



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:	
<b>For school age children</b>		
	Academic, Functional and Behavioral Observation across settings (address expanded core curriculum):	
	Braille Skills Inventory and/or Learning Media Assessment:	
	Functional Vision Assessment:	
<b>For preschool children</b>		
	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"> <li>- Difficulty with tasks requiring vision;</li> <li>- Avoidance of near work tasks or irritation when required to do near work;</li> <li>- Inability to see distant objects;</li> <li>- Difficulty with navigation;</li> <li>- Eye appearance (eg. crossed-eyes or nystagmus)</li> </ul> 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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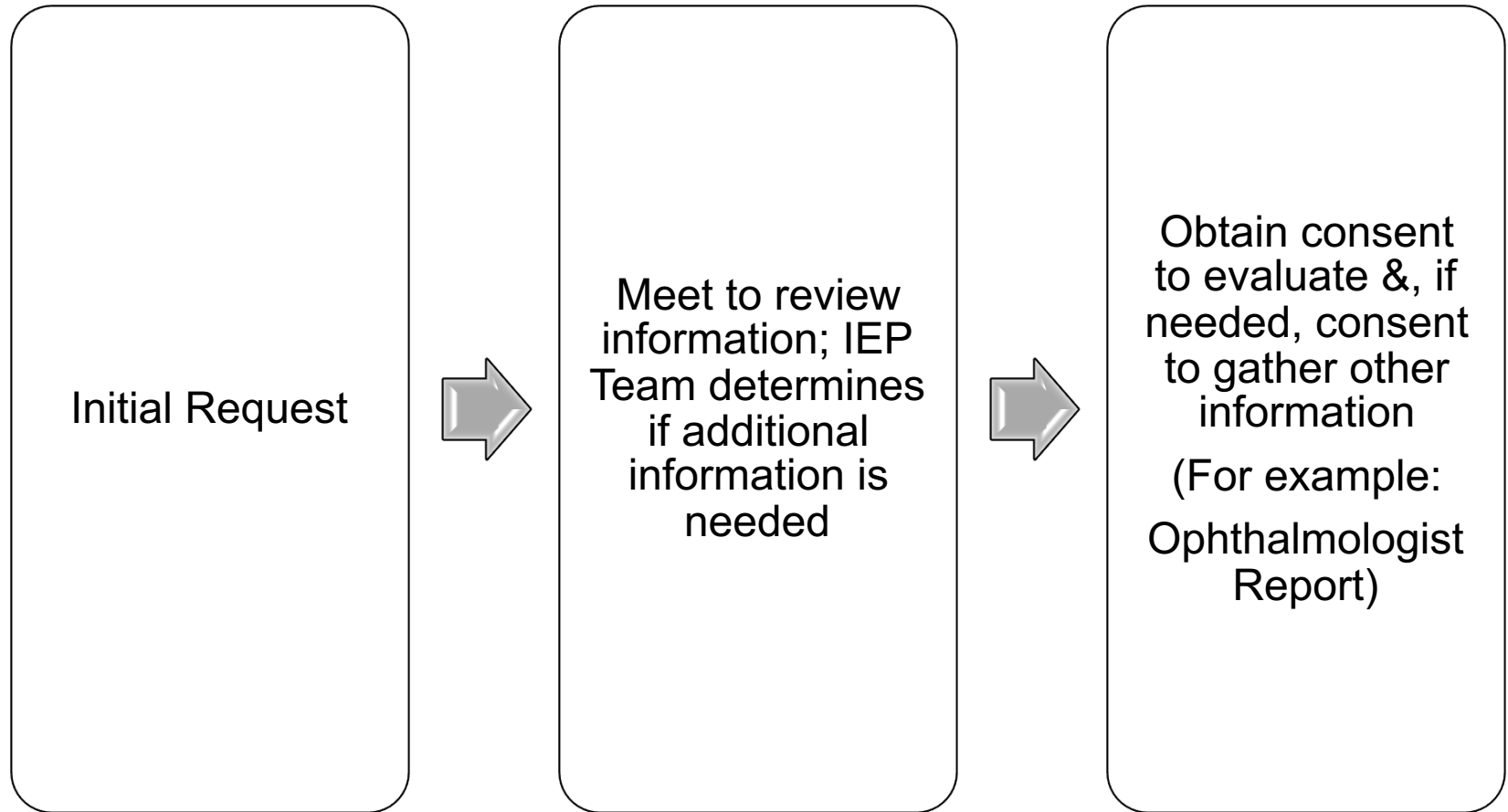

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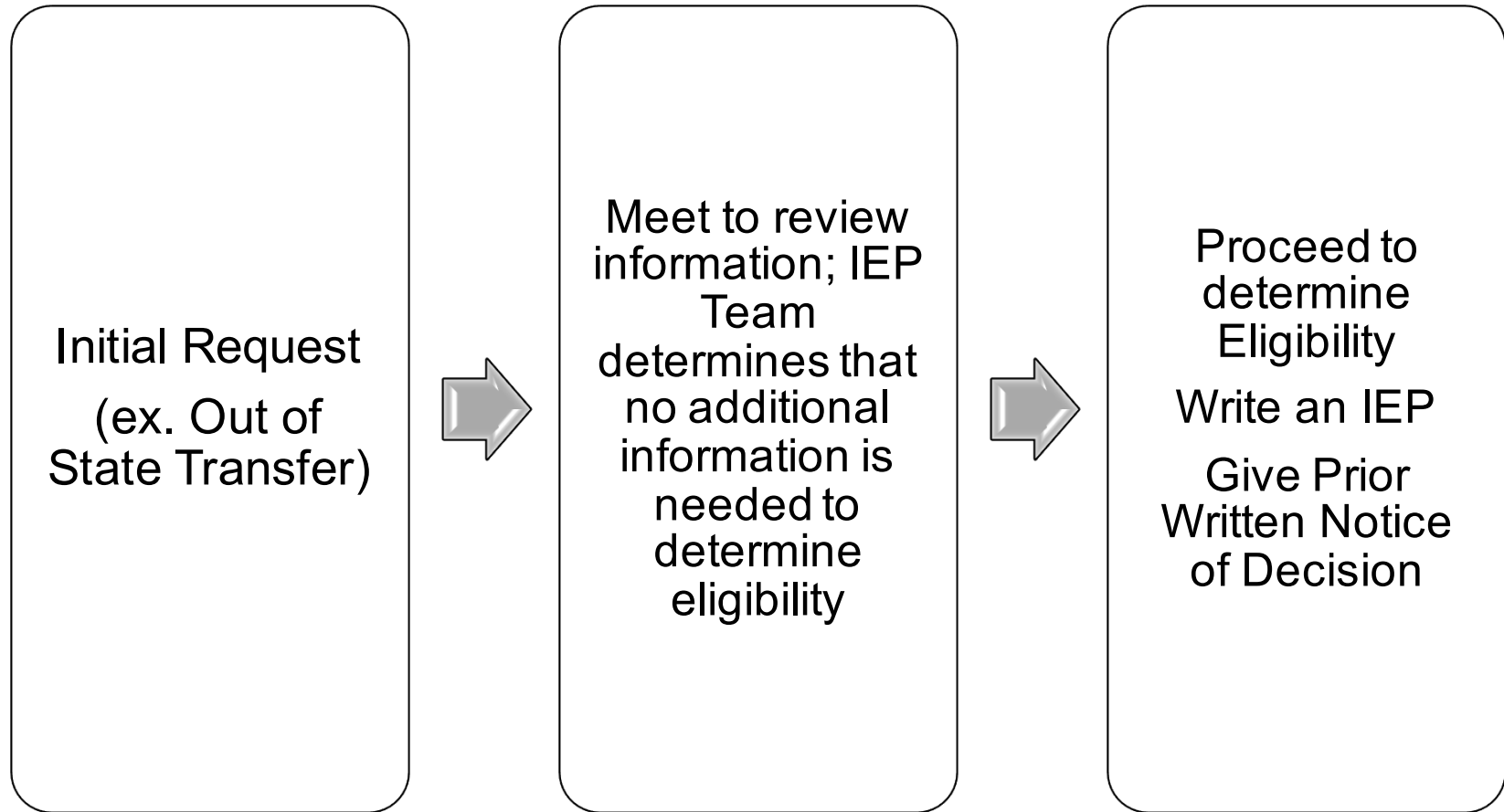
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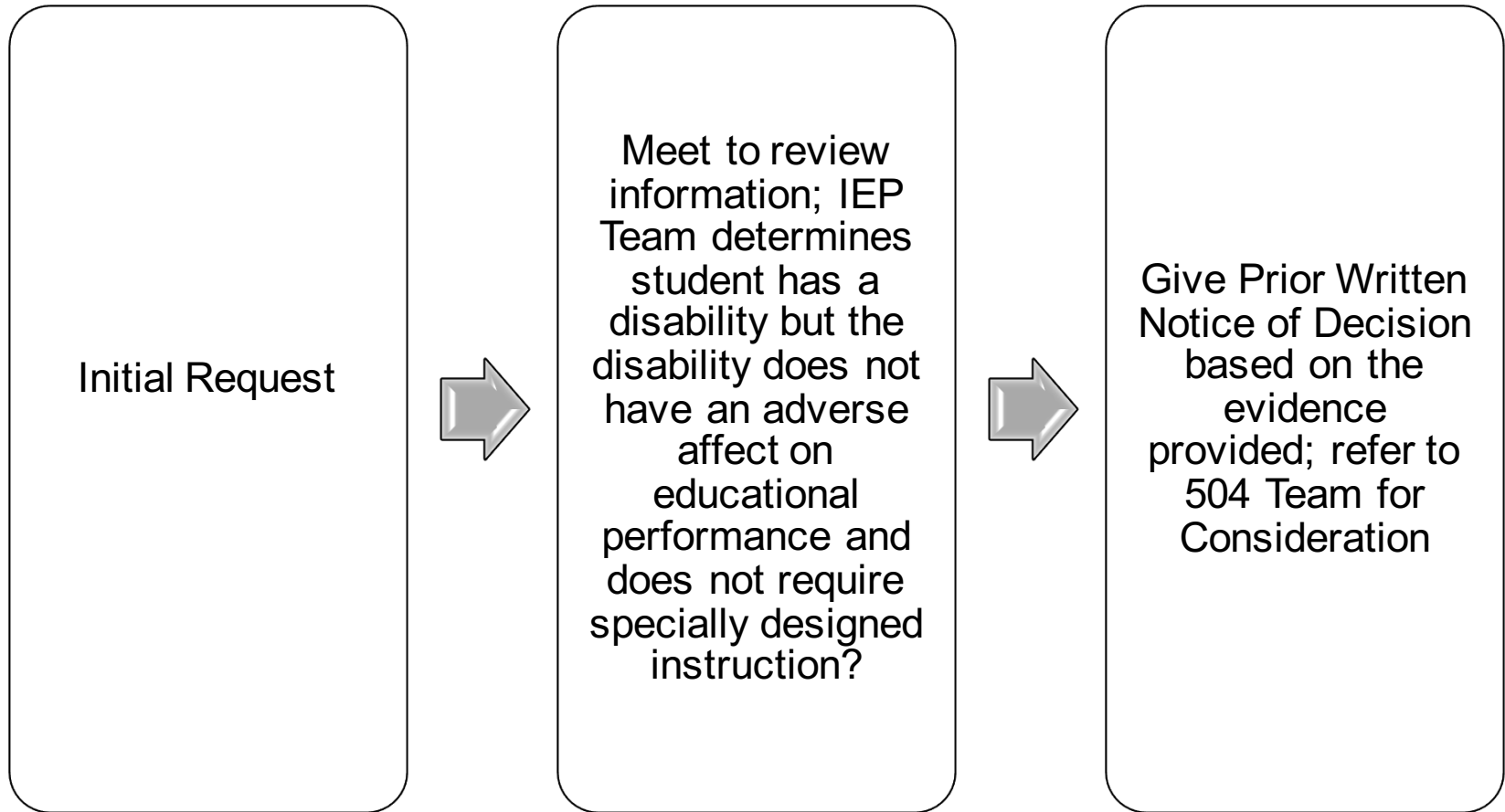
