



Public Schools of North Carolina

From Referral to IEP “It’s a Process”

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Initial Referral

- Initial Referral
 - Review new and existing data
 - Make decisions on evaluations
 - Eligibility Determination



An Initial look

- Where do initial request for evaluations come from?
 - Parents (submit a written request)
 - Teachers/ School Staff (suspects a disability)
 - Transferring with an IEP from another State
- Are they treated differently?
 - No, a team is convened to determine if further action is required



Step by Step

- Initial invitation is sent to “discuss the special education referral for an initial evaluation”
- Teams review current & relevant data/information including student’s strengths & needs in a variety of categories
- Then they determine if there are reasons based on the data to suspect needs



Areas to review

- All areas under the scope of Academic, Functional & Behavioral
- If English is a second language has that been taken into account ?
- Is additional evaluation information required to make these decisions?
 - What does the student need to access & make progress in the General Education setting?
 - What supports/ limits the students performance?



If Evaluations are NEEDED..

- Ensure the proper team members can perform the evaluations
- Obtain parent consent for the evaluations
- If a medical report is needed (e.g. ophthalmologist report), have parent(s) sign a release of information consent form
- Remember the 90 day time line






Conduct Evaluations

- Refer to the VI Worksheet for all required components to determine eligibility
- Conduct Evaluations; Obtain information
- Write reports
- Enter information on VI Worksheet to support decisions



SUMMARY OF EVALUATION/ELIGIBILITY WORKSHEET – VISUAL IMPAIRMENT

Student Name: _____ DOB: ____/____/____
 School: _____ Grade: _____

D	Instrument	Summary of Required Screenings and Evaluation
	Hearing Screening	<input type="checkbox"/> Pass <input type="checkbox"/> Fail dB (Intensity Level) Hz (Frequencies)
	Summary of conference(s) with parent(s) or documentation of attempts to conference:	
	Social/Developmental History:	
	Educational Evaluation:	
	Ophthalmological or Optometric Evaluation:	
For school age children		
	Academic, Functional and Behavioral Observation across settings (address expanded core curriculum):	
	Braille Skills Inventory and/or Learning Media Assessment:	
	Functional Vision Assessment:	
For preschool children		
	Observation across settings to include: - Physical, behavioral, and environmental characteristics; - Shutting or covering one eye, tilting head forward, squinting eyelids together.	

<ul style="list-style-type: none"> - Difficulty with tasks requiring vision; - Avoidance of near work tasks or irritation when required to do near work; - Inability to see distant objects; - Difficulty with navigation; - Eye appearance (eg. crossed-eyes or nystagmus) Other: _____	
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As a result of the required screenings, evaluations, and review of existing information, what do we now know about the student?

Strengths:	
Needs:	

What is the adverse effect on educational performance?



What evidence exists that the student requires specially designed instruction?

AFTER COMPLETING WORKSHEET, IEP TEAM MUST DETERMINE ELIGIBILITY.
 (See Eligibility Determination Form)



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	Other:	


