr. McQueen directly to CAH.	S. Andrews responded acknowledgement	10/26/21 - S. Andrews sent an email informing me that TLA staff were instructed to contact me for Zendesk support.
10/27/2021	Email - Responded to S. Andrews' request to add Dr. Blue for IEP teams by letting her know I would look into any access concerns.	S. Andrews responded with additional staff access request	

10/28/2021	Per DPI Leadership request TLA and TRA monitors met with D. Squibb, newly assigned EC coordinator for both schools - sharing current needs for immediate action	EC coordinator, D. Squibb met with DPI monitors via Webex meeting, where areas of concern/action were shared. D. Squibb requested update on when LEA Admin 1 permissions would be provided, and was directed to follow up with Section Chief, CAH.	Section Chief, CAH was notified of the completed meeting. TLA monitor sent encrypted record review details at conclusion of today's meeting.
10/29/2021	Email - Informed S. Andrews that CAH was still awaiting clarification from Dr. McQueen before authorizing any additional access.	No response	
10/29/2021	Email - Sent follow up message with Monday Message and guidance information regarding adding staff members to IEP teams (cc'd to D. Squibb).	No response	11/8/21 - S. Andrews sent email thanking me for support and indicating that she would no longer be writing IEPs, stating D. Tendell would be writing documents going forward.
11/1/2021	Email - Replied to messaging from D. Squibb regarding an inability to see student names in ECATS		Checked LEA Admin 1 user access and contacted leadership to verify access update and added school to admin permissions.
11/1/2021	Email - Notified D. Squibb of the update and asked that a new list be run and that I be contacted if there are still concerns.	D. Squibb replied 11/2 with follow up questions re: specific student concerns.	
11/2/2021	Email (x2) - Replied to student questions for D. Squibb w/guidance regarding next steps (including parent contact)	D. Squibb replied indicating his intent to handle all student problem-solving through IEP meetings.	
11/4/2021	Email - Replied to D. Squibb request to add teachers to ECATS. Sent ECATS manual with resource information on ensuring staff access in PowerSchool. Additionally, shared concern over documentation of recent initial referrals found during record review.	D. Squibb replied asking for student number and making an additional access request for adding teachers to IEP teams. D. Squibb responded in the afternoon with apologies for referral input without his knowledge and indicating it should not happen again.	Sent student numbers for review. Sent additional guidance on adding team members and offered to research if further specifics could be provided.
11/4/2021	Email - Responded to D. Squibb request for problem-solving student documents not visible in ECATS, by reviewing ECATS and contacting both PowerSchool and ECATS colleagues. Explained that name was misspelled, but most current EC documents are showing in ECATS for the school's review. Sent additional email to confirm that PCG had taken additional action to force documents from prior schools to transfer to TLA for review.	No response	
11/5/2021	Email - Acknowledged D. Squibb's assurance regarding concerning referrals and indicated that they must still be corrected as they are noncompliant.	No response	

11/5/2021	Email - Acknowledged receipt of D. Squibb's plan for taking corrective action, including training. Reminded DS that anyone serving as LEA must also participate in training. Encouraged the collection of NCEES transcripts as verification.	D. Squibb replied indicating that he plans to LEA all meetings moving forward.	
11/8/2021	K. Little responded to D. Squibb's request for services report by providing resource information on user permissions to run reports.	D. Squibb responded with thanks and indicating that he wanted to confirm permission to proceed.	K. Little confirmed D. Squibb indicated that he would send a copy of student schedules when completed. As of 12/3/21, no schedules have been offered.
11/12/2021	K. Little followed up with K. O'Farrow re: D. Squibb's request for confirmation that DPI would be certifying Child Count Transfer and December Child Count.	D. Squibb sent follow up message 11/17/21 re: December Child Count submission.	
11/16/2021	Email - Responded to S. Andrews request on 11/15/21 for a Zendesk ticket to move over a student in ECATS. Researched showed the student had been at Torchlight since 2015. An uploaded eligibility document was TLA's and was in "meeting" status, like documents found in a couple of files during the on-site visits in February and September. It was shared that this might be the reason documents were not showing from the migration. D. Squibb was copied.	S. Andrews responded with thanks and indicated that the student received services at Crosby Headstart, although there are no records in ECATS verifying. Additional student numbers were shared for review for the Child Count list.	A review of the record in ECATS shows that both student have current eligibility and IEPs from other schools which show in TLA's ECATS. D. Squibb was cc'd on both messages and encouraged to follow up with K. O'Farrow. S. Andrews sent thanks.
11/17/2021	Email - Responded to D. Squibb follow up request with solicitation of specifics.	D. Squibb replied asking about his access to submit December Child Count. He asked about submitting a detailed plan for corrections in exchange for an extension of the submission deadline.	Responded to D. Squibb informing him of my intent to forward his request to CAH.
11/17/2021	CAH sent notification to D. Squibb that EC Division staff will support the December Child Count submission.	D. Squibb replied with an additional request for extension. D. Squibb re-requested the extension on 11/22/21	
11/17/2021	Email - Sent link to PowerSchool technical support information and confirmed that D. McQueen is the identified PS designee for Three Rivers. This was in response to S. Andrews request to grant N. Knight PS access.	No response	

11/18/2021	Email - Responded to S. Andrews' request for access to the Child Count Transfer system for Three Rivers, by reminding her that messaging has gone out about the need for data managers to handle this responsibility. The "Weekly Update" with this information was sent to D. Squibb.	No response	
11/22/2021	CAH sent memo regarding obligations/instructions for December 1st Child Count and denied the request for extension.	D. Squibb responded with thanks.	12/2/21 - D. Squibb sent email requesting access to student level report view to verify inclusion based on recent IEP meetings.
11/30/2021	K. Little responded to S. Andrews' 11/26 request for record transfers to 2 additional TRA students, indicating that she had been in contact with D. Squibb.	No response	
12/2/2021	CAH responded with a request for the student numbers for DPI verification. K. O'Farrow sent additional request for specific student numbers.	No response	
12/6/2021	Email - responded to D. Squibb's email (12/3/21) copied to K. Little with acknowledgement and indicated that he could forward the student schedules. It was also indicated that his request would be forwarded to EC Leadership for consideration and next steps.	Schedules sent by D. Squibb, password protected.	Message forwarded to CAH and S. Thomas. Email from D. Squibb forwarded to CAH.

Subject: TorchlightAcademy.2019.2020.PCR-2.docx.pdf
Date: Friday, April 24, 2020 at 1:27:48 PM Eastern Daylight Time
From: Danyelle Sanders
To: cynmcqueen@aol.com, shawntrice@tlaedu.org
CC: Carol Ann Hudgens, Dave Machado, Ashley Baquero, Robert McOuat, Su Stone
Attachments: TorchlightAcademy.2019.2020.PCR-2.docx.pdf,
TorchlightAcademy.2019.2020.PCR.Report.docx.pdf, image001.png

Please see attached PCR Report for Torchlight Academy, 2019-2020.



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DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, Superintendent of Public Instruction

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April 21, 2020

Dr. Cynthia McQueen, Lead Administrator
Torchlight Academy
3211 Bramer Drive
Raleigh, North Carolina 27604

Re: Report - 2019-2020 Program Compliance Review

Dear Dr. McQueen:

An on-site Program Compliance Review was conducted on February 26, 2020, by a team from the NCDPI, EC Division. 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 on which the NCDPI provided written notification to the LEA of the noncompliance.

The Office of Special Education Programs Memo 09-02 explains the two prongs that must be satisfied to document the correction of noncompliance. The first prong verifies the LEA has corrected each individual case of noncompliance. The second prong verifies the LEA is correctly implementing the specific regulatory requirements based on the State's review of updated data. Prong two may involve submission of student records, review of electronic records, and/or additional on-site visits.

Thank you for your continued efforts on behalf of students with disabilities and their families. If you have any questions, please contact Suzanne Stone, Monitoring Consultant for Policy, Monitoring and Audit, at (919) 807-3951 or su.stone@dpi.nc.gov.

Sincerely,

DocuSigned by

Sherry H. Thomas

Sherry H. Thomas, Director
Exceptional Children Division

DocuSigned by

Carol Ann M. Hudgens

Carol Ann M. Hudgens, Section Chief
Policy, Monitoring, and Audit
Exceptional Children Division

SHT/CAH/SS: ds

- c Shawntrice Andrews, Director, EC Programs
Dave Machado, Director, Office of Charter Schools
Ashley Baquero, Consultant, Office of Charter Schools
Robert McQuat, Regional Consultant, EC Division
Suzanne Stone, Monitoring Consultant, EC Division

By email

EXCEPTIONAL CHILDREN DIVISION

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Exceptional Children Division Program Compliance Review 2019-2020

Torchlight Academy 92L

Dates of Visit: February 26, 2020
Monitoring Consultant: Suzanne Stone
Date of Report: April 21, 2020

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Monitoring Authority

The Individuals with Disabilities Education Improvement Act (IDEA), (20 U.S.C. 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 North Carolina Department of Public Instruction (NCDPI) 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 Exceptional Children Division of the NCDPI supervises and conducts the general supervision process in furtherance of the state's obligations under IDEA and Article 9.

Alignment to State Performance Plan/Annual Performance Report (SPP/APR)

The Office of Special Education Programs (OSEP) has implemented an accountability framework designed to more directly support states in improving the results for infants, toddlers, children and youth with disabilities, and their families. Section 616(a)(2) of the IDEA requires that the primary focus of IDEA monitoring be on improving educational results and functional outcomes for children with disabilities and ensuring that states meet the IDEA program requirements.

Therefore, data for the *Part B Compliance Indicators* collected through this monitoring activity includes:

- Indicator 13: Secondary Transition

Additionally, the data collected through this monitoring activity provides information for use with:

- Indicator 17: State Systemic Improvement Plan (SSIP)

Alignment to the EC Division Strategic Plan

Strategy A: Provide customized support for LEAs

- Objective A-1: Ensure every LEA has tools to measure fidelity of intervention and effectiveness of services
- Objective A-2: Ensure every LEA collects, analyzes, and utilizes valid and reliable data, including data profile, to make informed decisions

Strategy D: Implement an effective general supervision system

- Objective D-4: Implement monitoring activities to ensure compliance with state and federal statutes and regulations

Alignment to the LEA Self-Assessment/Practice Profile

Core Element 1: Policy Compliance and Monitoring

- The LEA provides training on the legal requirements of IDEA, Article 9 and NC Policies Governing Children with Disabilities.
- The LEA has an effective system for internal monitoring and general supervision, to include IEP implementation.
- LEA uses effective methods and practices for resolving complaints/disputes (formal and informal) within required timelines.

*Aligns with Indicator 17: State Systemic Improvement Plan

Purpose of the Visit

The Program Compliance Review is a comprehensive monitoring activity used to ensure that students with disabilities are provided a free appropriate public education. This activity occurs every five years for all local education agencies (LEAs) which includes traditional school systems, charter schools and state operated programs. Additionally, the Program Compliance Review is utilized in the second semester of the first year of operation for all new charter schools.

Monitoring Team

The Monitoring Team is composed of consultants from the North Carolina Department of Public Instruction Exceptional Children Division (NCDPI ECD) and is led by the assigned regional monitor. The following team members participated in the on-site visit.

Name	Position
Suzanne Stone, M.Ed.	NC DPI: ECD Monitoring Consultant
Karen Little, Ph.D.	NC DPI: ECD Monitoring Consultant
Elizabeth Loring, M.Ed.	NC DPI: ECD Monitoring Consultant
Amy Campbell, M.Ed.	NC DPI: ECD Educational Consultant for Visual Impairment

Methodology: Program Compliance Review

The core components of the Program Compliance Review are:

- Student Record Review
- Interviews regarding EC Process
- Student Service Verification
- Related Service Verification
- LEA Resources
- Licensure

The number of student records selected is based on the sampling chart below with additional records selected for monitoring transition elements. 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.

Number of LEAs with Active Child Count	Student Monitoring Sample			**Indicator 13: Secondary Transition Sample
	Active Child Count	Number of Records	*Number of Schools	
164	Up to 100	5	3	Up to 10
41	101-250	7	3	10
26	251-500	10	3	15
24	501-1000	15	3	20
30	1001-2000	20	6	25
13	2001-3500	25	6	30
6	3501-5000	30	6	35
1	5001-6500	35	6	40
2	6501-8000	40	9	45
0	8001-10,000	45	9	50
3	>10,000	50	9	55

**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.*

***Number of Records for Indicator 13: The number of records selected for monitoring secondary transition includes records from the Student Monitoring Sample. The additional records are pulled to provide a representative sample from across the school system.*

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.

Student Monitoring Sample and Profile

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.

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

Attendance	
Good	0-3 absences
Fair	4-10 absences
Poor	10+ absences

Discipline: OSS Days	
Good	0-2 days
Fair	3-5 days
Poor	5+ days

Grades	
Good	All grades: C or above
Fair	1-2 grades: D
Poor	1+ grades: F

State Tests Reported	
EOG: Reading	
EOG: Math	
EOC: English II	
EOC: Math I	
EOC: Math 3	
NCEXTENDI: Reading	
NCEXTENDI: Math	
NCEXTENDI: English II	
NCEXTENDI: Math I	
NCEXTENDI: Grade 11	

Achievement Levels (AL) For all State Tests except Math	
Level 5	Superior Command
Level 4	Solid Command
Level 3	Sufficient Command
Level 2	Partial Command
Level 1	Limited Command

Achievement Levels (AL) For Math	
Level 5	Comprehensive Understanding
Level 4	Thorough Understanding
Level 3	Sufficient Understanding
Not Proficient	Inconsistent Understanding

Student ID	Grade	Disability	Attendance	Discipline	Grades	State Test	AL
3728681741	1	DD	Fair	Good	Good	N/A	-
1816949353	2	IDMI	Fair	Good	Good	N/A	-
7898824997	4	OH	Poor	Good	Good	EOG: Math 3 rd	NP
						EOG: Reading 3 rd	4
2615115782	6	LD	Fair	Good	Good	EOG: Math 5 th	NP
						EOG: Reading 5 th	2
12642093	7	AU	Good	Good	Poor	EOG: Math 6 th	NP
						EOG: Reading 6 th	1

Indicator 13: Secondary Transition Sample

The sample was collected from the following high schools: Torchlight is a Kindergarten to 8th grade school, with no students who meet the criteria for the Transition Sample.

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 the areas of: Informed Consent for the Provision of Services; Prior Written Notice; Initial Evaluation/Reevaluation; Eligibility; IEP Development and Implementation; and Secondary Transition.