# What if the IEP Team needs more information?



# 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



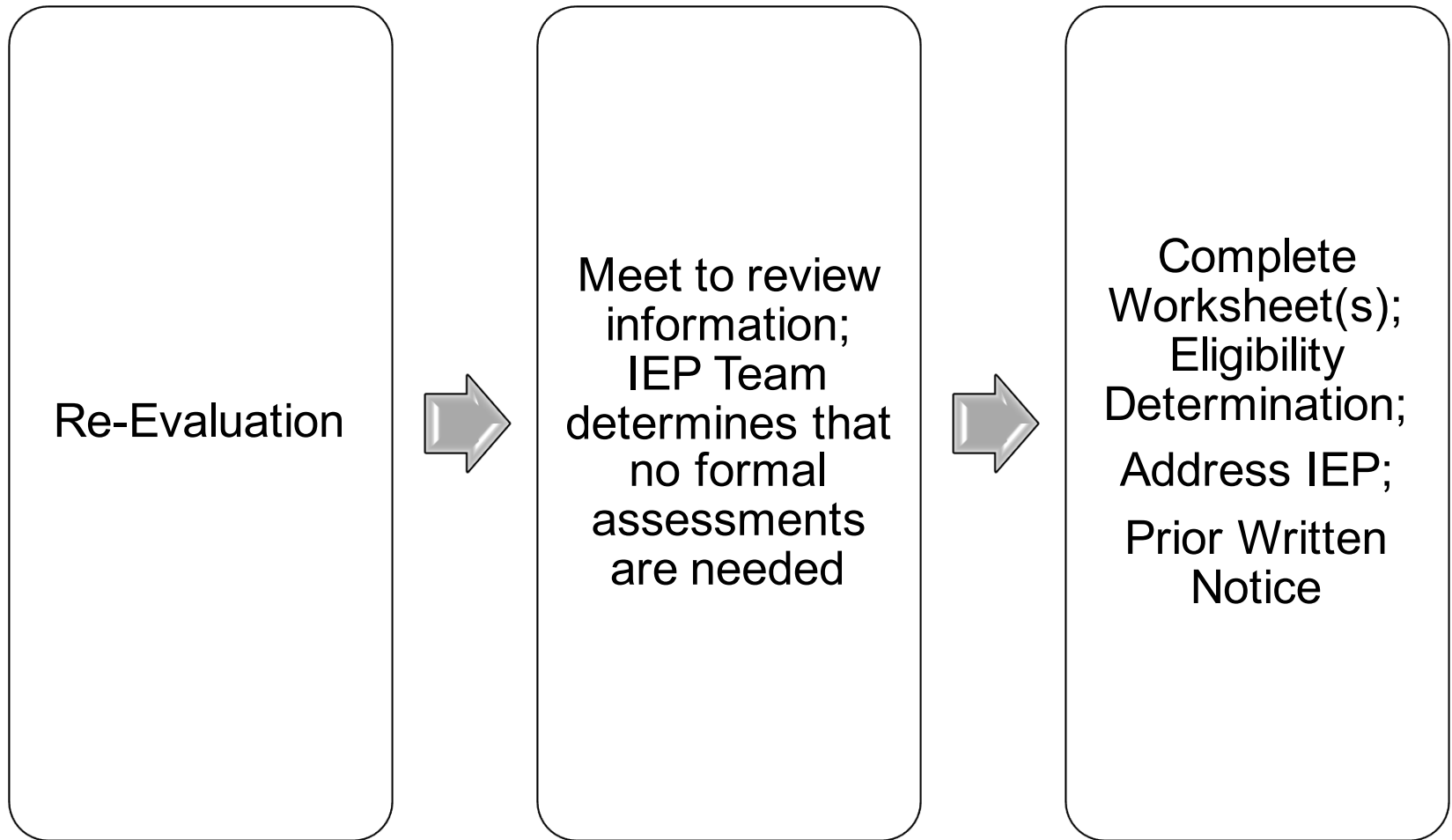
# Evaluation determination

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

