

**DEPARTMENT OF HEALTH AND HUMAN SERVICES  
OFFICE OF EDUCATION SERVICES  
Policies and Procedures**

**ADMISSIONS PROCEDURE POLICY**

**Effective Date:** September 1, 2008  
**Original Effective Date:** March 30, 2001  
**Reference:** North Carolina Policies Governing Services for Children with Disabilities, November 2008; The Cooperative Agreements between the Department of Public Instruction and the Department of Health and Human Services, 2008.

**Purpose:**

To establish uniform procedures for referral, screening, and placement of Deaf, Hard of Hearing, Blind, Deaf-Blind and Visually Impaired students in the state operated residential programs in the Office of Education Services.

**Procedure:**

The school representative shall be a staff member who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the child. The individual must hold a current license as a special education teacher, administrator in North Carolina, or speech/language pathologist. In addition, the individual shall be knowledgeable about the North Carolina Standard Course of Study; and knowledgeable of the available resources of the school. It is important that the school representative has the authority to commit school resources and ensure that whatever services are described in the IEP will be provided.

Upon receipt of a referral, the school representative will contact the local special education director, (not a particular school, unless directed by the local EC director) and arrange to observe the student referred in multiple settings, including the student's classroom, cafeteria and a non-structured setting. (All contact concerning possible admission to a DHHS school must be initiated by the LEA. Inquiries from parents and others shall be directed to the appropriate LEA.)

The school representative will attend IEP meetings in the LEA of the prospective student, if notified that the student may be referred. (Additional appropriate school staff may accompany the school representative.)

The school representative will review forms and consider information used in making the recommendation for placement. (Schools should consider the present status and needs of the student, reason for referral, and services presently and previously provided, and results of screening and assessment.) The following properly completed and signed forms must be reviewed and a copy received:

Invitation to conference-Parent  
Invitation to conference-Student  
DEC 1- Special Education Referral  
DEC 2- Prior Notice  
DEC 3-Eligibility Determination  
Eligibility Worksheet  
DEC 4-IEP  
DEC 4a-Secondary Transition (if appropriate)  
DEC 4b-Related Services Support Plan (if appropriate)  
DEC 4- Worksheet 1 for Deaf and HI  
DEC 4-Worksheet 2 for ESY (if appropriate)  
DEC 5-Prior Written Notice  
DEC 5-Prior Written Notice for discipline (if appropriate)  
DEC 6-Informed Consent for Initial Provision of Services  
DEC 7-Reevaluation

The school representative will participate in discussions about the least restrictive environment for student.

If the IEP team decides that DHHS school placement is the least restrictive environment for the referred student, the school representative should take a copy of properly completed and signed forms back to school, discuss with staff and plan for student's transition to school, if the residential school can provide a free appropriate public education (FAPE) for the student. If the residential school cannot provide FAPE, the school representative shall assist the LEA in arranging appropriate services in the least restrictive environment.

The OES superintendent shall be notified of **all** student admissions and transitions back to an LEA. (A student shall not be returned to an LEA unless the LEA is given a 30-day notice from the date of the IEP meeting at which the student's placement was changed.)