Criteria for Corrective Actions:		
Criteria for Individual Student Corrective Actions:	Less than	100%
Criteria for LEA Level Actions:	Less than	80%

Summary of Individual Student IEP Reviews						
I. Informed Consent for the Provision of Services						
Question	Legal Reference	N=	Yes	No	Percentage	Corrective Actions
CNSNT 1: Informed Consent for Provision of Services Obtained from Parent	NC 1503-1(b) CFR 300.300	5	5	0	100.00%	Criteria Met
II. Prior Written Notice (PWN)						
Question	Legal Reference	N=	Yes	No	Percentage	Corrective Actions
PWN 2a: Current PWN Contains Description of Actions	NC 1504-1.4 CFR 300.503	5	4	1	80.00%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
PWN 2b: Current PWN Explains Why Actions Proposed/Refused	NC 1504-1.4 CFR 300.503	5	3	2	60.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
PWN 2c: Current PWN Contains Description of Evaluation Reports	NC 1504-1.4 CFR 300.503	5	4	1	80.00%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
PWN 2d: Current PWN Contains Procedural Safeguards	NC 1504-1.4 CFR 300.503	5	4	1	80.00%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
PWN 2e: Current PWN Contains Parental Sources for Regulation Information	NC 1504-1.4 CFR 300.503	5	4	1	80.00%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
PWN 3: Parent Provided Copy of PWN	NC 1504-1.4 CFR 300.503	5	3	2	60.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed

III. Initial Evaluation and Reevaluation						
Question	Legal Reference	N=	Yes	No	Percentage	Corrective Actions
EVAL 4: Documentation of Required Members' Participation in Review of Existing Data	NC 1503-4.2 CFR 300.321 CFR 300.308	5	3	2	60.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
EVAL 5: Documentation that IEP Team Completed Review of Existing Data	NC 1503-2.6 CFR 300.305	5	2	3	40.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
EVAL 6: Documentation that Informed Consent to Evaluate/ Reevaluate Obtained from Parent	NC 1503-1(a)(c) CRF 300.300	5	3	2	60.00%	Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
EVAL 7: Documentation that Data Requested, Consented To, and Collected, Match	NC 1503-2.5 CFR 300.304	5	2	3	40.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
EVAL 8: Documentation that Current IEP Reviewed and Revised at Time of Reevaluation	NC 1503-5.1(6)(ii)(B) CFR 300.324	5	4	1	80.00%	Not Correctable at Student Level
EVAL 9: Reevaluation was Completed Within Past 3 Years	NC 1503-2.4 CFR 300.303	5	4	1	80.00%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IV. Eligibility						
Question	Legal Reference	N=	Yes	No	Percentage	Corrective Actions
EL 10: Documentation Evaluation Consistent with Eligibility Criteria for Primary and Secondary Disability Category	NC 1503-2.5 NC 1503-3.3 CFR 300.304 CFR 300.305 CFR 300.8	5	2	3	40.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
EL 11: Documentation of Consideration of Special Rule for Eligibility Determination	NC 1503-2.7 CFR 300.306	5	3	2	60.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
EL 12: Documentation of Required Members' Participation When Eligibility Determined	NC 1503-3.2 NC 1503-4.2 CFR 300.322	5	4	1	80.00%	Individual Student Corrections Must Be Completed Where Noncompliance Identified

V. IEP Development and Implementation - Current						
Question	Legal Reference	N=	Yes	No	Percentage	Corrective Actions
IEP 13: Documentation the IEP Team Included Parent in Development of Current IEP	NC 1503-4.3 CFR 300.322	5	3	2	60.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
IEP 14: Current IEP Reviewed Within One Year	NC 1503-5.1 CFR 300.324	5	1	4	20.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
IEP 15a: Special Factor: Behavior Considered and Addressed in IEP	NC 1503-5.1 CFR 300.324	5	5	0	100.00%	Criteria Met
IEP 15b: Special Factor: Limited English Proficiency Considered and Addressed in IEP	NC 1503-5.1 CFR 300.324	5	5	0	100.00%	Criteria Met
IEP 15c: Special Factor: Braille Considered and Addressed in IEP	NC 1503-5.1 CFR 300.324	5	5	0	100.00%	Criteria Met
IEP 15d: Special Factor: Communication Considered and Addressed in IEP	NC 1503-5.1 CFR 300.324	5	5	0	100.00%	Criteria Met
IEP 15e: Special Factor: Assistive Technology Devices/Services Considered and Addressed in IEP	NC 1503-5.1 CFR 300.324	5	5	0	100.00%	Criteria Met
IEP 16: IEP Contains Statement(s) of Student's PLAAFP	NC 1503-4.1 CFR 300.320	5	0	5	0.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
IEP 17: IEP Contains Statement of Measurable Annual Goals Addressing Needs in PLAAFP	NC 1503-4.1 CFR 300.320	5	1	4	20.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
IEP 18: IEP Contains Description of How Student's Progress Toward Annual Goals is Measured	NC 1503-4.1 CFR 300.320	5	5	0	100.00%	Criteria Met
IEP 19: IEP Indicates How Student Will Participate in Statewide Assessment	NC 1503-4.1 CFR 300.320	5	5	0	100.00%	Criteria Met

IEP 20: IEP Indicates How Student Will Participate in district-wide Assessment	NC 1501-12.4a CFR 300.320	5	4	1	80.00%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 21: IEP Explains Why Regular Testing Program Not Appropriate and Why Selected Assessment Appropriate	NC 1503-4.1(6) CFR 300.320	5	5	0	100.00%	Criteria Met
IEP 22: Continuum of Alternative Education Placements Selected on IEP	NC 1501-3.3 CFR 300.116	5	3	2	60.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
IEP 23: LRE Justification (WHY) is Addressed on Current IEP	NC 1503-4.1(5) CFR 300.320	5	3	2	60.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
IEP 24: ESY Considered Annually	NC 1501-2.4 CFR 300.106	5	5	0	100.00%	Criteria Met

Corrective Action Required: Yes

Interviews

Interviews regarding EC Process were conducted with LEA administrators, including EC Directors/Coordinators; EC teachers and related services providers at the selected school sites. Responses were scored on average for each group and across schools using the *Interview Rubric*. Items measured the working knowledge of Child Find, Discipline, Transfer Students, and Secondary Transition.

EC Process Examined	Average Number of required Elements	Cumulative Rating
Child Find	2.0	Fair
Discipline	0.6	Poor
Transfer Process: Out of State	1.0	Poor
Transfer Process: In State	2.0	Fair
Secondary Transition	0.8	Poor

Recommendations Offered: Yes

Service Verification

In order to verify that services were provided in accordance with the IEP, the following components were reviewed: one identified service from each student's IEP, the EC teacher's schedule and classroom observations by a monitoring team member. Service delivery was considered "Compliant" if services were delivered by appropriately licensed EC staff and as specified on the IEP with a clear relationship to the IEP goals. If the service verification was determined to be "Non-Compliant," the reason will be noted in the comment section of the chart below.

Student ID	Service	Location	Comments	Compliant (Yes/No)
3728681741	Math 1xD :60min	GE	Observed	No ¹
1816949353	Reading 5xW :20min	SE	Observed	Yes
7898824997	Social-Emotional 5xW :10min	SE	Observed	Yes ²
2615115782	Reading 5xW :45min	SE	Observed	Yes
12642093	Reading 5xW :30min	SE	Observed	Yes

¹Teacher schedule indicates math participation in general education from 10:00-11:00 am daily. During the observation, the student was removed from general education for 1:1 special education services.

²Teacher schedule indicates that the student receives services from 9:40-9:55. At the time of the observation, the student was seen for 10 minutes.

Corrective Action Required: Yes

Recommendations Offered: Yes

Related Services Verification

Related service logs were reviewed for the last completed grading period prior to the on-site visit. Service logs were compared to the corresponding IEPs of the students on the related service provider's caseload to determine if the services were provided in accordance with the service delivery plan articulated on the student's IEP.

Student ID	Related Service	Location	Comments	Compliant (Yes/No)
3728681741	Speech 6xRP :20min	SE	Verified	Yes
1816949353	OT 8xRP :30min	TSE	Verified	Yes ¹
	Speech 6xMonth :30min	Therapy	Verified	Yes
2615115782	Speech 4xMonth :30min	Therapy	Verified	Yes ²

¹Documentation shows 3 sessions held and 1 missed due to student absence.

²Documentation shows 3 sessions held and 1 missed due to student absence.

Corrective Action Required: No

Recommendations Offered: Yes

LEA Resources

This portion of the tool reviews the information the LEA makes available to parents and students regarding resources in the following areas: Child Find, Discipline, Transfer/Incoming New Students and local Dispute Resolution. Recommendations for this area (if any) will be noted in the summary of this report.

Essential Question: What mechanisms are used to provide information regarding the EC process, procedures and LEA contact information?

LEA Resources	Website	Handbook	Other
Child Find Process	No	Handbook not available at the time of the monitoring visit; Resources unknown	Child Find posters were located within the building.
Discipline Procedures	No		
Transfer Students	No		
Dispute Resolution	No		

Recommendations Offered: Yes

Licensure

Licensure was reviewed in the context of the names of the EC staff, licensure codes, expiration date and composition of instructional assignment for the school sites identified in the Student Monitoring Sample and according to the service provider observed during the Student Service Verification/Related Services Verification. This information was gathered through the use of a template provided to the EC Director/Coordinator upon notification of the visit and the selected sites. The EC Director/Coordinator also provided a determination as to whether the licensure was compliant which was then verified by the DPI Monitoring Consultant.

School Name	Torchlight Academy				
EC Service Provider Name	Licensure Code(s)	Expiration Date	Class Composition	Teacher licensure area matches at least one student area of eligibility (Yes/No)	Verified (Yes/No)
Alice Singley	8091, 025, 006	6/30/2020	IDMI, LD	Yes	Yes
Phyllis Wallace	8091	6/30/2020	AU, LD	Yes	Yes
Melvin Wallace	8400, 8300, 8200, 8100, 8091, 8092, 014, 8081	6/30/2020	IDMI, LD	Yes	Yes
Doris Williams	8091	6/30/2021	DD, IDMI, OH	Yes	Yes

Corrective Action Required: No

Summary

Commendations

- The Torchlight staff were welcoming to the DPI team and provided them an appropriate environment from which to conduct monitoring activities.
- During service verification observations:
 - Teachers provided students with positive constructive feedback during work sessions.
 - Student behavior was promptly redirected.
 - Student engagement with assigned tasks was evident.

Recommendations

Student Profile:

- It is highly recommended that the administrative team review information available in the Student Profile in coordination with progress data to assist in the routine review and revision of student IEPs.

Record Review:

- The EC leadership must learn and utilize the ECATS platform for documenting all EC processes in order to comply with the Uniform Education Reporting Systems (UERS) umbrella as required by General Statute (G.S.) 115C-12(18). Sanctions shall be imposed to the local education agencies (LEA) or Charter School not in compliance with UERS reporting guidelines as stated in G.S. 115C-438.
- Based on information gathered from the Student Record Review, school administration is encouraged to develop internal processes for routine record monitoring, ensuring that all compliant elements are located and available within each student's EC record.

Interviews:

- Torchlight's school administration, EC leadership and EC staff are encouraged to participate in additional training on the topics of Child Find, Discipline (with regards to students with disabilities), the Transfer process (both in and out of state), and Transition.
- Routine professional development is offered by DPI and the links can be located in the Resources section below.

Service Verification:

- Having a process for the routine monitoring of EC services and progress data for the purposes of regular review and revision of student IEPs is highly recommended in ensuring that services provided meet the unique needs of students.

Related Service Verification:

- It is strongly recommended that service logs follow the IEP in documenting frequency, duration, and location of services delivered.

LEA Resources:

- In offering support and clarification for parents and school staff, it is recommended that the school's website and student handbook include information about: Child Find, Discipline, Transfer/Incoming New Students and local Dispute Resolution.

It is highly recommended that the LEA utilize the data in this report in conjunction with the LEA Self-Assessment: Practice Profile to inform system-wide school improvement planning.

Procedural Violations

- NC 1501-3.3 Placement Decisions
- NC 1501-12.4 Participation in Assessments
- NC 1503-1(a) Parental Consent for Initial Evaluation
- NC 1503-2.4 Reevaluations
 - (a) General.
 - (b) Limitation.
- NC 1503-2.5 Evaluation Procedures
 - (a) Notice.
 - (b) Conducting the evaluation.
 - (d) Required screenings and evaluation for eligibility determination.
- NC 1503-2.6 Additional Requirements for Evaluations and Reevaluations
 - (a) Review of existing evaluation data.
 - (b) Conduct of review.
- NC 1503-2.7 Determination of Eligibility
 - (a) General.
 - (b) Special rule for eligibility determination.
 - (c) Procedures for determining eligibility and educational need.
- NC 1503-3.3. Determining Existence of Specific Learning Disability
- NC 1503-4.1 Definition of individualized education program
 - (a) General.
- NC 1503-4.2 IEP Team
 - (a) General.
 - (d) IEP Team attendance.
- NC 1503-4.3 Parent Participation
 - (a) Public agency responsibility--general.
 - (b) Information provided to parent(s).
 - (c) Other methods to ensure parent participation.
 - (d) Conducting an IEP meeting without a parent in attendance.
- NC 1503-5.1 Development, Review, and Revision of IEP
 - (a) Development of IEP.
 - (b) Review and revision of IEP.
- NC 1504-1.4 Prior Notice by the LEA; Content of Notice
 - (a) Notice.
 - (c) Content of notice.
 - (d) Notice in understandable language.

Compliance Status

Upon the review of data collected in the report, the LEA 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	Training for all LEA representatives and EC staff must occur in the areas of Prior Written Notice, Initial Evaluation/Reevaluation, Eligibility, IEP Development and Implementation (including parent participation, timelines, PLAAFPs, goals, continuum of placements, and LRE).	Copies of training agendas and sign in rosters	September 30, 2020
	Correct all areas of non-compliance identified in the student record.	Corrected IEPs and supporting documents	January 31, 2021
	Participate in Prong 2 Record Review (for all areas on student record review below 100%).	New IEPs and supporting documents	March 15, 2021
Student Service Verification	Correct all areas of specific non-compliance to ensure that the student and teacher schedules align with services identified within the student's IEP.	Corrected IEP and/or copies of corrected student and teacher schedules	January 31, 2021
	Participate in Prong 2 Service Verification.	New IEPs and supporting documents	March 15, 2021
Related Service Verification	N/A		
Licensure	N/A		

All Corrective Action and Prong 2 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 LEA Determinations.

Evidence of Correction must be submitted, upon completion, to:

Suzanne Stone, Monitoring Consultant
NC Department of Public Instruction
Exceptional Children Division
6356 Mail Service Center
Raleigh, North Carolina 27699-6356
su.stone@dpi.nc.gov

Resources

EC Division Website: <http://ec.ncpublicschools.gov/>

EC Division Policies and Procedures Guide: <https://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities>

EC Division Memorandums: <https://ec.ncpublicschools.gov/ec/policies/nc-policies-governing-services-for-children-with-disabilities/ncdpi-communication>

EC Process Training Modules (EC website):
<https://ec.ncpublicschools.gov/conferences-profdev/training-materials>

EC Division Professional Development (Summer Institute, EC Conference, March Institute, etc.): <http://ec.ncpublicschools.gov/conferences-profdev>

Archived EC Director Webinars can be found at: <http://ec.ncpublicschools.gov/conferences-profdev/webinars>

North Carolina Policy: <http://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities>

The North Carolina State Improvement Project: Improving Instruction for Students with Disabilities resources and training information can be found at <https://www.ncsip.org/>

IDEA (Federal Regulations): <https://sites.ed.gov/idea/>

NTACT (National Technical Assistance Center on Transition): <http://www.transitionta.org/>

Office of Special Education and Rehabilitative Services:
<https://ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-2017.pdf>

North Central Region – NCDPI Exceptional Children Division Support Team:

Type	Contact	Phone
Policy, Monitoring, and Audit	Suzanne Stone	(919) 807-3951
Autism	Nancy Childress	(919) 807-4191
ECATS	Sue Ann Stalnaker	(919) 807-4168
Deaf/Hard of Hearing	Nancy Woytowich	(919) 807-4029
Charter School Consultant	Rob McOuat	(336) 416-1695
Special Programs	Lori Peterson	(919) 807-3966
Child County Data	Kelley Blas	(919) 807-3967
Literacy	Laura Dendy	(910) 690-4960
Math	Carol Moffitt	(919) 807-3455
Visual Impairment	Amy Campbell	(919) 807-3265
Behavior	Lisa Taylor	(252) 361-1004
State Implementation and Data	Lauren Holahan	(919) 807-3773
Physical Therapy	Laurie Ray	(919) 636-1827
Speech-Language	Perry Flynn	(336) 256-2005
Occupational Therapy	Bridgette LeCompte	(828) 582-5502
Intervention Support	Ginger Cash	(919) 807-4196

Torchlight Document Concerns

Student	Student History	Documents	Workspace	Other
KNW	<p>Event 6571 – begin and end dates were altered to reflect a current IEP (the included document is expired from Harnett)</p> <p>Event 7380 – appears to be hand entered by SA with dates that do not match any documentation from either Wake or Harnett (Event 6558 shows a current eligibility from Harnett w/o a document).</p>	<p>Torchlight-created documents only include 2 invitations (3/5 and 3/15) for a 3/25 annual review; there is no evidence a new document was developed;</p> <p>An eligibility document matching the Event 6558 entry shows eligibility in Wake.</p>	<p>No components have been entered for any documents as of 7/20/21</p>	
JRW	<p>Event 7120 – repurposed Johnston eligibility from 2018, altering start and end dates to make it current</p> <p>Event 7130 – repurposed Johnston IEP (expired), altering start and end dates to make current</p>	<p>No Torchlight-created documents; Most recent documents from 4/2020 from Johnston</p>	<p>Eligibility – only meeting purpose/suspected disability (initial/SLD) and eligibility determination components have been opened (yes indicated)</p> <p>IEP – only meeting purpose, student profile, and assessment summary are checked</p>	
FR-P	<p>Event 8186 and 8187 – 2 different IEPs dated for 4/5/21 (one showing EOGs and one showing Extend1) entered on the same date 5/30/21</p> <p>Older events show eligibility in 2018, referral and consents in 2015</p>	<p>Torchlight-created IEP documents (2 IEPs on the same day) only and uploaded older documents (2015 consent w/o signatures, 2018 psych report, and 2015 CECAS eligibility); No 2018 eligibility documentation or any PWNs are included; The only other IEP is from 2017.</p>	<p>Only current IEP is in the workspace; no invitations or PWNs are noted</p>	