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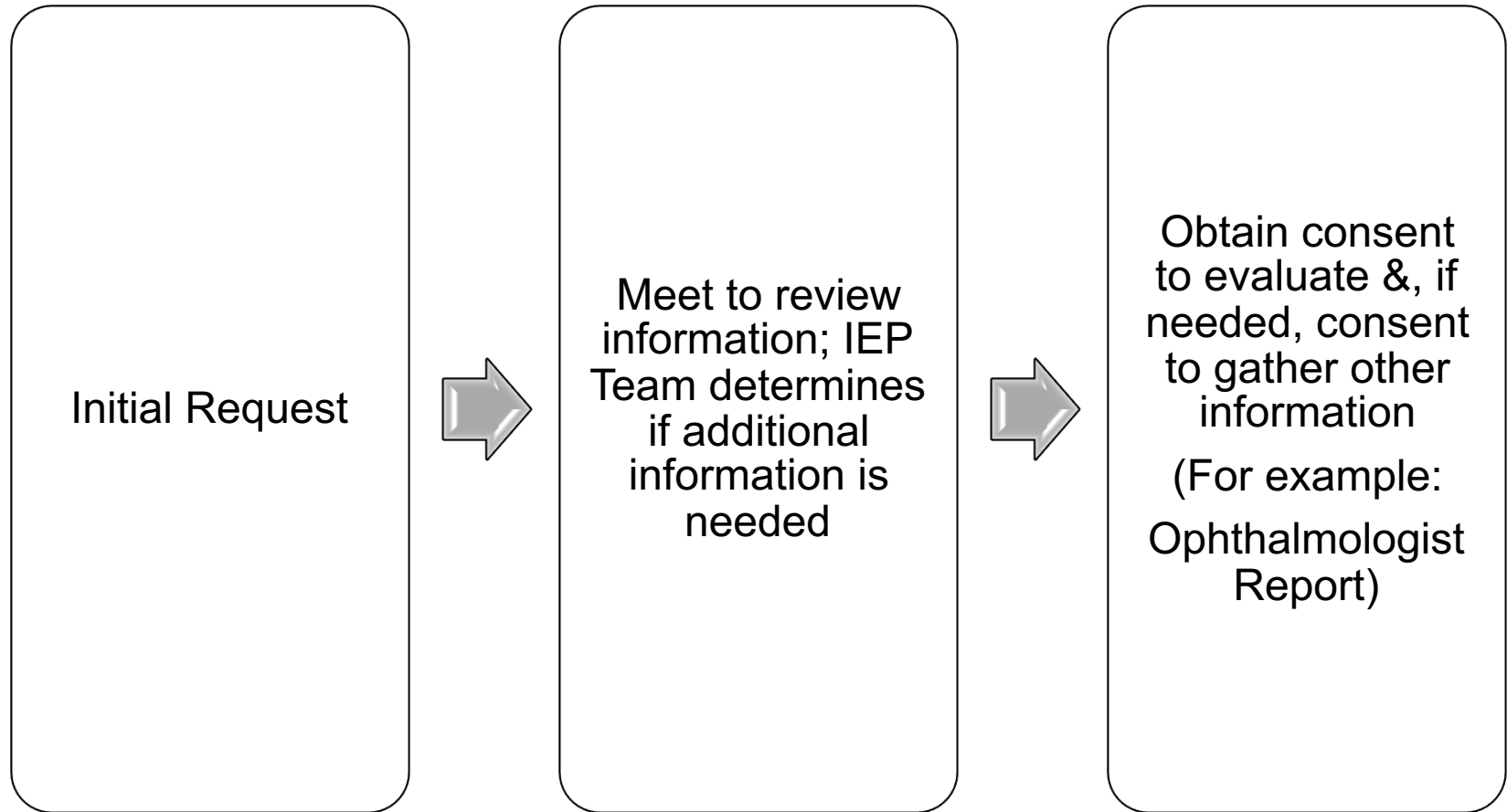