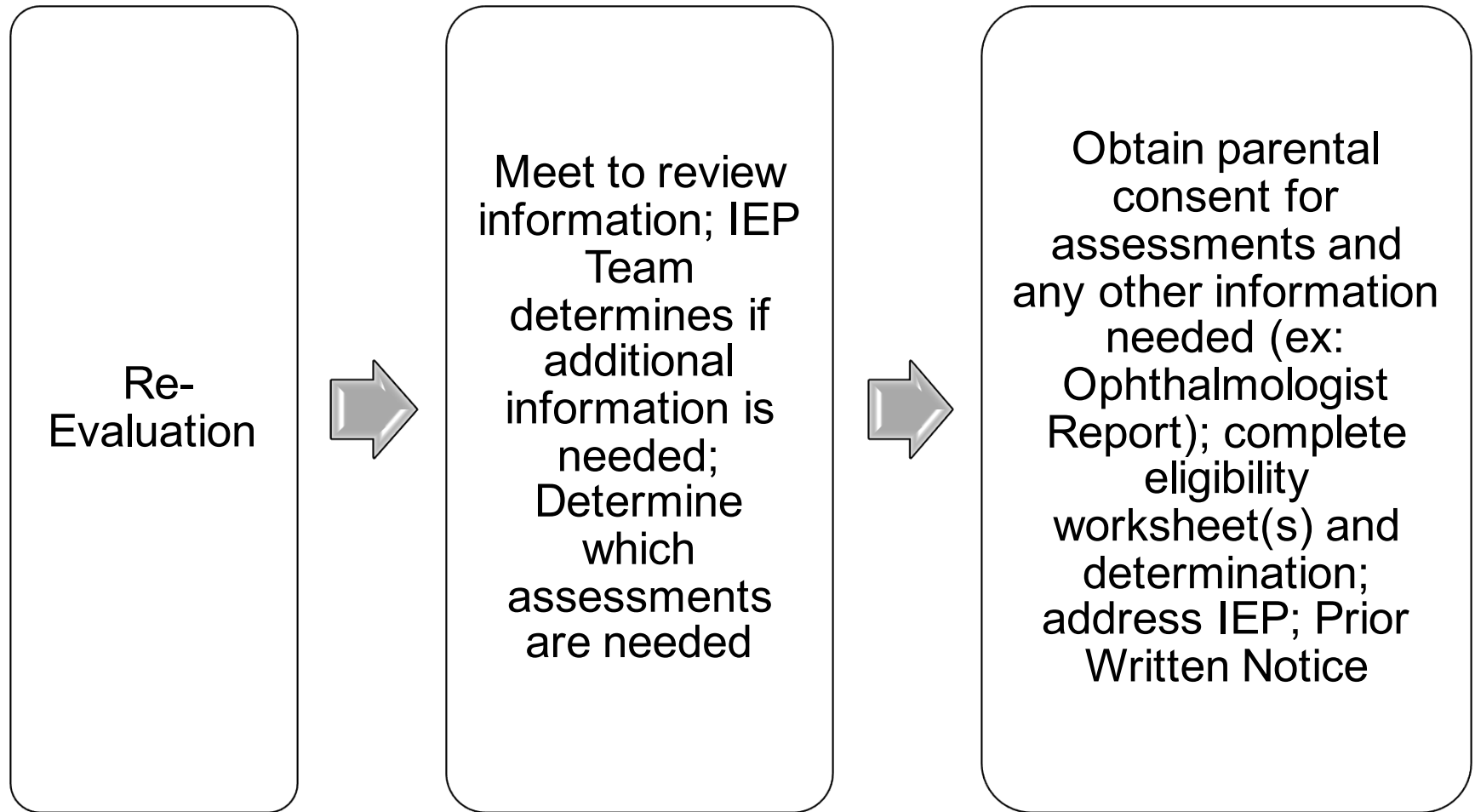
- 1) Collection of data without formal assessments
- 2) Collection of data through formal assessments
- 3) No additional data or assessment is needed