Added w/o Documents in ECATS

Student History

Tony Merritt (-) - 12438321 11/15/2008

Technical Academy 1921000

Event ID	Event Date	Event Type	Event Date	Event Date	User	Document	Date Created	Details
439	07/16/2021	Grade Change (Self Grade)	07/16/2021	07/16/2021	12:42	Import	07/16/2021 12:42 (6 days)	DETAILS
720	05/21/2021	EP	05/21/2021	05/20/2022	Statistics Andrews		11/09/2020 09:21 (258 days)	DETAILS
407	05/21/2021	Shighly Determination	05/21/2021	05/21/2024	Transfer / Import		04/27/2019 04:41 (754 days)	DETAILS
439	07/20/2020	Grade Change (Self Grade)	07/20/2020	07/15/2021	Transfer / Import		07/20/2020 10:13 (364 days)	DETAILS
264	06/03/2019	EP	06/13/2019	06/02/2020	Transfer / Import		06/24/2019 17:35 (729 days)	DETAILS
175	06/14/2018	EP	06/14/2018	06/13/2019	Transfer / Import		06/28/2019 22:24 (730 days)	DETAILS
406	06/13/2018	Provision of Services Parental Consent			Transfer / Import		06/27/2019 04:41 (754 days)	DETAILS
406	05/03/2018	Parent Consent			Transfer / Import		06/27/2019 04:41 (754 days)	DETAILS
403	05/02/2018	Referral			Transfer / Import		06/27/2019 04:41 (754 days)	DETAILS

Student History

Archer Haddi Baazad (-) - 277118421 11/22/2009

Technical Academy 1921000

Event ID	Event Date	Event Type	Event Date	Event Date	User	Document	Date Created	Details
871	07/16/2021	Grade Change (Self Grade)	07/16/2021	07/16/2021	Transfer / Import		07/16/2021 12:42 (6 days)	DETAILS
802	07/20/2021	Shighly Determination	07/20/2021	07/20/2022	Transfer / Import		06/27/2019 04:41 (754 days)	DETAILS
724	10/05/2021	EP	10/16/2020	10/04/2022	Statistics Andrews		11/09/2020 09:21 (258 days)	DETAILS
629	06/21/2020	Transfer Student			Academic Transfer		06/27/2020 12:42 (634 days)	DETAILS
494	06/17/2020	Transfer Student			Transfer / Import		07/22/2020 02:37 (345 days)	DETAILS
490	07/22/2020	Grade Change (Self Grade)	07/22/2020	07/16/2021	Transfer / Import		07/22/2020 02:37 (345 days)	DETAILS
491	07/22/2020	Grade Change (Self Grade)	07/22/2020		Transfer / Import		07/22/2020 02:37 (345 days)	DETAILS
628	07/20/2020	Grade Change (Self Grade)	07/20/2020		Transfer / Import		07/20/2020 11:11 (347 days)	DETAILS

Student History

Gareeb Al-Nahar-Walidh Jackson (-) - 469935411 07/08/2010

Technical Academy 1921000

Event ID	Event Date	Event Type	Event Date	Event Date	User	Document	Date Created	Details
669	07/16/2021	Grade Change (Self Grade)	07/16/2021	07/16/2021	Transfer / Import		07/16/2021 09:24 (6 days)	DETAILS
737	01/18/2021	EP	07/28/2021	07/17/2022	Statistics Andrews		11/09/2020 09:21 (258 days)	DETAILS
434	01/18/2021	Shighly Determination	07/28/2021	07/17/2022	Statistics Andrews		12/07/2019 11:28 (594 days)	DETAILS
333	07/24/2019	EP	07/24/2019	12/16/2020	Transfer / Import		06/26/2019 09:45 (757 days)	DETAILS
4313	01/30/2018	Shighly Determination	07/20/2018	01/30/2021	Statistics Andrews		12/07/2019 11:28 (594 days)	DETAILS
330	01/30/2018	EP	07/20/2018	01/29/2019	Transfer / Import		06/26/2019 09:45 (757 days)	DETAILS
594	01/30/2018	Shighly Determination	07/20/2018	01/29/2021	Transfer / Import		06/27/2019 14:14 (756 days)	DETAILS
593	01/30/2018	Parent Consent			Transfer / Import		06/27/2019 14:14 (756 days)	DETAILS
592	01/16/2018	Shighly Determination	07/16/2018	07/16/2021	Transfer / Import		06/27/2019 14:14 (756 days)	DETAILS

Events Changed w/Repurposing of other LEA Events

Student History

Archer Haddi Baazad (-) - 277118421 11/22/2009

Technical Academy 1921000

Event ID	Event Date	Event Type	Event Date	Event Date	User	Document	Date Created	Details
871	07/16/2021	Grade Change (Self Grade)	07/16/2021	07/16/2021	Transfer / Import		07/16/2021 12:42 (6 days)	DETAILS
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490	07/22/2020	Grade Change (Self Grade)	07/22/2020	07/16/2021	Transfer / Import		07/22/2020 02:37 (345 days)	DETAILS
491	07/22/2020	Grade Change (Self Grade)	07/22/2020		Transfer / Import		07/22/2020 02:37 (345 days)	DETAILS
628	07/20/2020	Grade Change (Self Grade)	07/20/2020		Transfer / Import		07/20/2020 11:11 (347 days)	DETAILS

Student History

Archer Haddi Baazad (-) - 277118421 11/22/2009

Technical Academy 1921000

Event ID	Event Date	Event Type	Event Date	Event Date	User	Document	Date Created	Details
871	07/16/2021	Grade Change (Self Grade)	07/16/2021	07/16/2021	Transfer / Import		07/16/2021 12:42 (6 days)	DETAILS
802	07/20/2021	Shighly Determination	07/20/2021	07/20/2022	Transfer / Import		06/27/2019 04:41 (754 days)	DETAILS
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490	07/22/2020	Grade Change (Self Grade)	07/22/2020	07/16/2021	Transfer / Import		07/22/2020 02:37 (345 days)	DETAILS
491	07/22/2020	Grade Change (Self Grade)	07/22/2020		Transfer / Import		07/22/2020 02:37 (345 days)	DETAILS
628	07/20/2020	Grade Change (Self Grade)	07/20/2020		Transfer / Import		07/20/2020 11:11 (347 days)	DETAILS

Student History

Archer Haddi Baazad (-) - 277118421 11/22/2009

Technical Academy 1921000

Event ID	Event Date	Event Type	Event Date	Event Date	User	Document	Date Created	Details
669	07/16/2021	Grade Change (Self Grade)	07/16/2021	07/16/2021	Transfer / Import		07/16/2021 09:24 (6 days)	DETAILS
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594	01/30/2018	Shighly Determination	07/20/2018	01/29/2021	Transfer / Import		06/27/2019 14:14 (756 days)	DETAILS
593	01/30/2018	Parent Consent			Transfer / Import		06/27/2019 14:14 (756 days)	DETAILS
592	01/16/2018	Shighly Determination	07/16/2018	07/16/2021	Transfer / Import		06/27/2019 14:14 (756 days)	DETAILS

Subject: Implementation of ECATS-Follow-Up
Date: Wednesday, September 1, 2021 at 10:42:49 AM Eastern Daylight Time
From: Danyelle Sanders
To: adminmcqueen@tlaedu.org, shawntrice@tlaedu.org, Sherry Thomas, Carol Ann Hudgens
CC: Matt Hoskins, Amanda Byrd, Robert McOuat, Su Stone, Dave Machado, Ashley Baquero
Attachments: NonECATSUser.Torchlight.Notice2.pdf, image001.png

Danyelle Sanders
Administrative Specialist
Exceptional Children
Office of Educational Equity
NC Department of Public Instruction
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Danyelle.Sanders@dpi.nc.gov
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PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, *Superintendent of Public Instruction*
WWW.DPI.NC.GOV

September 1, 2021

MEMORANDUM

To: Dr. Cynthia McQueen, Principal – Torchlight Academy
Mr. Donnie McQueen, Executive Director – Torchlight Academy
Ms. Shawntrice Andrews, EC Coordinator – Torchlight Academy

From: Sherry H. Thomas, Director
NCDPI Exceptional Children Division

DS
SAT

Carol Ann M. Hudgens, Section Chief – Policy, Monitoring and Audit
NCDPI Exceptional Children Division

DS
CMH

VIA EMAIL

Re: Follow-Up - Implementation of Every Child Accountability Tracking System (ECATS)
Overdue - Indicator 7 Data Certification

Dr. McQueen, Mr. McQueen, and Ms. Andrews:

On or around October 30, 2020, the EC Division communicated deficiencies with the implementation of ECATS to Torchlight Academy (TA). Since that time, extensive technical assistance has been provided in order to resolve these issues, including additional time beyond the original due date communicated. However, electronic student records remain noncompliant.

When auditing TA's electronic records to determine if corrections had been made, it appeared as though existing finalized documents from other local education agencies had been altered. Therefore, on or around July 22, 2021, the ECATS permission type for Ms. Andrews was changed from EC Director to EC Teacher 2. This action was taken to ensure that these activities were no longer possible.

Meanwhile, it has also come to our attention that TA's Indicator 7 Data has not been certified in ECATS. While this delay may be a result of Ms. Andrews' change in permission type, Ms. Andrews contacted NCDPI regarding her user status on or around August 24, 2021, and the certification was due on August 20, 2021.

This letter serves as the EC Division notification to Torchlight Academy and the Office of Charter Schools that TA remains non-compliant in the administration of Exceptional Children programs. Therefore, the EC Division must take further action as communicated in the October 30, 2020, correspondence. Those further actions include:

- A delay of any further funding allocations from the Exceptional Children Division, and
- A request to the Office of Charter Schools Compliance Team for further assistance in achieving compliance with EC programs at TA.

EXCEPTIONAL CHILDREN DIVISION

Sherry H. Thomas, Director | sherry.thomas@dpi.nc.gov
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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

C: Dr. Matt Hoskins, Assistant Director – EC Division
Amanda Byrd, Section Chief: Special Programs and Data – EC Division
Dr. Rob McOuat, Regional Coordinator – EC Division
Suzanne Stone, Monitoring Consultant – EC Division
Dave Machado, Director – NCDPI Office of Charter Schools
Ashley Baquero, Consultant – NCDPI Office of Charter Schools

Subject: NonECATSUser.Torchlight.pdf
Date: Tuesday, November 3, 2020 at 3:54:17 PM Eastern Standard Time
From: Danyelle Sanders
To: cynmcqueen@aol.com, shawntrice@tlaedu.org
CC: Carol Ann Hudgens, Robert McQuat, Su Stone, Dave Machado, Ashley Baquero
Attachments: NonECATSUser.Torchlight.pdf, image001.png

Please see attached Implementation of Every Child Accountability Tracking System (ECATS) memo. If you have any questions, please contact Su Stone at 984-236-2568, or su.stone@dpi.nc.gov.



Danyelle Sanders

Administrative Specialist
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Visit us on the web at <https://dpi.nc.gov>. All e-mail correspondence to and from this address is subject to the North Carolina Public Records Law, which may result in monitoring and disclosure to third parties, including law enforcement.

Torchlight/DPI Collaboration Checklist



DPI Required Action Steps	Due By	Torchlight Needed/Requested Follow-Up	Completed
Schedule and hold initial call to answer questions regarding collaboration	9/24/21		9/22/21
Schedule and hold virtual meeting to discuss record findings and action steps related to upcoming IEP meeting	9/29/21		9/24/21
Set schedule for regular status updates on action steps	9/29/21	Requested next Wednesday at 1pm, and at 2pm for subsequent meetings	9/24/21
IEP Meeting Prepwork			
Work with internal PowerSchool contact to ensure full record transfer in ECATS for the student (Wake, Moore, and Warren counties)	9/29/21 New 10/1/21		10/1/21* * Dates manipulated to bring records in, will work with Wake
Verify whether the EC record contains reports of all required screenings and assessments for the current eligibility area	9/29/21 New 10/1/21 New 10/4/21		Only recent TLA reports verified 10/6/21
Complete records request for appropriate schools for reports documented on prior eligibility documents	9/29/21 New 9/30/21		9/30/21
Gather available Torchlight teacher/service provider data/evidence/reports and load Assessment Summary	9/29/21 New 10/1/21 New 10/4/21	Verify ECATS access to student records (DPI completed 9/30/21)	10/7/21
Set a date for IEP/Reevaluation meeting	10/1/21		10/1/21
Identify and invite appropriate IEP team members	10/4/21		
Complete and send invitation (Reevaluation) to parent	10/4/21		10/6/21 for 10/7 meeting

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Torchlight Academy
92L

Exceptional Children Division
October 7, 2021

Program Compliance Review

A program compliance review is a routine monitoring activity conducted in public school units every five years. Torchlight Academy's was conducted on February 26, 2020. As a result, Torchlight Academy was found noncompliant in the following areas and the following corrective actions were to be taken.

Corrective Action Timelines

Area	Required Action	Evidence of Correction	Due Date
Student Record Review	Training for all LEA representatives and EC staff must occur in the areas of Prior Written Notice, Initial Evaluation/Reevaluation, Eligibility, IEP Development, and Implementation (including parent participation, timelines, PLAAFPs, goals, continuum of placements, and LRE).	Copies of training agendas and sign in rosters	September 30, 2020
	Correct all areas of non-compliance identified in the student record.	Corrected IEPs and supporting documents	January 31, 2021
	Participate in Prong 2 Record Review (for all areas on student record review below 100%).	New IEPs and supporting documents	March 15, 2021
Student Service Verification	Correct all areas of specific non-compliance to ensure that the student and teacher schedules align with services identified within the student's IEP.	Corrected IEP and/or copies of corrected student and teacher schedules	January 31, 2021
	Participate in Prong 2 Service Verification.	New IEPs and supporting documents	March 15, 2021

Corrective Action must be completed according to the established timelines or no later than one year after the public school unit was notified of its noncompliance. To support Torchlight Academy with the corrective action, the following technical assistance activities were provided by staff from the Exceptional Children Division.

Date	Action Taken by DPI	Torchlight Response	Follow Up Activities
3/12/2020	Email - sent deficit summary and reminder of missing documentation still outstanding (student profile, licensure tool, related service logs)	No response	
3/18/2020	Email - Second reminder of outstanding documentation w/offer to complete documentation personally, if EC coordinator could provide information not available in PowerSchool	Email response (x2) apologizing for delay and promising to follow up	

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3/18/2020	Email - Responded back with offer to look up licenses if EC coordinator would provide full names of EC staff and related service personnel	3/19/20 (1:50 am) - EC coordinator sent the names of the 4 of 5 identified EC teachers	3/19/20 - EC coordinator sent SLP service log 3/19/20 - EC coordinator sent OT service log
4/2/2020	Email - Requested official names for teacher w/multiple appearances in licensure system and for that of teacher not located	Email response (12:40 am) w/corrected last name and indication of follow up on teacher middle name	4/3/20 - EC coordinator emailed teacher middle name
4/2/2020	Email - 3rd request for student profile tool/information	Email response saying it is forthcoming	
4/3/2020	Email - acknowledging receipt of teacher middle name and 4th request for student profile tool completion	No response	
4/7/2020	Email - 3rd request for OT service log and 4th request for student profile information (grades)	Email response with partially completed student profile tool and promise of follow up messaging with how related services are documented	4/7/20 (11:19 pm) - Follow up email from EC coordinator saying further messaging will still be coming regarding OT log 4/7/20 (11:32 pm) - Resent a copy of the OT log without explanation
4/8/2020	Email - acknowledging receipt of OT service log resend	Email response with well wishes	
4/9/2020	Email - requesting a copy of Torchlight's parent/student handbooks	No response	4/12/20 - EC coordinator emailed apology for not seeing the request and asking a clarifying question about handbooks
4/13/2020	Email - Requesting both handbooks if available	No response	4/16/20 - EC coordinator sent parent handbook
4/16/2020	Email - Acknowledging receipt of the delayed handbook and indicating prior completion of the report with recommendations (not a compliance element)	Email response with thanks and intention to follow up if there are questions when correcting records	
8/24/2020	Email - Responded to an unexpected records request document intended for Wake County and asking about the status of ECATS access in reviewing student records	Email response indicating someone else in the school must have sent the records request by accident and asking	

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		for access to the ECATS trainings	
8/24/2020	Email - Re: whether or not EC coordinator was receiving the biweekly ECD communications, including information about the ECATS courses and padlet with director specific COVID information and more; indicated that course links would be resent (cc'd regional coordinators to ensure EC coordinators contact information on listservs)	No response	
8/24/2020	Email - Sent links to office hours and NCEES ECATS courses	8/25/20 (12:50 am) - EC coordinator emailed with thanks	
9/30/2020	Training Deadline - Grace extended due to COVID closure and new school year start-up activities on Plan B		
10/13/2020	Email - PCR follow up, indicating that DPI is resuming activities and reminding EC coordinator about training needs; included a screen shot of corrective actions required	Email response sharing reasons for not completing the training to date (including personal information re: staff absence and trauma)	
10/13/2020	Email - Sent sympathy and noticed EC coordinator on a Google doc that would be forthcoming, where training could be problem-solved and planned out with target dates	Email response of thanks	
10/14/2020	Email - Google form sent w/recommendation to work with her administrator and offering additional assistance if needed	No response	2/24/21 (10:01 pm) - EC coordinator emailed confirming completion of the Google form and acknowledging that training had been completed with staff in January