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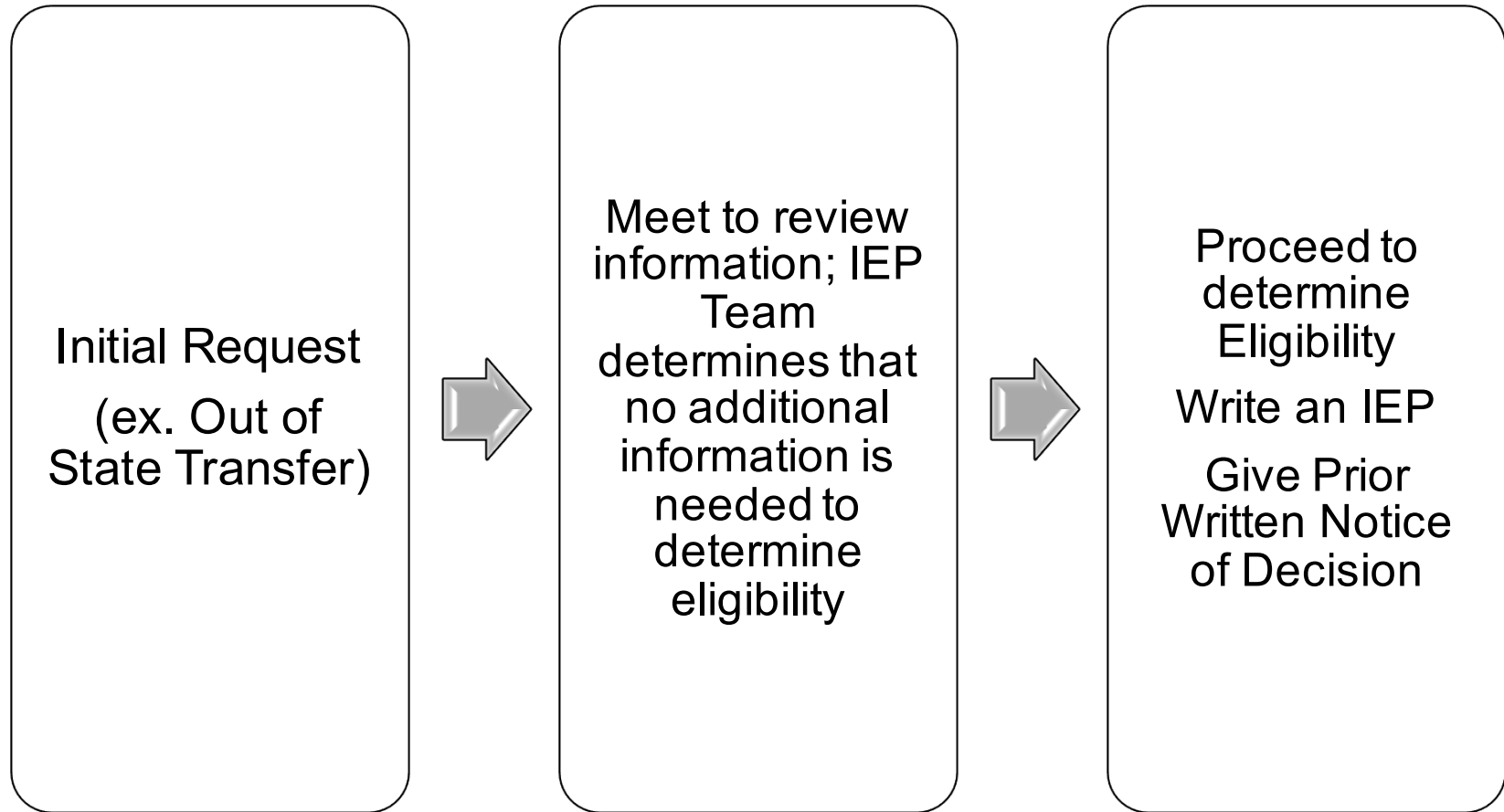