# Collection of data without formal assessments

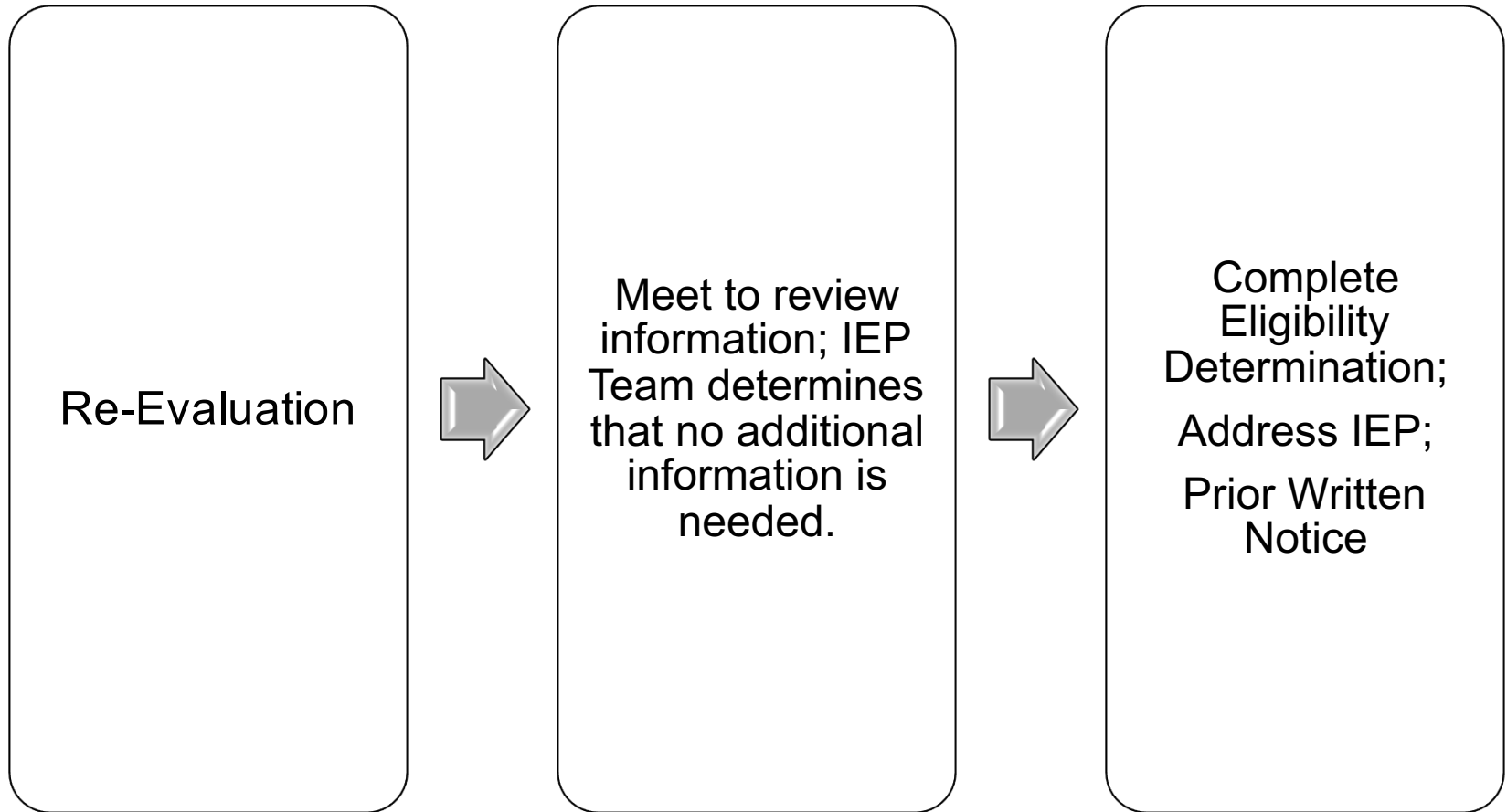


# Collection of data through formal assessments:





# 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