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11/3/2020	Email - Memorandum from DPI ECD Director, S. Thomas and Section Chief, CA. Hudgens re: failure to implement ECATS as required	No response	
11/3/2020	Email - Regional coordinator, Dr. McQuat sent reminder of overdue LEA Self-Assessment		
11/5/2020	Email - Memorandum from DPI ECD re: PCR corrections/Prong 2 and new Modified PCRs to all current PCR LEAs and upcoming PCR LEAs	No response	
11/18/2020	Email - Re: routine ECATs review and unexplained record status changes w/o supporting documents, despite February 2020 notification that the alternate data entry method should no longer be used to circumvent document entry; additional request asking for update on when to expect to see documents entered into ECATS	No response	11/22/20 (8:33 pm) - EC coordinator emailed indicating struggle with entering information into ECATS and included several questions around specific record entries and archived information
11/24/2020	Email - Requesting clarification of specific details from 11/22 email in order to assist in problem-solving around any entry issues	No response	
11/24/2020	Email - Regional coordinator, Dr. McQuat resent ECATS resources and offered support	EC coordinator emailed thanks	
11/24/2020	Email - Regional coordinator, Dr. McQuat sent additional LEA Self-Assessment reminder		
12/2/2020	Email - Following up on clarification questions sent to EC coordinator on 11/24 and including links to recent weekly update and office hours	12/3/20 - SA emailed stating she continues to struggle with all of the expectations including the LEASA; promised to get the information in and will reach out if additional support is needed	

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12/4/2020	Email - Responded to EC coordinator email re: students participating in remote learning from outside the state; shared that updated information will be coming out in today's ECD communication and was discussed in the director's webinar (EC coordinator did not attend)	No response	12/7/20 - EC coordinator emailed saying that there was more to the story (that wasn't covered in the webinar); provided additional details 12/7/20 - EC coordinator emailed an hour later indicating that the situation was resolved
12/7/2020	Email - Acknowledging EC coordinator's messaging and offering again to help problem-solve as needed	No response	
12/14/2020	ECATS status check - Prep for Charter Compliance Team mtg revealed 2 of 5 sample w/o docs, 2 of 5 sample w/consent for eval docs only, and final 1 of 5 sample w/3 invites only		
1/4/2021	ECATS status check - No changes since 12/14/20 check		
1/5/2021	Email - Follow up message asking for a progress update on corrections for PCR and offer of assistance	1/6/21 (9:58 pm) - EC coordinator emailed re: several (7) deaths in her family over the holiday break and a promise to finish up the documents soon	
1/13/2021	ECATS status check - New IEP w/o supporting documents; IEP contained similar errors noted in PCR		
1/20/2021	North Central Regional Directors/Coordinators Meeting - EC coordinator not in attendance		1/21/21 - EC coordinator observed as attending Northeast regional meeting
2/9/2021	ECATS status check as PCR follow up - No new ECATS use, or record correction detected		
2/12/2021	Email - Resent August email w/links for office hours and NCEES ECATS courses and offered assistance in response to EC coordinator's request 2/11/21	No response	

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2/15/2021	Email - Sent updated NCEES Tip Sheets to EC coordinator to assist in verification of staff participation in training	No response	
2/25/2021	Email - Acknowledging EC coordinator's completion of the October Google form and responding to question re: ECATS use during IEP mtgs; asked for further clarification re: question on dealing with difficult parents	No response	
3/15/2021	ECATS status check for PCR follow up and Prong 2 - No new activities detected; 20% of IEPs and 6% of initials out of compliance (per landing page graph)		
4/7/2021	ECATS status check for PCR follow up and Prong 2 - One new IEP (same PCR errors); 28% of IEPs and 6% of initials out of compliance		
5/14/2021	ECATS status check - More new IEPs w/similar PCR errors; no evidence of PCR record corrections and no ability to conduct Prong 2		
6/14/2021	ECATS status check - Only 1 new IEP and no new eligibility determinations; still missing supporting documents (no PWNs and inconsistent use of invitations)		
6/15/2021	Discovery - While checking landing page in preparation for Charter Compliance Team meeting, it was discovered that EC coordinator was using LEA Admin 4 user rights to alter events (6) from other LEAs; also altering their own events to bring out-of-date documents to "current" status w/o corresponding docs		<p>Confirmed user actions with DPI Special Programs and Data consultant</p> <p>Communicated discovery to DPI ECD leadership</p>

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6/16/2021	Email - Notification of overdue written assurance for SEA CA	6/18/21 (5:35 pm) - EC coordinator emailed stating assurances sent prior Friday and indicating a copy was sent to monitoring consultant for Three Rivers Academy	
7/22/2021	Admin user rights revoked - EC coordinator access changed from LEA Admin 4 user type to Teacher 2		Screen captures of "repurposed" events sent to DPI ECD leadership
9/1/2021	Email - Memorandum from DPI ECD Director, S. Thomas and Section Chief, CA. Hudgens re: continued failure to implement ECATS and failure to certify Indicator 7 in a timely manner	No response	9/9/21 - Torchlight principal, Dr. McQueen emailed various ECD staff stating that compliance efforts were underway, and requesting TA (it was stated a prior request was sent, but none was received) 9/9/21 - Response from DPI ECD Director, S. Thomas stated intent to contact both regional coordinators and monitors
9/1/2021	ECATS status check - 15 new students (unclaimed under case management)		
9/10/2021	Internal ECD/OCS Team meeting to discuss TA request for both Torchlight Academy and Three Rivers Academy		9/14-16/21 - In response to planned visit, conducted ECATS record review for all students (specific to eligibility determinations, IEPs, and PWNs): 0 eligible records, 10 IEPs, and 1 PWN exist as Torchlight Academy created/finalized. New students, not yet under case management, have current eligibility from prior LEAs and all but 3 students have current IEPs and PWNs.

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9/16/2021	ECATS PCR corrections review - Revealed 3 of the 5 sample students have withdrawn from Torchlight Academy. Of the remaining 2, only IEP review and revise elements could be checked, as no reevaluation reports, eligibility determination, or PWN documentation is present. Of the review and revise items, only two errors were corrected from prior to current IEPs.		
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At the time of this report Torchlight Academy remains noncompliant with the completion of the required corrective action and as of April 17, 2021, is overdue with resolving the noncompliant issues in a timely fashion.

Use of Every Child Accountability Tracking System (ECATS)

On or about February 26, 2020, it was determined that Torchlight Academy had not been maintaining electronic records for students with disabilities using ECATS. Torchlight Academy was notified on November 3, 2020, that the failure to use the electronic system for managing services for students with disabilities may adversely impact its ability to accurately participate in federal and state child counts necessary to calculate and allocate funding.

Technical assistance was provided to address this issue and is documented in the preceding chart.

On or about June 15, 2021, in a virtual audit, electronic records appeared to have been entered or altered inconsistent with appropriate use of ECATS. Torchlight Academy was notified that a user's permission type had been restricted to prevent further data entry until further technical assistance could be provided.

Unannounced On-Site Visit

On Monday, September 20, 2021, an unannounced visit was conducted by members of the EC Division and Office of Charter Schools.

Matthew Hoskins	NC DPI: ECD Assistant Director
Robert McOuat	NC DPI: ECD Regional Coordinator
Elizabeth Millen	NC DPI: ECD Fiscal Consultant
Suzanne Stone	NC DPI: ECD Monitoring Consultant
Claire Porter	NC DPI: Office of Charter Schools, Consultant

The purpose of the on-site visit was specifically intended to gather information in the following areas:

- **Service Delivery**
 - Were services being delivered to students with disabilities by licensed EC teachers?
- **EC Record Keeping**
 - Did EC files have current eligibility reports and individualized education programs for each student with a disability?
 - Did the hard copy EC files match the electronic files in ECATS?

- **Fiscal Management**

- Review of all federal IDEA funds including PRCs 49, 60, 70, 82, 114, 118, 119.

I. Service Delivery

Interviews:

- Dr. Cynthia McQueen, Principal/Director of Charter (EDDIE and school's website), Office of Civil Rights Coordinator (EDDIE), and Student Information Coordinator (EDDIE) was not on-site or available during the DPI visit.
- Dr. Adonis Blue introduced himself as Torchlight's principal since 2018, which could not be verified in EDDIE or on the school's website. Dr. Blue stated there was only one EC teacher for the elementary school, that the teacher had been out with health issues for a week or more and possessed the only key to the EC records cabinet. He offered no explanation for the provision of service to SWDs in the teacher's absence, could not identify classrooms where SWDs could be observed, and indicated other requested information may be available off-site at the school's middle school campus.
- On the first day of the DPI visit, Torchlight administrators identified having two EC teachers; Shawntrice Andrews serving the 26 identified SWDs grades K through 5 and Phyllis Wallace serving SWDs grade 6 through 8.
- Shawntrice Andrews, Exceptional Children Coordinator and EC teacher was not on-site or available during the DPI visit.
- Dr. Melvin Wallace introduced himself as Torchlight's middle school principal, indicated that the middle school has one EC teacher, and introduced the teacher. Dr. Wallace also shared that the EC coordinator communicates with staff at the middle school daily, meets with them 1-2 times a week, and maintains all EC records at the elementary school.
- Phyllis Wallace, middle school EC teacher, was observed working with students in the general education setting with a content area teacher providing the primary instruction. When asked for a copy of her schedule, Mrs. Wallace provided a schedule of Zoom sessions she provides at 8:50 am, 10:20 am, 12:10 pm, and 1:00 pm daily. No session durations were indicated. Only the 1:00 pm session indicated the names of students being served. One of the two students is identified as an elementary student. The class observed was not featured on the schedule provided. Mrs. Wallace's Zoom services could not be verified.
- On the second day of the DPI visit, Torchlight administration at the elementary school introduced DPI staff to April Broadway. It was stated that Ms. Broadway is a consultant hired to support Torchlight's EC coordinator with compliance, scheduling, and data gathering. Ms. Broadway indicated that Torchlight has two EC teachers at the elementary school; Shawntrice Andrews and Alice Singley. She further explained that a paraprofessional has been providing the EC services to Ms. Andrews' SWDs in her absence.
- When asked about missing records, Ms. Broadway offered to contact the EC coordinator if DPI staff would provide her the names of the missing students. She further offered that some of the students may still be awaiting records from their previous schools.
- Two schedules were presented to DPI staff; one with the names of 18 students being seen by Ms. Singley and one labeled as Mrs. Barry's without names. Upon request, Ms. Broadway located Mrs. Barry and provided the names of four students.
- Only 16 of the 22 students listed could be identified as SWDs in ECATS. Of those, one of the students listed as being served at the elementary school is documented in both PowerSchool and ECATS as a current 8th grader.
- No service provision was documented for the other 10 identified SWDs within the elementary grades.

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- None of the schedules provided at the elementary or middle schools aligned with what was observed by DPI staff.

Teacher Schedules

- The following is the only schedule provided for Phyllis Wallace to DPI staff on September 20th:

Time	Special Education
8:50 am Zoom	Math Resource – 7 th grade
10:20 am Zoom	Resource – 6 th grade
12:10 pm Zoom	Resource – 8 th grade
1:00 pm Zoom	Resource – Small Group (2 students)

- Upon request on Day 2 of the DPI visit, Ms. Broadway provided the following elementary school schedule for Alice Singley:

Time	Special Education
8:00-8:30	Planning
8:30-9:00	Math (4 students, 1 SWD)
9:00-9:30	Reading (4 students, 1 SWD)
9:30-10:00	Writing (4 students, 1 SWD)
10:00-10:15	Math (1 student, 0 SWD)
10:15-10:30	Math (6 students, 5 SWDs)
10:30-11:00	2 nd grade Reading (6 students, 5 SWDs)
11:00-11:30	Writing (5 students, 4 SWDs)
11:30-11:45	Behavior (5 students, 4 SWDs)
11:45-12:15	Lunch
12:15-12:45	Planning
12:45-1:15	Math (5 students, all SWDs)
1:15-1:45	Reading (5 students, all SWDs)
1:45-2:15	Writing (5 students, all SWDs)
2:15-2:30	Behavior (3 students, all SWDs)

- When asked, Ms. Broadway indicated that a paraprofessional, Mrs. Barry, was providing services for students in Ms. Andrews' absence. The following schedule was provided under Mrs. Barry's name (student names added later with no details regarding intervals when each student is provided services):

Time	Special Education
9:00-9:30	Reading
9:40-10:30	Math
10:30-11:00	Writing
11:00-11:30	Spelling
11:30-11:50	Educational Technology
12:25-1:00	Lunch
1:40-2:15	Science/Math

- One of the students on Ms. Singley's services list at the elementary is currently identified in both PowerSchool and ECATS as an 8th grader. Additionally, one of the students receiving Zoom

sessions with Mrs. Wallace at the middle school is currently identified in both PowerSchool and ECATS as a 4th grader.

- Without current IEPs and student specific schedules, services aligned to IEPs could not be verified during the 2-day DPI visit.

Observation Log

Observation	Provider	Subject Observed	Group Size	Setting
09/20/21 10:40-11:15	P. Wallace	Math	23	General Education
Comments: General Ed teacher provided instruction in math at the front of the room on the board. Special Ed teacher circulated around the room to work with 9 individual students.				
Observation	Provider	Subject Observed	Group Size	Setting
09/21/21 10:30-11:00	A. Singley	Reading	5	Special Education
Comments: The five male students present were on the teacher's schedule to receive Exceptional Children's services in Reading for 30min. These students were pulled out of the general education class. Student one was seated next to the teacher in front of the class at a table; both facing other students. Students two and three were seated in individual student desk with their heads down. Student four was sitting on the edge of his desk while student five was seated with his head in his hand. The teacher was reading aloud to the class. Student one made comments regarding the page read. The teacher continued to read. As student one made further comments, the teacher responded with phrases like "that's nice" and "sounds good" and proceeded to read aloud. Teacher asked what was something that made the students happy. Student one responded. The teacher called on other students, and student three responded when he was called on. The teacher asked follow-up questions regarding the student's response. Student five also responded indicating things he liked. The teacher asked why and thanked the student for responding. Student one asked the teacher why she didn't comment on what he stated or ask about the things he shared that he liked. The teacher proceeded to read and asked what courage was. Student one provided a definition of courage. The teacher then gave instruction for the next activity. Each student would, one at a time, be called to choose a book from the first book cart. She indicated there were three ways to read a book. On the board she wrote 1.- Pictures and shared that books could be read by looking at the pictures it tells about the writing. The teacher then wrote on the board 2.- To Yourself and stated you can read to yourself. She then wrote 3., but never indicated what the third way was and did not write it on the board. The teacher stated to the students that as they read, she would be working with another student. Students were called one-by-one to go retrieve a book. Student one went to the cart before being called. Student one indicated that he didn't know which book to choose and asked why they couldn't just work on the computer. Teacher asked him to return to his seat. The teacher instructed them to look at the pictures and be prepared to tell her about the book. She sat at the table with student two and asked if everyone understood assignment. Students did not respond. Teacher proceeded to work one-on-one with student two, "Once upon a time..." She asked him, what do you see when you look at the pictures? What do you see on the next page? Student gave various responses, and the teacher responded by saying "good job" or "that's right." Teacher remained seated and verbally checked on student status from across the room. She asked students if they were reading. Student one was reading out loud. Student three was just sitting without a book. He stated he was not reading and did not want to read a book. He was told to join the teacher and student two at the table. Student four went back to the bookshelf and student five had				

his head on the desk. The teacher continued working one-on-one with student two. She indicated that he can now tell what happened to the little boy. Looking at a worksheet, the teacher asked, what does the puppy look like. After the student responded she advised him to take his pencil and underline that part in the book and told him that's what he would write in the blank line of the worksheet but not to worry about spelling right now they would work on that later. Student one returned and wanted his seat. Teacher advised that she was working one-on-one there with student two. Student three was told to go find a book with pictures so he could read it. The teacher advised that in a few minutes she would be getting more students. She approached student five and opened his book. She pointed to a picture and asked him what the picture was showing. He responded, "a snowman". The teacher followed up with, "what is he doing" and the student gave a short response. The teacher responded, "that's right." He was asked to look at one more picture. Student one was back at the book cart flipping through different books. Student two was sitting quietly with his book closed. Students four and five were looking in the books. The teacher asked if anyone brought Math to work on and the students replied no. She then indicated that since no one had Math they would probably do Math the next day. All students were asked to return their books and return to their seats. The teacher then began to review what they did today by indicating the following:

First, we worked on sounds, letters, and words. Then we read a book about kindness and also worked on sentences. Student one indicated that a sentence was a group of words that tell you something and we sounded out and matched words with the same ending and matched them to the picture. No further comments were made regarding the review. Student three asked the teacher if they would see her the next day. The teacher responded by saying every day. She would see them every day. The next day would be Math or she would have something for them if they didn't bring anything. The teacher then went in a file cabinet and told them she was giving them candy to have for a snack later. Student five asked if that was where she keeps her candy stashed. The teacher advised them to get their worksheets to take back to class with them.