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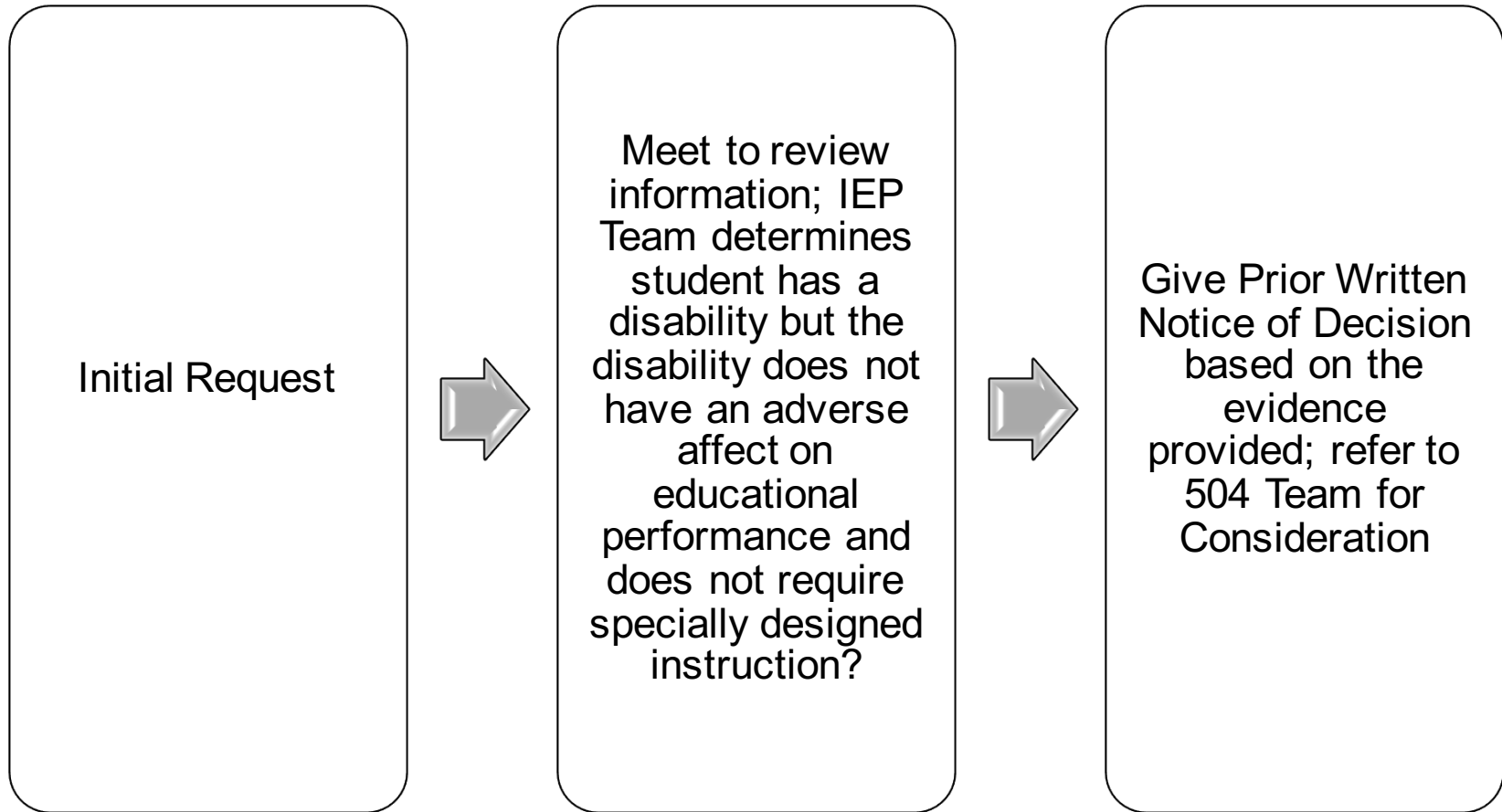
What if the IEP Team needs more information?



