

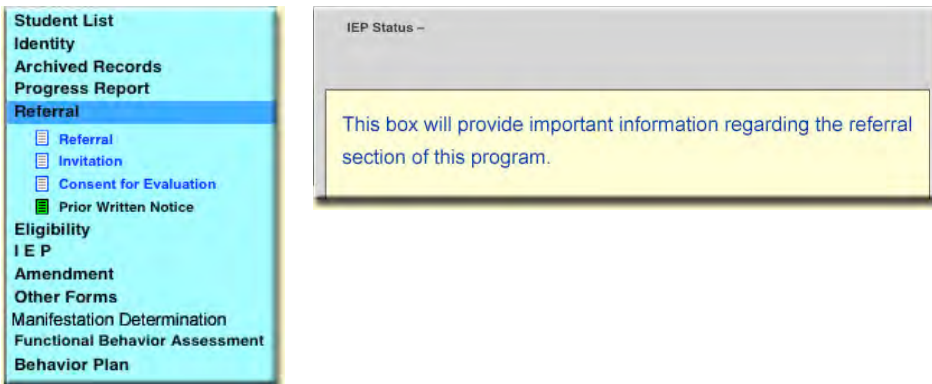
Referral

The referral section contains four forms that are used during initial and re-evaluations.

INTRODUCTION

- All information in this section is new -

Click on "Referral" in the side menu to access the forms. When you do so, you will also see the yellow splash page for the referral section with current information regarding this portion of the program.



THE REFERRAL FORM

- All information in this section is new -

Clicking on the buttons at the top will address this form to the party of your choice. Name, address and phone information autofills from information on the Identity Page.

In the first example, only one parent has been entered.

Parent	2nd Parent	Both		Student
Jerry Hall				
230 Roosevelt Drive			Home - 796-0697	
Anchorage, AK 99508			Work - 374-7069	

In the next example, two parents have been entered, giving the options to address it to one, the other, or both parents.

Additionally, the student button is always available.

<input type="radio"/> Parent	<input type="radio"/> 2nd Parent	<input type="radio"/> Both	<input type="radio"/> Student	Referred By	Date of Referral
Jerry Hall and Betty Hall					
230 Roosevelt Drive Anchorage, AK 99508		Home – 796-0897 Work – 374-7089		Site	Teacher
				Alpenglow Elementary	
Reason for Referral					
<input type="checkbox"/> Fine Motor Skills	<input type="checkbox"/> Speech	<input type="checkbox"/> Math			
<input type="checkbox"/> Gross Motor Skills	<input type="checkbox"/> Language	<input type="checkbox"/> Pre-academic School			
<input type="checkbox"/> Medical	<input type="checkbox"/> Social/Emotional/Behavioral	<input type="checkbox"/> Readiness			
<input type="checkbox"/> Hearing	<input type="checkbox"/> Reading	<input type="checkbox"/>			
<input type="checkbox"/> Vision	<input type="checkbox"/> Writing				
Summary of Existing Information					
Prior Special Education Referral Dates(s)			Attendance		
			This Year		Last Year
Prior Evaluations (may include)		Date	Days Absent		
<input type="checkbox"/> Psychological			Days Suspended		
<input type="checkbox"/> Educational			Grades Repeated		
<input type="checkbox"/> Physical/Medical					
Primary Language of Student			Primary Language of Home		
English			English		
Vision – Date		<input type="radio"/> Pass <input type="radio"/> Fail	Hearing – Date		<input type="radio"/> Pass <input type="radio"/> Fail
Medical Information					
Attachments					
<input type="checkbox"/> Report Card	<input type="checkbox"/> Developmental Profile	<input type="checkbox"/>			
<input type="checkbox"/> Current Work Samples	<input type="checkbox"/> Pre-Referral Intervention Strategies	<input type="checkbox"/>			

- Fields headed by red text must have data entered.
- Most of this page can be completed by simply checking on the appropriate boxes.
- Until nurses are provided electronic access to this form (Fall 2006), their data will continue to be entered by the primary teacher or IEP Clerical.

THE INVITATION FORM

- This is the first time to view this form within this training -

Invitations are used at various times during the IEP process. See the section on *Multi-Use Forms* for instructions on their use.

THE CONSENT FOR EVALUATION FORM

TOP OF FORM

1. Type in the date desired or click on the green "Today" button to enter the current date.
2. Select the appropriate button to enter the addressee's name.

Parent 2nd Parent Both Student Date Today

To: Jerry Hall and Betty Hall Tue, Apr 4, 2006

Type of Evaluation: Initial Reevaluation Additional Assessment

3. Click on the radio button for the type of evaluation being completed.

BOTTOM OF FORM

4. This portion consists of checkboxes to click.

Proposed actions include the following

<input type="checkbox"/> Educational <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math To assess the level at which a student is achieving in the areas of reading, mathematics, and written expression; curriculum based assessments and standardized academic achievement tests may be used.	<input type="checkbox"/> Communication <input type="checkbox"/> Speech <input type="checkbox"/> Language To assess how the student verbally communicates and understands language; standardized and informal measures of articulation, language, voice and fluency may be used.
<input type="checkbox"/> Cognitive To assess general aptitude for school-based learning; standardized intelligence tests may be used.	<input type="checkbox"/> Readiness To assess pre-academic school readiness skills such as pre-reading, pre-math and other areas as appropriate.
<input type="checkbox"/> Behavioral, Social, Emotional To assess social/emotional development, school and home behavior; standardized and informal assessments may be used.	<input type="checkbox"/> Adaptive To assess the student's independent functioning at home, at school and in the community.
<input type="checkbox"/> Motor Skills <input type="checkbox"/> Fine Motor <input type="checkbox"/> Gross Motor To assess fine motor skills, writing skills, functional motor skills, mobility, and/or positioning for accessing and participating in the school environment and curriculum.	<input type="checkbox"/> Vocational Evaluation Age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.
<input type="checkbox"/> Vision To assess visual acuity.	<input type="checkbox"/> Hearing To document hearing sensitivity and discrimination of speech (e.g., pure tone audiometry, speech discrimination, aided thresholds).
<input type="checkbox"/> Other	

5. Information should be typed into the bottom box if "Other" is selected

THE PRIOR WRITTEN NOTICE

- This is the first time to view this form within this training -

PWNs are used at various times during the IEP process. See the section on *Multi-Use Forms* for instructions on their use.