11:00am Students departed for class.

Observation	Provider	Subject Observed	Group Size	Setting
09/21/21 11:00-11:15	A. Singley	Writing	6 students listed on schedule provided	Special Education

Comments: Students were not reporting to class at 11:00am. The teacher indicated that some students have not returned to school yet, so she is trying to juggle them around. She was going to get a group of students (11:01). Class had not started as of 11:15. The teacher did not return, and no students reported. Passed the teacher in the hallway after leaving the class. The teacher advised that students were at lunch and would be reporting for Math after lunch.

Observation	Provider	Subject Observed	Group Size	Setting
09/21/21 11:40-12:10	A. Singley	Math (schedule indicated Behavior)	4	Special Education

Comments: The schedule indicated that during this time the teacher would be covering behavior. 11:40 Math in progress

Teacher was providing instructions for worksheet completion.

Student one went to bookshelf quietly looking through books.

Student two was sitting in his desk with his legs propped up on a chair nearby.

Student three was sitting backwards in his desk.

Student four was seated upfront at the table with the teacher.
Students did not start working on the Math Worksheet.

The Teacher addressed student four and stated they would go over site words while the others did their work. They also worked one-on-one on a math worksheet. One problem the teacher placed on the board and talked through computing a double-digit math problem. She advised student four to continue working on the Math worksheet while she went to work with the other students.

Teacher indicated to the students that they were working on place values, ones, tens, hundreds, and thousands. She then reemphasized the instructions for worksheet completion and asked to perform one together. The teacher reviewed one with student one at his desk. Student one was reflecting on his worksheet and pointing to various items. Student two was looking in the opposite direction from the teacher. Student three did not look at the worksheet but focused on the teacher and student one.

Teacher walked over to student three and asked him to get started on his worksheet. Student two asked if they could go over the worksheet again. The teacher stopped by his desk and addressed his questions. He then began working. The teacher went over to student three and went over the worksheet again and asked him several questions. The student responded correctly as noted by the teacher's comments. She then asked him to continue working.

Teacher walked over to student four. Student four worked on math problems at the table independently as visible by his counting on his fingers as he solved problems on the worksheet. Student three looked over at student one's worksheet and then marked responses on his worksheet. Student one notices and turned over his paper. He then turned to student three and advised him to do his own work. Student one attempted to help student three until he began calling him names.

The teacher went back over and sat with student two. They worked one-on-one. Student two completed the worksheet with teacher prompting. Student one then advised the teacher that student three was copying his work. The teacher advised that it was okay, it wasn't important, it wasn't a test. Student one stated he knew it wasn't a test but didn't like him copying his work.

The teacher moved on with the assignment. She gave instructions to the group that they would have to count to fill in the blanks on the worksheet. She started the count of 5, 10, and students one and two both responded together to 30. Student three's worksheet was pushed to the side of his desk. He played with his pencils and reached and started poking student one with the pencil. The teacher advised that there was a lot going on with his paper and she could not read it. Student three continued to look at student one until the teacher touched him to get his attention. She invited student one to join in the review with them. The teacher walked to the board and asked everyone to look her way. Another student peeped in the room and the teacher advised that she would be seeing her at 12:45. Student two asked if he could now go to the computer. The teacher advised maybe tomorrow if there aren't so many assignments that need to be completed.

12:10 Departed class as the teacher was still reviewing math worksheet answers. Math was scheduled to start at 12:45pm.

Exceptional Children Teachers

School Name	Torchlight Academy				
EC Service Provider Name	Licensure Code(s)	Expiration Date	Class Composition	Teacher licensure area matches at least one student area of eligibility (Yes/No)	Verified (Yes/No)
Alice Singley	8091, 025, 006	6/30/2026	IDMI, LD, OH, DD, ED	Yes	Yes
Phyllis Wallace	8091	6/30/2021 ¹	AU, IDMI	Yes	Yes
Shawntrice Andrews	8091	6/30/2025	AU, IDMI, DD	Yes	Yes

¹Despite an expiration date of 6/30/21, the DPI Licensure system indicates the license is "Current"

II. EC Record Keeping

The EC Record Keeping Review was completed by reviewing each student's EC file and comparing to information in ECATS. Available ECATS information and EC student records were reviewed to determine if they were current and aligned.

Student #	Current Invitation		Current Eligibility			Current IEP			Current PWN	
	ECATS Doc	File Copy	ECATS Event	ECATS Doc	File Copy	ECATS Event	ECATS Doc	File Copy	ECATS Doc	File Copy
8584946942	Yes	Yes ³	Yes	Yes	No	No	No	No	No	No
6375441196	Yes	Yes ³	Yes	No	No	Yes	No	No	No	No
12569665	Yes	No	Yes	No	No	Yes	Yes	No	Yes	No
3472746599	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	No
3526525676	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	No
8916332265	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	No
5975514215	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	No
4516742381	No	No	Yes	N/A	Yes	Yes	Yes	No	No	No
1214315186	No	No	No ²	No	No	No	No	No	No ²	No
2615115782	Yes	Yes ⁴	Yes	No	No	Yes	Yes	Yes	No	No
1969836245	No	No	Yes	Yes	No	Yes	Yes	Yes	No	No
9984251497	Yes	Yes ⁴	Yes	No	No	Yes	Yes	Yes	No	No
7443492588	No	No	Yes	No	No	No	No	No	No	No
5899346248	No	No	Yes	No	No	No	No	No	No	No
4422861786	No	No	Yes	No	No	Yes	No	No	No	No
9925193435	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	No
9477246379	No	No	Yes	Yes	No	No	No	No	No	No
6681145787	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	No
4982724849	No	No	No ¹	No	No	No	No	No	No ¹	No
4296975641	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	No

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8418962763	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	No
4571345399	Yes	Yes	Yes	No	No	Yes	No	No	No	No
8413945321	Yes	Yes	Yes	No	Yes	Yes	No	No	No	No
12578651	No	No	Yes	No	No	No	No	No	No	No
7471464291	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	No
12637968	No	No	Yes	Yes	No	Yes ⁵	No	No	No	No
1454469498	No	No	Yes	Yes	No	No	No	No	No	No
9254516759	No	No	Yes	No	No	Yes	No	No	No	No
2879546443	Yes	Yes ³	Yes	Yes	No	Yes ⁵	No	No	No	No
1973515	No	No	No	No	No	Yes	Yes	No	No	No
9468258114	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	No
12723073	Yes	Yes	Yes	Yes	Yes	Yes ⁵	No	No	No	No
2595317229	No	No	Yes ⁶	Yes	No	No	No	No	No	No
7918596811	No	No	Yes ⁵	No	No	Yes ⁵	No	No	No	No
1816949353	Yes	No	Yes	No	No	Yes	Yes	No	No	No
3248852593	Yes	Yes ³	Yes	Yes	Yes	Yes	No	No	No	No
9869355722	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No
6498916451	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	No
8173971145	No	No	Yes	No	Yes	Yes	No	No	No	No
3199639755	No	No	No	No	No	Yes	Yes	No	No	No
4787197223	No	No	No	No	No	No	No	No	No	No
6644851614	No	No	No ¹	No	No	No	No	No	No ¹	No
8694946866	No	No	Yes	No	No	Yes	No	No	No	No
4656765538	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	No
8436734823	No	No	No ¹	No	No	No	No	No	No ¹	No
7884824663	No	No	Yes	Yes	No	Yes ⁵	No	No	No	No
12490221	No	No	Yes	No	No	Yes	No	No	No	No
2132214417	No	No	No ²	No	No	No	No	No	No ²	No
1164138413	Yes	No	Yes	Yes	No	Yes	Yes	No	No	No
8346128681	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	No

¹Student enrolled and active at Torchlight for the 2021-2021 school year, with open referrals but no actions or records

²Student enrolled and active during the 2020-2021 school year, with open referrals but no actions or records

³Invitation included without evidence that meetings occurred

⁴Invitation included with evidence of meetings occurring on alternate dates

⁵Event from other LEA altered to bring current without evidence meetings occurred

⁶Although the triennial expires 3/15/2022, the student is a 9-year-old eligible under DD

Record Review

- Prior to the visit, a records review was conducted from all documentation available in ECATS.
- Of the 45 identified SWDs, ECATS contained 24 current eligibility documents from other LEAs. No current eligibility documents could be located in ECATS as completed by Torchlight case managers.

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- ECATS also contained 22 current IEP documents. Nine of the IEPs were Torchlight documents. All other IEPs were documented from other LEAs.
- Only one Torchlight generated PWN is documented in ECATS.
- Consent to evaluate documents have been generated by the EC coordinator, but no initial or reevaluation documentation is present.
- Invitations created do not consistently align with meeting dates indicated in the documentation.
- On the day of the DPI visit, Torchlight could not produce a key to unlock the cabinet containing their EC records for review.
- On the second day of the DPI visit, Ms. Broadway was introduced and was able to provide access to EC records.
- Upon review, 22 total records were found; 19 for identified SWDs and 3 additional records for students not yet identified in ECATS.
- Of the 22 records located, 6 contained current eligibility documentation and 3 contained current IEPs.
- When asked about the 26 missing records, no additional records were produced.

III. Fiscal Management

Site Review Fiscal Monitoring Checklist		
1. Time & Effort (2 CFR §200.430)		
Programs Reviewed (PRCs):		
a. Certification Statements		
Requirements: Semi-Annual Certifications – Salaries and wages paid for employees who work on a single Federal cost objective must be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications must be prepared at least semi-annually and signed by the employee or supervisory official who has first-hand knowledge of the employee's work. Written Policy – Federal regulations require that LEAs have a written policy/procedure for Time & Effort.		
	Yes/ No/ N/A	Comments
1A. Written policies/ procedures for meeting Time & Effort requirements for personnel paid with Federal IDEA funds provided.	No	Written policies were not received
Policies include:		
<input checked="" type="checkbox"/> Description of Federal single and multiple cost objective	No	
<input checked="" type="checkbox"/> Certification period dates for Semi-Annual Certifications and Personnel Activity Reports (PAR)	No	
<input checked="" type="checkbox"/> Description of the reconciliation process when using Personnel Activity Reports (PARs)	No	
<input checked="" type="checkbox"/> Process for collecting Time & Effort documents including dates and	No	

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positions of staff responsible		
1B. Federal IDEA funds are used for Time & Effort (Semi-Annual Certifications)	No	Unable to verify. Payroll documents do not specify the budget code for payroll
1C. Provided Semi-Annual Certifications for 2019-20 and 2020-21	No	Semi-annual Certifications for 2020-2021 were not received
<input checked="" type="checkbox"/> Employee(s) weekly instructional Schedule	No	Missing weekly instructional schedule for: Shawntrice Andrews Phyllis Wallace Melvin Wallace Doris Williams
<input checked="" type="checkbox"/> Employee(s) professional educator's license	Yes	License for Doris Williams expired on 06/30/2021.
1D. Payroll records align with Semi-Annual Certifications	No	Unable to verify. Payroll documents do not specify the budget code for payroll
1E. All certifications have been prepared at least semi-annually or a date that corresponds to an approved substitute system	No	Semi-annual Certifications for 2020-2021 were not received
1F. All certifications have a handwritten supervisor signature	No	Semi-annual Certifications for 2020-2021 were not received
1G. All certifications are dated after the work has been certified as completed	No	Semi-annual Certifications for 2020-2021 were not received
1H. All certifications specify a valid Federal cost objective	No	Semi-annual Certifications for 2020-2021 were not received
1I. Evidence provided supports those funds are used for allowable activities *	No	Cannot verify due to payroll documents not specifying the budget code for payroll, all weekly instructional schedules and 2020-2021 Annual Certifications were not received.
List of Documents Reviewed: Torchlight Academy payroll document, IDEA Grant for 2019-2020 and 2020-2021, Budget and Amendment System, Professional Licensures, Instructional Schedule for Alice Singley, Semi-annual Certification for 2019-2020		
Action Needed: By October 18, 2021, Torchlight Academy will submit the following to DPI: <ul style="list-style-type: none"> • Written policies/procedures for meeting Time & Effort requirements • Payroll documents specifying the budget code for all EC personnel for 2019-2020 & 2020-2021 		

<ul style="list-style-type: none"> • Semi-annual Certifications for 2020-2021 • Current instructional schedules for S. Andrews, P. Wallace, M. Wallace, and D. Williams 		
Other: Doris Williams was listed for Torchlight and Three Rivers. How is she working for both schools?		
b. Personnel Activity Reports		
Requirement: Personnel Activity Reports (PARs) – Employees who work on multiple cost objectives must support the distribution of their salaries or wages by completing personnel activity reports. These personnel activity reports must reflect an after-the-fact distribution of the actual activity; must account for the total activity for which the employee is compensated; must be prepared at least monthly, coinciding with one or more pay periods; and must be signed by the employee. At least quarterly, comparisons of actual costs (based on the monthly activity reports) to budgeted distributions must be made.		
	Yes/ No/ N/A	Comments
1J. Federal IDEA funds are used for Time & Effort (Personnel Activity Report – PAR)	No	Unable to determine. Payroll documents do not specify budget code.
1K. Payroll records align to Personnel Activity Reports (PARs)	No	No PARs received and unable to determine need. Payroll documents do not specify budget code
1L. Provide PARs for 2019-20 and 2020-21 <input type="checkbox"/> Employee(s) instructional schedule <input type="checkbox"/> Employee(s) professional educator's license	No No No	Unable to determine need. Payroll documents do not specify budget code
1M. All Personnel Activity Reports (PARs) are prepared monthly, or to the specifications of the approved substitute system, and have adequate supporting documentation that reflects an after-the-fact distribution of the actual activity performed	No	No PARs received and unable to determine need. Payroll documents do not specify budget code
1N. All Personnel Activity Reports (PARs) have a handwritten employee and supervisor signature	No	No PARs received and unable to determine need. Payroll documents do not specify budget code
1O. All PARs are dated after the work has been certified as completed	No	No PARs received and unable to determine need. Payroll documents do not specify budget code
1P. The Personnel Activity Reports (PARs) coincides with one or more pay periods	No	No PARs received and unable to determine need. Payroll documents do not specify budget code
1Q. Provide evidence of quarterly reconciliation for 2019-20 and 2020-21; comparing actual time distribution with actual cost distribution (based on the monthly activity reports)	No	No PARs received and unable to determine need. Payroll documents do not specify budget code

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1R. Evidence provided supports those funds are used for allowable activities *	No	Unable to determine. Payroll documents do not specify budget code.
List of Documents Reviewed: Torchlight Academy payroll document, IDEA Grant for 2019-2020 and 2020-2021, Budget and Amendment System, Professional Licensures, Instructional Schedule for Alice Singley, Semi-annual Certification for 2019-2020		
Action Needed: By October 18, 2021, Torchlight Academy will submit the following to DPI: <ul style="list-style-type: none"> • Written policies/procedures for meeting Time & Effort requirements • Payroll documents specifying the budget code for all EC personnel for 2019-2020 & 2020-2021 • Semi-annual Certifications for 2020-2021 • Current instructional schedules for S. Andrews, P. Wallace, M. Wallace, and D. Williams 		

2. Equipment (2 CFR §200.313, §200.314)		
Programs Reviewed (PRCs)		
Requirement: Records must be maintained for equipment purchased with Federal IDEA funds, and a physical inventory must be conducted at least every two years.		
	Yes/ No/ N/A	Comments
2A. Written policies/procedures for equipment provided.	No	No written equipment policies/procedures were received.
Policies including: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Procedures for maintaining records and equipment inventory including computing devices and staff positions responsible <input checked="" type="checkbox"/> Procedures for conducting physical inventory and staff positions responsible <input checked="" type="checkbox"/> Procedures for disposition of equipment 	No No No No 	
2B. Federal IDEA funds are used to purchase equipment and/or computing devices	No	Based on review of IDEA Grant and Budget and Amendment System, no IDEA funds have been budgeted for equipment
2C. A copy of a physical inventory conducted within the last two (2) years, including computing devices with the following criteria: Date purchased, serial number or other identifying number, description, vendor, title holder, cost, program report code (PRC) or other identifying funding source, % of federal participation, location, condition; and if applicable, disposition date	N/A	

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2D. Evidence of equipment purchased (paid invoice and expenditure report)	N/A	
2E. Evidence of computing devices purchased (paid invoice and expenditure report)	N/A	
2F. A copy of equipment disposition (if applicable)	N/A	
2G. Evidence provide supports those funds are used for allowable activities *	N/A	
List of Documents Reviewed: No documents submitted for review. Review of IDEA Grant and Budget & Amendment System indicated no IDEA funds were budgeted for equipment.		
Action Needed: By October 18, 2021, Torchlight will submit to DPI: <ul style="list-style-type: none"> • Written policies/procedures for equipment 		