What if the Student is an Out of State Transfer with a complete packet of information?



What if the student meets eligibility, but the disability does not have an adverse affect on educational performance and does not require specially designed instruction?



Re-Evaluation Process

- Re-Evaluation determination (NC 1503-2.6)
 - Review new and existing data/information
 - Based on review, is additional information needed to determine if the child:
 - continues to have such disability and educational needs
 - continues to need special education and related services
 - has present level of academic achievement and developmental needs
 - needs any additions or modifications to meet annual goals and participate, as appropriate, in the general education curriculum



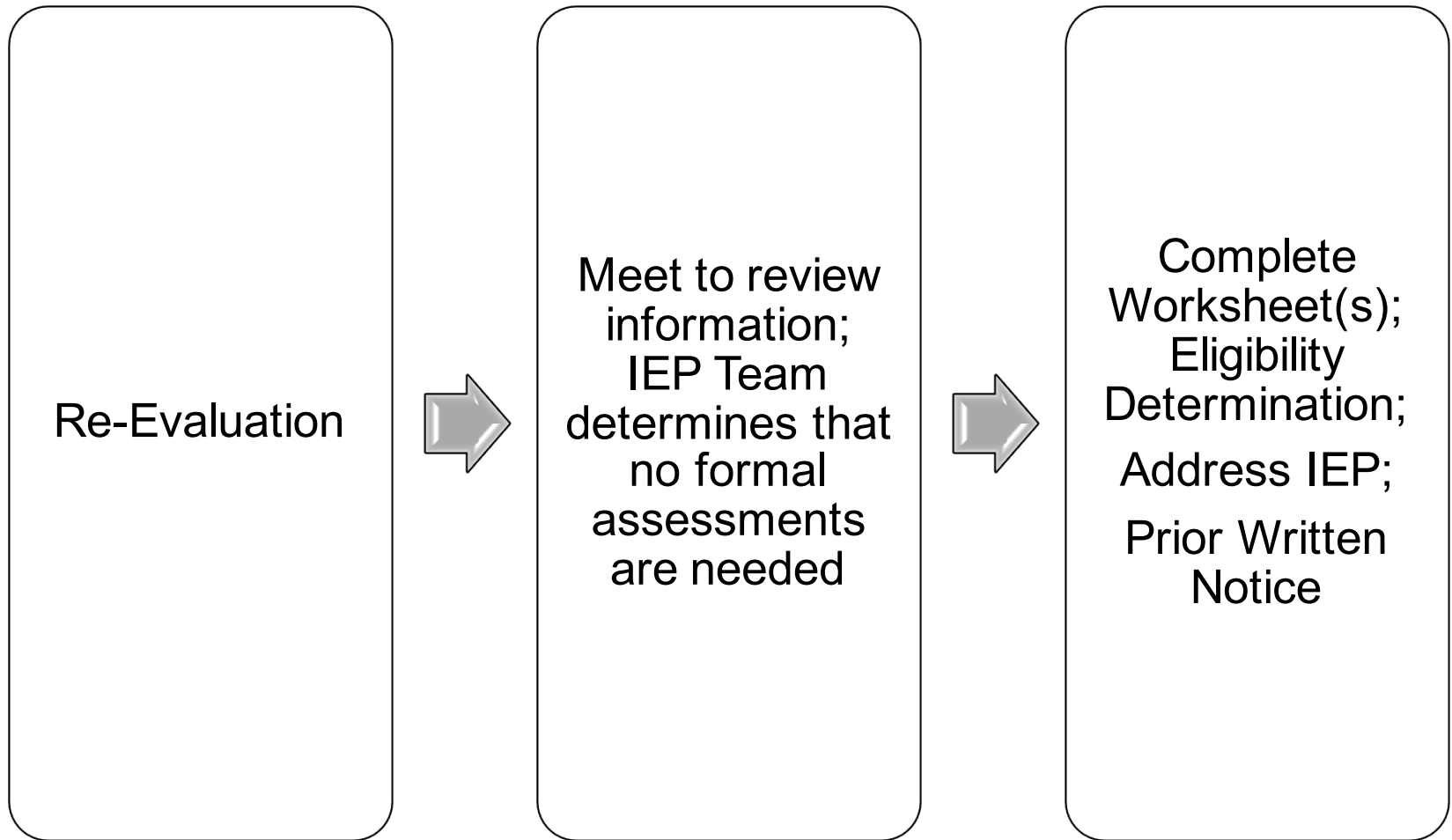
Evaluation determination

If the IEP Team answered **yes** to ANY of the previous questions, then determine how the data collection will take place:

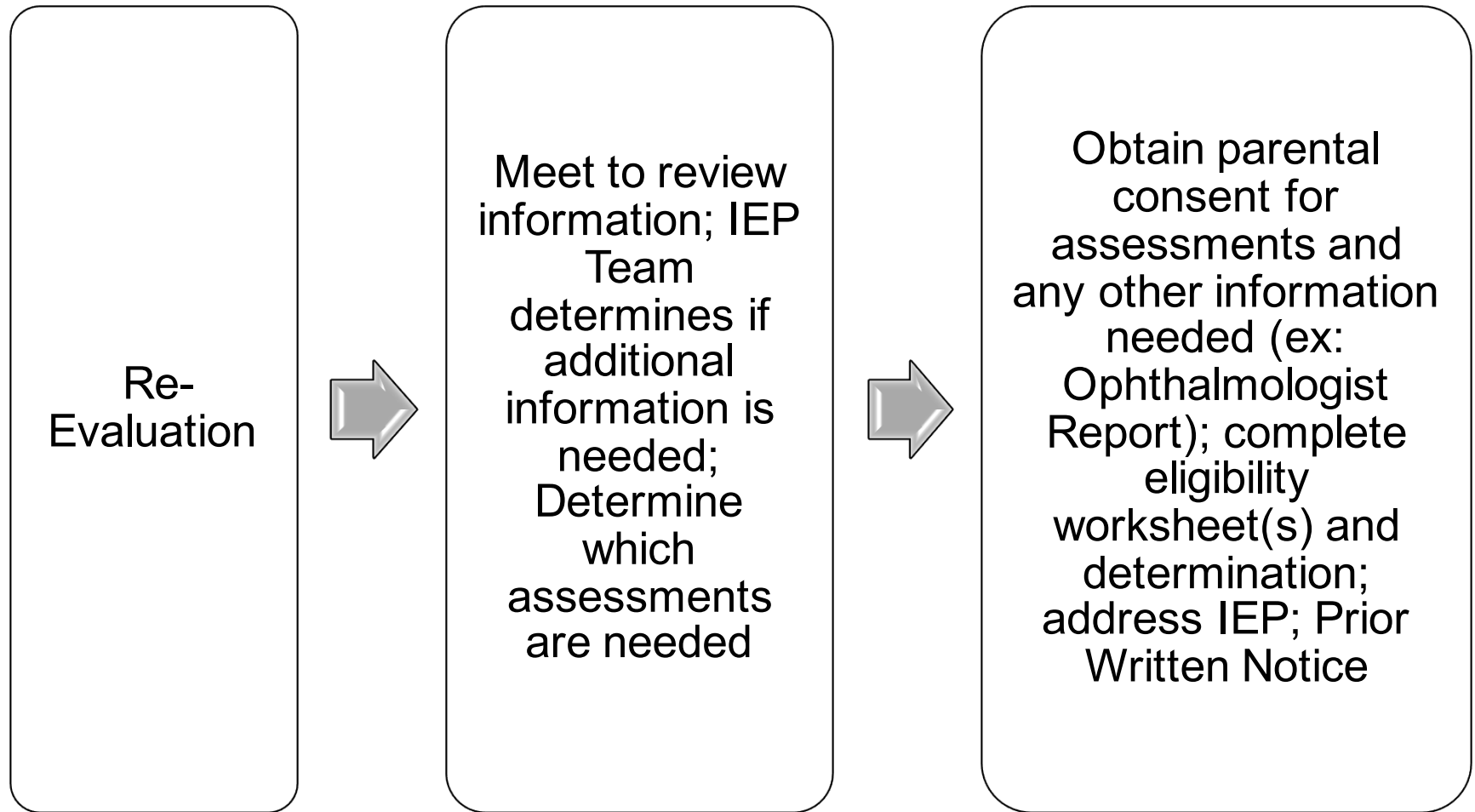
- 1) Collection of data without formal assessments
- 2) Collection of data through formal assessments
- 3) No additional data or assessment is needed