3. Contracted Services (2 CFR §200.318 - §200.326)		
Programs Reviewed (PRCs):		
Requirement: Contracts and related invoices must contain sufficient information to assure that the services which have been requested have actually been received.		
	Yes / No / N/A	Comments
3A. There are written policies and procedures for contracts	No	Written policies and procedures for contracts were not received.
3B. There are written policies for contractor selection or rejection	No	Written policies and procedures for contracts were not received.
3C. There are procedures established to verify those vendors providing services or goods have not been suspended or debarred by the State and/or Federal Government	No	Written policies and procedures for contracts were not received.
3D. Federal IDEA funds are used for contracted services	No	Unable to determine. Contracts and paid invoices were submitted but the invoices do not include budget codes. However, a review of IDEA grants and Budget and Amendment System do not indicate funds budgeted for Contract services.
Contracts:		
Sample 1: Abilitation Children's Therapy & Wellness Center, INC. 2020-2021	No	Contract does not have actual signature or approved electronic signature format. Contract is for 2020-2021 but was "signed" by Torchlight Academy representative on 08/13/2021
Invoices:		
Sample 1: Abilitation Children's Therapy & Wellness Center	No	Multiple invoices were received but do not have Invoice number. The checks have a Reference

		number, but it is unclear how the number is matched to the invoice.
Sample 2: Speak Easy Rehabilitation	No	Multiple invoices and checks were received but no contract was submitted for this agency.
3E. All contracts for charter schools include the state language required for indebtedness	Yes	
3F. All invoices include the required components +	No	Invoices do not have an invoice number to match to the checks.
3G. Evidence provided supports those funds are used for allowable activities *	No	Unable to determine without expenditure reports to verify funding source for contracts.
List of Documents Reviewed: Contract, invoices and checks for Abilitation Children's Therapy & Wellness Center, Invoices & checks for Speak Easy Rehabilitation		
Action Needed: By October 18, 2021, Torchlight Academy will submit to DPI: <ul style="list-style-type: none"> • Written policies/procedures for contracts • Expenditure reports showing funding source for contract payments • Contract for Speak Easy Rehabilitation 		

4. Maintenance of Fiscal Effort (34 CFR §300.202 - §300.205)		
Requirement: Funds provided to an LEA under Part B of the IDEA must not be used to reduce the level of expenditures for the education of children with disabilities made by the IEA from state and/or local funds below the level of those expenditures for the preceding fiscal year without allowable justification.		
	Yes / No / N/A	Comments
4A. MOE has been submitted in the current grant year	N/A	Not open for submission at this time.
4B. Expenditure Reports	No	No expenditure reports were received.
<input checked="" type="checkbox"/> State and local expenditure reports for 2018-19 that match the calculation form	No	No expenditure reports were received.
<input checked="" type="checkbox"/> Expenditure reports match the MOE Expenditure table in the IDEA grant	No	No expenditure reports were received.
<input checked="" type="checkbox"/> State and local expenditure reports for 2019-20 that match the calculation form	No	No expenditure reports were received.
<input type="checkbox"/> Expenditure reports match the MOE Expenditure table in the IDEA grant	No	No expenditure reports were received.
4C. An expenditure test was conducted on selected budget codes	No	No expenditure reports were received.
4D. If applicable, there is a justification work sheet based on §300.204	No	No expenditure reports were received.
4E. If applicable, there is a justification work sheet based on §300.205	No	No expenditure reports were received.

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4F. If applicable, there is a copy of a memo sent from the superintendent to the North Carolina Exceptional Children Director explaining the MOE reduction	No	No expenditure reports were received.
List of Documents Reviewed: No MOE documents were received		
Action Needed: By October 18, 2021, Torchlight will submit to DPI: <ul style="list-style-type: none"> • 2018-2019 State & Local expenditure reports for MOE • 2019-2020 State & Local expenditure reports for MOE 		

5. Proportionate Share (34 CFR §300.132) Traditional LEAs only		
Requirement: Each LEA must spend a proportionate share of the IDEA Part B 611 allocation on the provision of special education and related services for the parentally placed private school children with disabilities enrolled in private schools located in the LEA.		
	Yes / No / N/A	Comments
5A. Evidence that proportionate share expenditures match the parentally place private school services plan in the IDEA Part B 611 grant	N/A	Not required for charter schools
5B. Evidence of proportionate share expenditures from PRC 60 for 2019-20 and 2020-21	N/A	
5C. The LEA is utilizing proportionate share funds as intended by IDEA, as evidenced by PRC 60 Expenditure reports for 2019-20 and 2020-21 designating proportionate share expenditures with evidence of tracking expenses	N/A	
5D. Evidence (contracts, invoices, payroll) supports those funds are used for allowable activities that are included in the parentally place private school plan in the IDEA Part B 611 grant	N/A	

6. Documenting CEIS (34 CFR §300.226, §300.646)		
Requirement: LEA providing CEIS must report annually the number of children receiving CEIS; and the number of children who received CEIS and subsequently received special education and related services during the preceding 2-year period. CEIS funds must be used solely for CEIS activities.		
	Yes / No / N/A	Comments
6A. LEA used Federal IDEA funds (PRC 70) to provide CEIS in 2019-20	N/A	The school was not identified as Significantly Disproportionate
6B. Evidence supports those funds are used for approved activities in the CEIS services	N/A	

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plan for students with and without disabilities		
6C. Description of the tracking system for CEIS participants, including the participant selection process	N/A	
6D. Evidence of tracking system for students who received CEIS in: 2019-2020 2020-2021	N/A	
6E. Evidence of a tracking system for students who received CEIS anytime in the past three (3) years (2017-18, 2018-19, 2019-20) and received special education and related services in 2019-20	N/A	
6F. An expenditure test was conducted on related budget code	N/A	

7. Timely Submission of IDEA Grant (34 CFR §300.226, §300.646, §300.75, §300.815)		
Requirement: Grants and funds provided to an LEA under Part B of the IDEA must be submitted within the required submission window(s).		
<i>DPI electronic files were used for this evidence</i>	Yes / No / N/A	Comments
7A. Evidence of timely submission of Federal IDEA Grant and/or Funds	Choose an item.	
<input checked="" type="checkbox"/> 611 2021-2022 Grant	Yes	Submitted 05/26/2021 Grant is not yet approved. It was moved to Chief Admin for approval on 06/11/2021. It was approved by Chief Admin on 07/13/2021. The fiscal monitors returned on 07/13/2021 for corrections. As of this date, it has not been corrected and returned.
<input checked="" type="checkbox"/> 611 2021-2022 Budget	Yes	Submitted 05/20/2021
<input checked="" type="checkbox"/> 619 2020-21 Grant	N/A	Did not apply
<input checked="" type="checkbox"/> 619 2020-21 Budget	N/A	Did not apply
<input checked="" type="checkbox"/> 611 2020-21 Grant	Yes	Submitted 07/31/2021
<input checked="" type="checkbox"/> 611 2020-21 Budget	Yes	Submitted 07/31/2021
<input checked="" type="checkbox"/> CEIS 2020-21 Budget	N/A	Not required
<input checked="" type="checkbox"/> Grant extension requested	No	
<input checked="" type="checkbox"/> 2019-20 MOE	No	IDEA grant was returned for correction on 11/11/2020. The corrections were not received until 12/18/2020. There was an additional delay in getting Chief Admin approval before the fiscal monitors could complete the final review. The grant reached

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		the fiscal monitors on 01/06/2021. This delayed the approval of the grant and the submission of the MOE. The grant was approved on 01/13/2021. The MOE submission reached the fiscal monitor on 03/08/2021.
7B. Evidence of timely submission of IDEA Reports	No	2019-2020 Federal Reports were certified by NCDPI: Indicator 7, Indicator 11, December Child Count, Child Exit Count
<input type="checkbox"/> Combined Expenditure Report (end of year 2019-20)	Choose an item.	

* Uniform Grant Guidance Reference: §200.403 Allowable costs.

+ Uniform Grant Guidance Reference: §200.459 Professional service costs.

Summary

The EC Program at Torchlight Academy has both fiscal and programmatic noncompliance. Extensive technical assistance has been provided by the EC Division; however, noncompliance remains systemic. There are significant concerns with the supervision and provision of services to students with disabilities and the local capacity to resolve the findings of noncompliance.

Torchlight Academy
Site Review Follow-up

The following items continue to be noncompliant after receiving the October 18, 2021 update.

Review Area	Non-compliance
Time & Effort (2 CFR §200.430)	<ul style="list-style-type: none">• Payroll documents do not specify the budget code for payroll; therefore, unable to verify if semi-annual certifications match staff paid from federal funds• Not all teacher schedules have been received for all years requested• Cannot confirm that funds are used for allowable activities
Contracted Services (2 CFR §200.318 - §200.326)	<ul style="list-style-type: none">• Contracts and paid invoices were submitted but the invoices do not include budget codes.• Unable to determine if federal funds are used for contracted services
Maintenance of Fiscal Effort (34 CFR §300.202 - §300.205)	<ul style="list-style-type: none">• State and local expenditure reports for 2018 – 2019 received but unable to verify all expenditures due to lack of budget designation for EC Transportation.• State and local expenditure reports for 2019-2020 were not received. Unable to verify submitted MOE expenditures.

ILA Student Record Review 12.6.21

Record review findings, as of 12/3/2021:

o **8584946942**, per documentation in ECATS:

- Parent invite dated 11/24/2021 for scheduled meeting on 11/30/2021, but meeting held on 11/24/2021. Despite being included as an attendee on all forms, PWN indicates the parent did not attend. **Noncompliant**
- 3-yr eligibility due 10/13/2021 but completed 11/24/2021. **Noncompliant**
- Annual review due 9/1/2021 but completed 11/24/2021. **Noncompliant**
- PWN generated 11/26/2021, indicates it was given/sent to parent 11/24/2021 for implementation on 11/26/2021. **Noncompliant**
- Reevaluation, Eligibility, and IEP contain no current data from Torchlight (except a list of absences from August-November 2021, despite enrollment in March 2021). **Noncompliant**
- No new data was requested.
- No updated documentation of strengths/needs are included on eligibility worksheet (only comments from 4th grade teacher at prior LEA).
- PLAAFPs include updated general reflection on strengths/needs from Torchlight in tandem with prior present levels from previous LEA, but feature no new/current data as evidence). **Noncompliant**
- Goals (3) were repeated from the prior IEP (2 with reduced criterion for mastery, despite statements of continued progress and information in the PWN stating that goals were discontinued). **Noncompliant**
- Service delivery was continued from the prior IEP, despite the criterion reduction due to a lack of progress. **Noncompliant**
- PWN indicates number of goals were reduced, although they are documented as increased from 8 to 10 from the prior IEP. **Noncompliant**
- No sources of relevant information were included or addressed. **Noncompliant**
- PWN indicates ESY cannot be determined, but will be determined by 11/24/2021 (meeting date). **Noncompliant**

o **3199639755**, per documentation in ECATS:

- Parent invite dated 11/21/2021 to reevaluation/eligibility (only) meeting scheduled for 11/23/2021, generated 12/1/2021. Meeting documented as occurring on 11/26/2021. **Noncompliant**
- Annual review dated 11/26/2021 stated "Mom was not in attendance for this meeting." **Noncompliant**
- Student has attended Torchlight from as early as 5/15/2018, but there is no evidence of prior eligibility documentation prior to the meeting held on 11/26/2021. Hand entered dates/events, indicate triennial due by 5/15/2021 or 8/15/2021. No existing records at on-site visit September 2021. **Noncompliant**
- 3-yr eligibility due no later than 8/15/2021 but completed 11/26/2021. **Noncompliant**
- Annual review was completed but not being included on the invitation. **Noncompliant**
- Reevaluation report documents undated formal assessments but lacks current performance, grade, medical/health, discipline, and observational data. A statement of sufficient progress is included with no data evidence. **Noncompliant**
- No new data was requested.
- Eligibility was determined without documentation of required screenings/evaluations (review of existing data/RtI/problem-solving, summary of conference with parents, hearing, vision, observations, progress monitoring, social-developmental history, or speech-language screening). **Noncompliant**
- PLAAFPs are copied word for word from the prior IEP dated 3/30/2021 and includes no new/updated present levels. **Noncompliant**
- New academic goals are compliantly measurable. The OT goal is unchanged and not compliant. It is unclear based on the old data, if the criterion for all goals is sufficiently calculated. **Noncompliant**
- LRE statement remains noncompliant. **Noncompliant**
- PWN has several elements copied from prior student's PWN (including reduction in goals and inability to determine ESY). PWN does not align with documentation within the IEP (academic goals are new, ESY was determined as unnecessary, service delivery was increased, the number of goals was increased, and the OT goal remained unchanged). **Noncompliant**
- No sources of relevant information were included or addressed. **Noncompliant**
- PWN is documented as given/sent and implemented on the same date 11/26/2021. **Noncompliant**

- **6498916451**, per documentation in ECATS:
 - Parent invite dated 11/24/2021 for scheduled meeting on 11/30/2021, but meeting held on 11/26/2021. **Noncompliant**
 - 3-yr eligibility due 1/30/2022, completed 11/26/2021.
 - Annual review due by 10/1/2021, completed 11/26/2021. **Noncompliant**
 - Reevaluation report documents prior assessments from previous LEA but lack current information regarding performance, past/current grades/work samples, local/state assessments, relevant medical/health, discipline, or classroom observation. There is a statement of goal progress on "pace for mastery" without progress monitoring data evidence. **Noncompliant**
 - No new assessments were requested.
 - Eligibility was determined without all required screenings/evaluations documented (updated progress monitoring and psychological evaluation) and includes no updated progress monitoring or summary of conference with parents. **Noncompliant**
 - Annual review documents profile information, all PLAAFPs, and behavior goal copied from prior 10/2/2020 IEP. **Noncompliant**
 - PLAAFPs show no updated progress monitoring since the development of the prior IEP from 10/2/2020. Goals, while measurable, are not based in current data. **Noncompliant**
 - Existing gen ed services were moved to special ed setting.
 - LRE statement remains unchanged from the prior IEP, despite service delivery changes. **Noncompliant**
 - A BIP identified in the prior IEP is not present in the current IEP, nor is there an explanation in the PWN. **Noncompliant**
 - ESY states "under consideration and will be determined by: 11/26/2021", which is the date of the meeting. **Noncompliant**
 - PWN explanations do not address each action proposed, and do not align to documentation within the IEP. **Noncompliant**
 - No sources of relevant information were included or addressed. **Noncompliant**
 - PWN was generated 12/1/2021 and does not align with documentation that it was provided to the parent on 11/26/2021 for implementation on 11/27/2021. **Noncompliant**
- **12490221**, per documentation in ECATS:
 - Parent invite dated 11/14/2021 for scheduled meeting on 11/30/2021, meeting documented as being held on 11/29/2021. **Noncompliant**
 - Student has been enrolled at Torchlight since 2014, but ECATS and the file record (per on-site record review September 2021) contains no evidence of eligibility determination. There are hand-entered events/dates in ECATS showing 10/18/2021 as the end date. **Noncompliant**
 - 3-yr eligibility due no later than 10/18/2021, completed 11/29/2021. **Noncompliant**
 - Annual review due 9/13/2021 (with a second hand-entered date of 9/24/2021), completed 11/29/2021. **Noncompliant**
 - Reevaluation report includes only documentation of absences. No current description of available data/information is documented. There is a statement of progress that is on "pace to achieve mastery of his goals", but there is no current progress data. **Noncompliant**
 - No additional evaluations were requested.
 - No data or information is included for any of the required screenings or evaluations. **Noncompliant**
 - The worksheet includes strengths and needs not supported with data/information. Conflicting information and lack of data/information makes it unclear whether reading or writing are areas of need to be addressed through the IEP. **Noncompliant**
 - Writing PLAAFP is copied verbatim from prior IEP (1/15/2021). No updated progress monitoring is documented. **Noncompliant**
 - Goal has been improved to be measurable, but does not appear to be based in present data. **Noncompliant**
 - Service delivery was changed from special education to gen ed, which is not explained in the PWN. **Noncompliant**
 - ESY – "under consideration and will be determined by: 11/29/2021" (meeting date). **Noncompliant**

- No sources of relevant information were included or addressed. **Noncompliant**
- PWN includes repetitive phrases from other student PWNs completed within a day or two of this student's meeting and does not align with documentation within the student's records. **Noncompliant**

○ **1973515**, per documentation in ECATS:

- Parent invite dated 11/16/2021 for meeting scheduled 11/17/2021, but meeting is documented as occurring on 11/29/2021. There is a notation on the PWN that the meeting was held without the parent "since it had been rescheduled three times". There is no documentation of additional invitations, nor is there any available information documented under Contacts. **Noncompliant**
- Student has attended Torchlight since 2013, but no evidence of eligibility is documented in ECATS or in the student's file record (per on-site review in September 2021). **Noncompliant**
- 3-yr eligibility due 8/30/2021 (per student history), completed 11/29/2021. **Noncompliant**
- Reevaluation report includes general undated narratives (labeled observation, summary of conference with parents, and review of existing data) which appear incongruous with documented attendance information. No data/information is documented for past and current grades/work samples, local/state assessments, relevant medical/health, or discipline. A statement of progress "at a pace suitable for mastery" is not supported with data/information. **Noncompliant**
- 22 absences are documented since August 17th, but there is no evidence of earlier attempts to meet on this student. **Noncompliant**
- No additional evaluations were requested.
- Eligibility was determined without documentation of all required screenings/evaluations. Worksheet indicates two standard deviations, but provides no supporting evidence. **Noncompliant**
- PLAAFPs have been copied verbatim from the prior IEP 4/5/2021. No updated data is documented. **Noncompliant**
- Goals have been improved to be measurable, but cannot be tied to current progress monitoring data. **Noncompliant**
- ESY indicates that it is under consideration will be determined 11/29/2021 (meeting date). **Noncompliant**
- No sources of relevant information were included or addressed. **Noncompliant**
- PWN indicates it was given/sent to the parent 11/29/2021 to be implemented on 11/30/2021, but ECATS shows the PWN was not generated until 12/1/2021. **Noncompliant**

○ **12578651**, per documentation in ECATS:

- Parent invitation dated 11/24/2021 for meeting scheduled for 11/30/2021, but documentation indicates the meeting was held on 11/29/2021. **Noncompliant**
- Student is documented as attending Torchlight beginning at some point after 2015, but there is no documentation of eligibility in ECATS, nor was there any Torchlight documentation found in the file record (per on-site review in September 2021). Hand-entered event dates show eligibility due by 10/1/2021. **Noncompliant**
- 3-yr eligibility due by 10/1/2021, completed 11/29/2021. **Noncompliant**
- Hand-entered IEP event dates show annual review due by 9/10/2021, completed 11/29/2021. **Noncompliant**
- Reevaluation report only includes attendance (10 absences since August 2021) and medication information. No data/information regarding past or current grades/work samples, local/state assessments, discipline, or observations. A statement of progress "at a pace for mastery" is not supported with data/information. **Noncompliant**
- No new evaluations were requested.
- Eligibility was determined without documentation of all required screenings/evaluations. There is documentation uploaded into ECATS showing that new testing was solicited in 2018, but no documentation of those assessments is included in ECATS or the student's file record. **Noncompliant**
- ID worksheet indicates that ID has been ruled out. **Noncompliant**
- PLAAFPs include no present levels. Attendance is listed as the only data source. **Noncompliant**
- Goals are measurable, but cannot be tied to present level information available in the PLAAFPs. **Noncompliant**

- An LRE justification statement is documented indicating the student needs to be in a “smaller classroom with less distractions”, despite having all services delivered in gen ed. **Noncompliant**
 - PWN does not document explanations for each proposed action. **Noncompliant**
 - No sources of relevant information are included or addressed. **Noncompliant**
 - PWN indicates the document was given/sent to the parent on 11/29/2021 for implementation on 11/30/2021, but was not generated until 12/1/2021. **Noncompliant**
- **2595317229**, per documentation in ECATS:
- Parent invitation dated 11/24/2021 for meeting scheduled for 11/30/2021. Meeting is documented as being held 11/30/2021, with the parent as an attendee.
 - DD student requiring reeval/eligibility determination by 6/28/2020, completed 11/30/2021. **Noncompliant**
 - Annual review was due 2/27/2021, completed 11/30/2021. **Noncompliant**
 - Only attendance information is included on the reevaluation report as being current from Torchlight. All other data/information is from the prior LEA from January 2020. Student has attended Torchlight since October of 2020. **Noncompliant**
 - No new evaluations were requested.
 - Eligibility was determined without documentation of all required screenings/evaluations. Progress monitoring data was from January 2020. **Noncompliant**
 - Worksheet does not contain documentation/evidence, but rather restates the criteria statements. **Noncompliant**
 - PLAAFPs were copied from the prior IEP (2/28/2020). No updated progress monitoring data is reported. **Noncompliant**
 - 2 goals remained the same from the prior IEP, despite statement of progress at pace to goal mastery. New goals are measurable, but are not connected to current present levels. **Noncompliant**
 - LRE states “not applicable”, despite 3 of 4 services being provided in special education.
 - ESY states “under consideration and will be determined by 11/30/2021” (meeting date).
 - PWN explanations did not address each proposed action. **Noncompliant**
 - IEP does not align with changes (no reduction in goals, no change in placement, and change to location of communication service) documented in PWN. **Noncompliant**
 - No sources of relevant data were included or addressed. **Noncompliant**
 - PWN indicates it was given/sent on 11/30/2021 for implementation on 12/1/2021, although it was generated on 12/1/2021. **Noncompliant**
- **8413945321**, per documentation in ECATS:
- Parent invitation dated 11/24/2021 for meeting scheduled 11/30/2021 (11:00 pm). The meeting is documented as being held on 11/30/2021, although an 11pm participation could not be verified from documentation.
 - No prior eligibility available for review to establish compliant timeline. **Noncompliant**
 - No annual review available for review to establish compliant timeline. **Noncompliant**
 - Reevaluation report includes attendance data since September 2021, but no other documentation of data/information. A statement of progress “at a rate sufficient to achieve mastery” without supporting data. **Noncompliant**
 - No additional evaluations were requested.
 - Eligibility was determined without documentation of required screenings/evaluations. Worksheet does not document evidence. **Noncompliant**
 - PLAAFPs do not contain data or present levels. **Noncompliant**
 - Reading and writing goals not connected to documented needs. **Noncompliant**
 - LRE justification does not explain why services must be provided away from non-disabled peers. **Noncompliant**
 - ESY indicates “under consideration and will be determined by: 11/30/2021” (meeting date). **Noncompliant**
 - PWN is reflective of templated content and does not fully align with the IEP. **Noncompliant**
 - No sources of relevant information included or addressed. **Noncompliant**

- PWN indicates given/sent 11/30/2021 for implementation on 12/1/2021. PWN generated on 12/1/2021. **Noncompliant**
- **12569665**, per documentation in ECATS:
 - Parent invite dated 11/21/2021 for meeting on 11/23/2021, but meeting is documented as being held on 11/30/2021. No evidence of additional invitations or communication documented in Contacts. **Noncompliant**
 - No eligibility documentation in ECATS or from file review (September 2021) from which to verify timeline compliance. **Noncompliant**
 - Annual review due 11/3/2021, completed 11/30/2021. **Noncompliant**
 - Reevaluation report includes only attendance data, medical information, an undated narrative regarding virtual learning, and other data from April 2020. No past or current grades/work samples or local/state assessment data is included. A statement of progress "at a rate appropriate towards mastery of goals" is included without data support. **Noncompliant**
 - 35 absences are documented since August, without any evidence of attempts to meet prior to the meeting on 11/30/2021. **Noncompliant**
 - No additional evaluations were requested.
 - Eligibility was determined without documentation of all required screenings/evaluations. **Noncompliant**
 - PLAAFP is copied from the prior IEP, with the addition of a statement about surgery and move to virtual instruction. **Noncompliant**
 - Goals are measurable and aligned with needs expressed in the PLAAFP. However, without data on present levels it is not possible to determine if the goal is responsive to needs. **Noncompliant**
 - Services do not reflect virtual participation. Services are documented in gen ed and accommodations document preferential seating beside a positive role model in front of the class. **Noncompliant**
 - PWN documents proposed actions which do not align with the IEP. **Noncompliant**
 - Continued evidence of templated documentation from PWN to PWN.
 - No sources of relevant data are included or addressed. **Noncompliant**
 - PWN indicates given/sent to parents 11/30/2021 for implementation on 12/1/2021, but document wasn't generated until 12/1/2021. **Noncompliant**
- **8694946866**, per documentation in ECATS:
 - Parent invite dated 11/24/2021 for meeting on 11/30/2021, but meeting documented as held on 11/29/2021. **Noncompliant**
 - No prior IEP documented in ECATS or available during on-site visit (September 2021) from which to verify timeline compliance. **Noncompliant**
 - Math PLAAFP does not include current data. **Noncompliant**
 - Math goals are measurable but cannot be linked to present level data. **Noncompliant**
 - PWN shows continued templated information which does not align to IEP documentation. **Noncompliant**
 - No sources of relevant information were included or addressed. **Noncompliant**
 - Contradictory statements are included in the PWN regarding service delivery. **Noncompliant**
 - PWN indicates given/sent on 11/29/2021 for implementation on 11/30/2021, despite documentation that PWN was not generated until 12/1/2021. **Noncompliant**
- **6375441196**, per documentation in ECATS:
 - Parent invite dated 11/24/2021 for meeting scheduled on 11/30/2021, but meeting is documented as held on 11/24/2021. Documentation indicates that parent did not attend. **Noncompliant**
 - **No evidence of current eligibility.**
 - No prior IEP documented in ECATS or available for review during on-site visit (September 2021) from which to verify timeline compliance. **Noncompliant**
 - Reading, math, writing, and behavior goals are not measurable. **Noncompliant**
 - No services are documented to address writing needs. **Noncompliant**
 - ESY indicates "under consideration and will be determined by: 11/24/2021" (meeting date). **Noncompliant**

- PWN indicates proposed actions occurring in a September meeting, but neither ECATS nor the student's file records contain evidence that a prior meeting occurred. Explanations are not provided for each proposed action. **Noncompliant**
- No sources of relevant information are included or addressed. **Noncompliant**
- PWN indicates given/sent on 11/24/2021 for implementation on 11/26/2021, despite not being generated until 12/1/2021. **Noncompliant**

Subject: Re: December Child Count
Date: Sunday, December 5, 2021 at 7:22:01 PM Eastern Standard Time
From: Khalilah OFarrow
To: Dustin Squibb
CC: Carol Ann Hudgens, Su Stone, Karen Little, Cynthia McQueen
Attachments: image001.png, Outlook-DPI Logo.png, image.png, image.png, image.png, image.png, image.png, image.png, image.png, image.png, image.png, image.png, image.png, image.png, Outlook-DPI Logo.png

Greetings Dustin,

Here's what I found regarding these student records:

4571345399 - It appears that an IEP event was created, possibly using the alternate data entry method, then the dates were later updated to a "more recent" IEP; however, the associated document was never created.

Shawntrice Andrews	12/11/2019 13:48:51	Update	Team	set Case Manager to Shawntrice Andrews
Shawntrice Andrews	12/31/2019 22:56:36	Update	StudentCustomData	Modified IEP_Inv_MeetingPurpose: (1 2 3 4) IEP_Inv_Parent: (564) IEP_Inv_MeetingTime_Minute: (30) IEP_Inv_MeetingTime_AMPM: (PM) IEP_Inv_MeetingLocation: (Elementary School in Mrs. Andrews office) IEP_Inv_MeetingTime_Hour: (3) IEP_Inv_TeamParticipants: (1 3 2 4) IEP_Inv_DateSent: (01/06/2020) IEP_Inv_MeetingDate: (02/11/2020) IEP_Inv_OutsideAgencies: (No)
Shawntrice Andrews	12/31/2019 22:56:36	Update	StudentCustomData	Modified IEP_Inv_MeetingPurpose: (1 2 3 4) IEP_Inv_Parent: (564) IEP_Inv_MeetingTime_Minute: (30) IEP_Inv_MeetingTime_AMPM: (PM) IEP_Inv_MeetingLocation: (Elementary School in Mrs. Andrews office) IEP_Inv_MeetingTime_Hour: (3) IEP_Inv_TeamParticipants: (1 3 2 4) IEP_Inv_DateSent: (01/06/2020) IEP_Inv_MeetingDate: (02/11/2020) IEP_Inv_OutsideAgencies: (No)
Shawntrice Andrews	04/14/2020 18:40:28	Update	StudentCustomData	Modified IEP_MeetingPurpose: (Annual Review) IEP_MeetingDate: (02/12/2020) IEP_StartDate: (02/21/2020) IEP_EndDate: (02/20/2021)
Shawntrice Andrews	09/28/2020 01:45:03	Update	StudentCustomData	Modified SelectedIndicatorD: (31) SelectedFiscalYear: (2020)
Shawntrice Andrews	09/28/2020 01:45:24	Update	StudentCustomData	Modified SelectedFiscalYear: (2019)
Shawntrice Andrews	09/28/2020 01:45:31	Update	StudentCustomData	Modified SelectedFiscalYear: (2017)
Shawntrice Andrews	09/28/2020 01:45:39	Update	StudentCustomData	Modified SelectedFiscalYear: (2016)
Shawntrice Andrews	09/28/2020 01:45:48	Update	StudentCustomData	Modified SelectedIndicatorD: (30) SelectedFiscalYear: (2020)
Shawntrice Andrews	09/28/2020 16:24:28	Update	StudentCustomData	Modified RR_PresentLevels: (Yes) RR_MoreEvalNeeded: (1) RR_NeedsSPED: (No) RR_Additions: (No) RR_DisabilityContinued: (No) RR_DisabilityDifferent: (No)
Shawntrice Andrews	04/20/2021 00:24:03	Update	Eligibility	Alter IEP Event 7360 (Date: 02/11/2020 => 01/29/2021) (BeginDate: 02/21/2020 => 02/08/2021) (EndDate: 02/10/2021 => 01/28/2022)
Shawntrice Andrews	12/03/2021 16:45:00	Update	Team	set Case Manager to Duanette Terrell

Which of the following is the correct Eligibility Determination event?

<input checked="" type="checkbox"/>	7399	02/18/2020	Eligibility Determination	02/18/2020	02/18/2023	Shawntrice Andrews	11/10/2020 14:22 (390 days)
<input type="checkbox"/>	4644	02/12/2020	Eligibility Determination	02/12/2020	02/12/2023	Shawntrice Andrews	04/14/2020 18:39 (600 days)
<input type="checkbox"/>	7361	02/11/2020	Eligibility Determination	02/11/2020	02/11/2023	Shawntrice Andrews	11/10/2020 14:22 (390 days)

Based on the events displayed on the Student History screen, there appears to be a lapse in service from the previous IEP. Is this correct or was the previous event overwritten (based on the 1st screenshot)? If there was a lapse in service, was there a reevaluation completed prior to the 1/29/2021 IEP event?

7360	01/29/2021	IEP	02/08/2021	01/28/2022	Shawnrice Andrews	11/10/2020 1:42:22 (390 days)
4706	07/20/2020	Grade Change (Fifth Grade)	07/20/2020	07/16/2021	Transfer / Import	07/20/2020 07:34 (503 days)
4645	04/14/2020	IEP Progress Monitoring Change	02/21/2020	02/20/2021	Shawnrice Andrews	04/14/2020 18:39 (600 days)
7359	02/18/2020	Eligibility Determination	02/18/2020	02/18/2023	Shawnrice Andrews	11/10/2020 1:42:22 (390 days)
4644	02/12/2020	Eligibility Determination	02/12/2020	02/12/2023	Shawnrice Andrews	04/14/2020 18:39 (600 days)
7361	02/11/2020	Eligibility Determination	02/11/2020	02/11/2023	Shawnrice Andrews	11/10/2020 1:42:22 (390 days)
327	02/26/2019	IEP	02/26/2019	02/25/2020	Transfer / Import	06/25/2019 07:04 (894 days)

More documentation is needed in this student record than just updating the Student Level Report View. It appears that this student record is not pulling to the December Child Count because there is no associated current IEP document with Event 7360.

Please confirm the correct Eligibility Determination event and I will delete the other 2 incorrect Eligibility Determination events. The IEP associated with the most recent IEP dates (2/8/21 - 1/28/22) must be documented and finalized via EC Process > IEP workspace.

12637968 - It appears that the dates on the existing expired IEP were updated to current dates, but the associated IEP document displays the expired dates.

Shawnrice Andrews	09/23/2020 17:43:51	Update	Team	set Case Manager to Shawnrice Andrews
Shawnrice Andrews	11/03/2020 18:15:47	Update	StudentCustomData	Modified IEP_ESYWorksheetPrint: (1)
Shawnrice Andrews	11/03/2020 18:17:25	Update	StudentCustomData	Modified IEP_HasHearingLoss: (No) IEP_ParentConcerns: (No) IEP_HasCommNeeds: (Yes) IEP_BehaviorImpedes: (No) IEP_IsConsideredDeaf: (No) IEP_NeedsAPE: (No) IEP_ExtendedContent: (No) IEP_NeedsAssistiveTech: (No) IEP_InfoKnownHA: (1) IEP_SpecialCommText: (speech) IEP_SpecialCommLoc: (Goals Services) IEP_UsesBraille: (No)
Shawnrice Andrews	06/15/2021 02:00:43	Update	Eligibility	Alter IEP Event 6413 (Date: 06/01/2020 => 05/25/2021) (BeginDate: 06/08/2020 => 06/04/2021) (EndDate: 06/07/2021 => 05/24/2022)
Shawnrice Andrews	12/03/2021 16:45:59	Update	Team	set Case Manager to Duanette Tendell

6413	05/25/2021	IEP	(ncccatswilsoncounty)	06/04/2021	05/24/2022	Transfer / Import	IEP Document (ID# 2552)	06/02/2020 09:47 (561 days)
7177	09/30/2020	Grade Change (Sixth Grade)		09/30/2020	08/16/2021	Transfer / Import		09/30/2020 02:15 (431 days)
6415	08/25/2020	Transfer Student (ncccatswilsoncounty => ncccats(torchlight))				Automated Transfer		08/25/2020 23:39 (467 days)
6404	08/25/2020	Grade Change (Fifth Grade)		08/25/2020	09/30/2020	Transfer / Import		08/25/2020 09:47 (467 days)
6403	08/25/2020	School Change (Torchlight Academy)		08/25/2020		Transfer / Import		08/25/2020 09:47 (467 days)
6401	08/24/2020	Student Enrollment				Transfer / Import		08/25/2020 07:30 (467 days)
6414	07/06/2020	First Year Review System	(Blended Learning System)			Transfer / Import		08/25/2020 07:24 (467 days)



Wilson County Schools IEP Document

Student: [REDACTED]	Student UID #: 12637968	DOB: 02/11/2008
School: Margaret Hearne Elementary	Grade: Fourth Grade	Age: 12
Primary Eligibility: LD	Secondary Eligibility:	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Meeting Purpose: Annual Review

Meeting Date: 06/01/2020

From: 06/08/2020 To: 06/07/2021

The IEP from 5/25/2021 with IEP Dates, 6/4/21-5/24/22, must be documented and finalized via EC Process > IEP workspace.

2879546443 - It appears that the dates on the existing expired IEP were updated to current dates, but the associated IEP document displays the expired dates.

Shawntrice Andrews 06/15/2021 01:51:06 Update Eligibility Alter IEP Event 6968 (Date: 04/30/2020 => 02/19/2021) (BeginDate: 07/01/2020 => 03/03/2021) (EndDate: 03/08/2021 => 02/18/2022)

IEP	02/19/2021	IEP	(necatswakecounty)	03/03/2021	02/18/2022	Transfer / Import	IEP Document (ID# 3343)	04/30/2020 10:27 (384 days)
6968	02/19/2021	IEP	(necatswakecounty)	03/03/2021	02/18/2022	Transfer / Import	IEP Document (ID# 3343)	04/30/2020 10:27 (384 days)
6970	09/11/2020	School Change (1)	(necatswakecounty)	09/11/2020		Transfer / Import		09/11/2020 02:46 (450 days)
6971	09/10/2020	Transfer Student (necatswakecounty => necatstorchlight)				Automated Transfer		09/12/2020 03:20 (449 days)
6417	08/26/2020	Grade Change (First Grade)		08/26/2020	07/16/2021	Transfer / Import		08/26/2020 02:08 (466 days)
4864	08/17/2020	Student Enrollment				Transfer / Import		07/22/2020 02:26 (501 days)
6969	08/16/2020	Exit School System (necatswakecounty)				Transfer / Import		09/10/2020 02:52 (451 days)



Wake County Schools IEP Document

Student: [REDACTED]
School: Durant Road Elementary
Primary Eligibility: DD

Student UID #: 2879546443
Grade: Kindergarten
Secondary Eligibility:

DOB: 10/24/2013
Age: 6

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Meeting Purpose: Annual Review

Meeting Date: 04/30/2020

From: 07/01/2020 **To:** 03/08/2021

The IEP from 2/19/2021 with IEP Dates, 3/3/21-2/18/22, must be documented and finalized via EC Process > IEP workspace.

12723073 - It appears that an IEP event was created, possibly using the alternate data entry method, then the dates were later updated to a "more recent" IEP; however, the associated document was never created.

Shawntrice Andrews 06/15/2021 01:53:16 Update Eligibility

Alter IEP Event 6293 (Date: 05/19/2020 => 05/03/2021) (BeginDate: 05/20/2020 => 05/12/2021) (EndDate: 05/18/2021 => 05/02/2022)

IEP	05-03/2021	IEP	(necatswakecounty)	05-12/2021	05/02/2022	Transfer / Import	IEP Document (ID# 2873)	05/19/2020 15:10 (365 days)
6293	05-03/2021	IEP	(necatswakecounty)	05-12/2021	05/02/2022	Transfer / Import	IEP Document (ID# 2873)	05/19/2020 15:10 (365 days)
6294	06/08/2020	Progress Report (2019)	(necatswakecounty)			Transfer / Import	Progress Report (ID# 2878)	06/08/2020 16:44 (345 days)
6296	08/21/2020	Transfer Student (necatswakecounty => necatstorchlight)				Automated Transfer		08/22/2020 12:30 (470 days)
6295	08/20/2020	Exit School System (necatswakecounty)				Transfer / Import		08/21/2020 04:54 (471 days)



Wake County Schools IEP Document

Student UID #: 12723073	DOB: 02/17/2008
School: West Lake Middle Primary Eligibility: OH	Grade: Sixth Grade Secondary Eligibility:
Age: 12	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Meeting Purpose: Annual Review

Meeting Date: 05/19/2020

From: 05/20/2020 To: 05/18/2021

The IEP from 5/3/2021 with IEP Dates, 5/12/21-5/2/22, must be documented and finalized via EC Process > IEP workspace.

7918596811 - It appears that the dates on the existing expired IEP and eligibility determination were updated to current dates, but the associated IEP and Eligibility Determination documents display the expired dates.

Shawntice Andrews	06/15/2021 01:37:38 Update Eligibility	After IEP Event 6865 (Date: 05/28/2020 => 05/18/2021) (BeginDate: 05/29/2020 => 05/28/2021) (EndDate: 05/28/2021 => 05/17/2022)
Shawntice Andrews	06/15/2021 01:46:05 Update Eligibility	After Eligibility Determination Event 6846 (Date: 06/05/2018 => 05/18/2021) (BeginDate: 06/05/2018 => 05/28/2021) (EndDate: 06/05/2021 => 05/17/2024)

8520	07/16/2021	Grade Change (Fifth Grade)	07/16/2021	Transfer / Import	07/17/2021 08:12 (141 days)
8865	05/18/2021	IEP (nccatswakecounty)	05/28/2021	05/17/2022	Transfer / Import IEP Document ID# 3734 05/28/2020 10:12 (366 days)
8845	05/18/2021	Eligibility Determination (nccatswakecounty)	05/28/2021	05/17/2024	Transfer / Import Eligibility Determination Submitted / Download from Compliance Document ID# 3724 06/05/2018 14:35 (1279 days)
6868	09/09/2020	Transfer Student (nccatswakecounty => nccatatorchlight)		Automated Transfer	09/09/2020 22:34 (452 days)
6867	09/08/2020	Exit School System (nccatatorchlight)		Transfer / Import	09/09/2020 01:40 (452 days)



Wake County Public School System

Eligibility Determination Dec 3

ELIGIBILITY DETERMINATION

Page: 1

Check Purpose:

(X) Initial Eligibility

() Reevaluation

Student's Name:

School: Douglas Elementary

Student ID: 7918596811

Grade: 1st Grade

DOB: 02/21/2011

Meeting Date: 06/05/2018



Wake County Schools IEP Document

Student: [REDACTED]	Student UID #: 7918596811	DOB: 02/21/2011
School: Durant Road Elementary	Grade: Third Grade	Age: 9
Primary Eligibility: LD	Secondary Eligibility:	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Meeting Purpose: Annual Review

Meeting Date: 05/28/2020

From: 05/29/2020 To: 05/28/2021

The Eligibility Determination from 5/18/2021 with Dates, 5/28/21-5/17/24, must be documented and finalized via EC Process > Eligibility workspace. The IEP from 5/18/2021 with IEP Dates, 5/28/21-5/17/22, will need to be documented and finalized via EC Process > IEP workspace.

3248852593 - It appears that an IEP event was created, possibly using the alternate data entry method, then the dates were later updated to a "more recent" IEP; however, the associated document was never created.

Shawntrice Andrews 04/15/2020 11:47:10 Update StudentCustomData Modified IEP_StartDate: (05/09/2019) IEP_MeetingDate: (05/08/2019) IEP_MeetingPurpose: (Annual Review) IEP_EndDate: (05/07/2020)

Shawntrice Andrews 04/17/2021 11:31:20 Update StudentCustomData Modified IEP_StartDate: (03/05/2021) IEP_EndDate: (02/28/2022) IEP_MeetingDate: (03/01/2021)

Shawntrice Andrews 06/15/2021 01:58:42 Update Eligibility Alter IEP Event 7323 (Date: 04/30/2020 => 04/13/2021) (BeginDate: 05/07/2020 => 04/23/2021) (EndDate: 04/29/2021 => 04/12/2022)

The IEP associated with the most recent IEP dates (4/23/21 - 4/12/22) must be documented and finalized via EC Process > IEP workspace.

9869355722 - It appears that an IEP event was created, possibly using the alternate data entry method, then the dates were later updated to a "more recent" IEP; however, the associated document was never created.

Shawntrice Andrews 04/15/2020 11:47:10 Update StudentCustomData Modified IEP_StartDate: (05/09/2019) IEP_MeetingDate: (05/08/2019) IEP_MeetingPurpose: (Annual Review) IEP_EndDate: (05/07/2020)

Shawntrice Andrews 06/15/2021 01:58:42 Update Eligibility Alter IEP Event 7323 (Date: 04/30/2020 => 04/13/2021) (BeginDate: 05/07/2020 => 04/23/2021) (EndDate: 04/29/2021 => 04/12/2022)

The IEP associated with the most recent IEP dates (4/23/21 - 4/12/22) must be documented and finalized via EC Process > IEP workspace.

8173971145 - It appears that an IEP event was created, possibly using the alternate data entry method, then the dates were later updated to a "more recent" IEP; however, the associated document was never created.

Shawntrice Andrews 12/11/2019 13:50:54 Update Team set Case Manager to Shawntrice Andrews

Shawntrice Andrews 04/14/2020 19:33:23 Update StudentCustomData Modified IEP_MeetingDate: (02/11/2020) IEP_EndDate: (02/20/2021) IEP_StartDate: (02/21/2020) IEP_MeetingPurpose: (Annual Review)

Shawntrice Andrews 04/20/2021 00:17:39 Update Eligibility Alter IEP Event 7319 (Date: 02/24/2020 => 02/11/2021) (BeginDate: 03/05/2020 => 02/22/2021) (EndDate: 02/23/2021 => 02/10/2022)

Shawntrice Andrews 12/03/2021 16:31:46 Update Team set Case Manager to Duanette Tendell

The IEP associated with the most recent IEP dates (2/22/21 - 2/10/22) must be documented and

finalized via EC Process > IEP workspace.

Khalilah O'Farrow-Boulware, Ph.D.
Consultant for IDEA Fiscal and Systems Support
Exceptional Children
Office of Educational Equity
NC Department of Public Instruction
(W) (984) 236-2641
Khalilah.OFarrow@dpi.nc.gov
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From: Dustin Squibb <dsquibb@tlaedu.org>
Sent: Saturday, December 4, 2021 1:11 PM
To: Khalilah OFarrow <Khalilah.OFarrow@dpi.nc.gov>
Cc: Carol Ann Hudgens <CarolAnn.Hudgens@dpi.nc.gov>; Su Stone <Su.Stone@dpi.nc.gov>; Karen Little <Karen.Little@dpi.nc.gov>; Cynthia McQueen <cynmcqueen@aol.com>
Subject: Re: December Child Count

CAUTION: External email. Do not click links or open attachments unless verified. Send all suspicious email as an attachment to [Report Spam](#).

Hi Khalilah,

For Torchlight Academy (92L)-

Could you please include each student in the student level report view for December Child Count?

4571345399
12637968
2879546443
12723073
7918596811
3248852593
9869355722
8173971145

I will send students to be included for this count from Three Rivers Academy (08A) soon.

Thank you for the help!

DS

On Thu, Dec 2, 2021 at 1:13 PM Khalilah OFarrow <Khalilah.OFarrow@dpi.nc.gov> wrote:

Greetings Dustin,

Which Charter is this for? Please send the Student UIDs you are referring to. Was there information that was updated in the student record(s) or do you need to any student records?

Khalilah O'Farrow-Boulware, Ph.D.

Consultant for IDEA Fiscal and Systems Support

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Office of Educational Equity

NC Department of Public Instruction

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Khalilah.OFarrow@dpi.nc.gov

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From: Carol Ann Hudgens <CarolAnn.Hudgens@dpi.nc.gov>

Sent: Thursday, December 2, 2021 1:03 PM

To: Dustin Squibb <dsquibb@tlaedu.org>; Su Stone <Su.Stone@dpi.nc.gov>; Karen Little <Karen.Little@dpi.nc.gov>

Cc: Cynthia McQueen <cynmcqueen@aol.com>; Khalilah OFarrow <Khalilah.OFarrow@dpi.nc.gov>

Subject: Re: December Child Count

Please provide the student numbers, in a reply all to this email, you believe are eligible for the count and we will verify.

Carol Ann M. Hudgens, Ed.S.

Section Chief

Exceptional Children

Office of Educational Equity

NC Department of Public Instruction

(W) (984) 236-2575

CarolAnn.Hudgens@dpi.nc.gov

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From: Dustin Squibb <dsquibb@tlaedu.org>

Date: Thursday, December 2, 2021 at 12:36 PM

To: Carol Ann Hudgens <CarolAnn.Hudgens@dpi.nc.gov>, Su Stone <Su.Stone@dpi.nc.gov>, Karen Little <Karen.Little@dpi.nc.gov>

Cc: Cynthia McQueen <cynmcqueen@aol.com>

Subject: December Child Count

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Good afternoon!

Is it possible to grant me access to the student level report view tab for the purpose of December Child Count? We have several possible students that need to be included on this count due to recent meetings.

Su and Karen- thanks for all of the support you have provided!

Dustin Squibb

Visit us on the web at <https://dpi.nc.gov> . All e-mail correspondence to and from this address is subject to the North Carolina Public Records Law, which may result in monitoring and disclosure to third parties, including law enforcement.

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Visit us on the web at <https://dpi.nc.gov> . All e-mail correspondence to and from this address is subject to the North Carolina Public Records Law, which may result in monitoring and disclosure to third parties, including law enforcement.

Subject: STATUS- December Child Count ✱
Date: Monday, December 6, 2021 at 4:08:13 PM Eastern Standard Time
From: Carol Ann Hudgens
To: Cynthia McQueen, Dustin Squibb
CC: Khalilah OFarrow, Su Stone, Sherry Thomas, Dave Machado
Attachments: image001.png, TLA Student Record Review 12.6.21.pdf, TLA.ChildCountErrors.pdf

Dr. McQueen and Mr. Squibb,

Thank you for working with Dr. O'Farrow-Boulware and Ms. Stone to submit your child count and resolve noncompliance identified through program monitoring. I was copied in on the technical assistance provided by Dr. O'Farrow-Boulware and wanted to follow-up with you regarding this information.

1. As Dr. O'Farrow-Boulware indicated in her email, at the present time, there are several students that cannot be counted for the December Child Count. The student numbers for these records are listed below and detailed information was provided about what needs to be resolved. I attached the email that was provided for your reference.

2879546443
12723073
7918596811
3248852593
9869355722
8173971145

2. As part of our ongoing monitoring for correction, Ms. Stone identified 11 students for whom IEP Meetings have been held since November 24, 2021. We selected this timeframe because it occurs after additional staff were hired and after additional technical assistance and professional development were provided following our unannounced visit. Upon review, these records do not demonstrate that findings of noncompliance have been addressed. Systemic noncompliance remains. The student numbers are listed below. The specific issues are noted in the attachment.

8584946942
3199639755
6498916451
12490221
1973515
12578651
2595317229
8413945321
12569665
8694946866
6375441196

The students identified by Ms. Stone and included in the numbered list above cannot be counted on Child Count. If those students have been included, I am requesting that Dr. O'Farrow-Boulware exclude them from the count until the noncompliant findings are resolved.

This email serves as your notification of the students currently excluded from Child Count (List 1 and List 2).

As a reminder, Child Count must be corrected and certified between December 1 – December 20.

Given the procedural reasons for the exclusion of these students, it is unlikely that the required IEP Team Meetings, Reevaluations, Evaluations, Eligibility, and/or IEPs can be completed before the correction and certification window ends.

However, we will review the associated records when notified that you believe you have corrected the issues in question and approve them for child count if completed correctly within the window. Please plan to email Dr. O’Farrow-Boulware, Ms. Stone and me with the student numbers you have corrected as you correct them. In return, we will review and notify you regarding whether the student can be included back in the count on a case by case basis.

Thank you,

Carol Ann M. Hudgens, Ed.S.

Section Chief

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CarolAnn.Hudgens@dpi.nc.gov

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