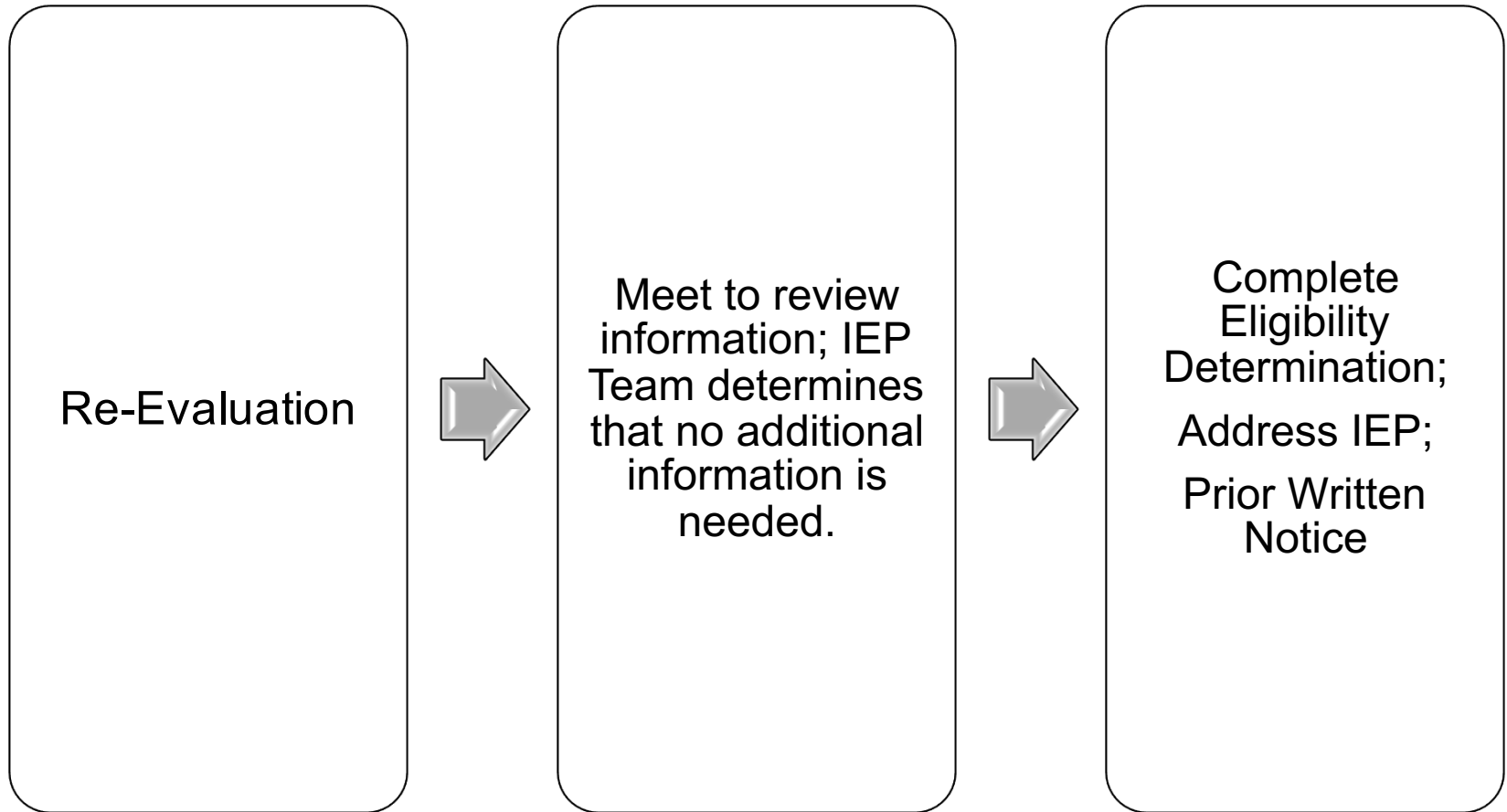
Collection of data without formal assessments



Collection of data through formal assessments:



No additional data or assessment is needed



Re-Evaluation Process

- What if, a **NEW** area of eligibility is suspected during the re-evaluation process?
 - initial eligibility process must be followed for that area
 - Ex. If the student is currently eligible under Other Health Impaired but, recently, their vision is having an impact on their ability to access information.



Summary of IDEA Eligibility

The preponderance of evidence supports

- 1) The student is eligible
- 2) The disability has an adverse effect on their educational performance
- 3) There is a need for specially designed instruction



Prior Written Notice

- Comprehensive summary of what was considered, proposed, accepted/ rejected
- Implementation date



Upcoming information

- After determinations are made the team will then address the IEP
- More detailed information on adverse effects and specially designed instruction will be presented in later webinars

