

Administration Reviewed _____ Date: _____

Vision and Hearing has been completed: Yes: _____ No: _____

Received by: _____



SCREENING REFERRAL PACKET

Dr. Joyce L. Nelson, Director of Student Services

SY 2025/2026

What happens at a referral/domain meeting? 1) When you come to the meeting, everyone is introduced to one another identifying who is on the team. Typically, there will be an administrator, the school psychologist, a grade level representative, a resource teacher and any related service staff (Occupational, Physical, Speech, and Social Worker staff etc.) who have been invited to attend). 2) At the meeting, the following functioning (domains) within the school setting will be reviewed: Academic Performance, Functional Performance, Cognitive, Communication, Health, Hearing/Vision, Motor, and Social Emotional skills.

In each domain, staff will share what information we already know and determine additional information that needs to be collected to identify the need for appropriate support services. There will also be information regarding which staff members will be gathering this additional information. 3) Some examples of additional information to be gathered include: a social/medical history of the student, updated hearing and vision information, updated progress monitoring data, updated teacher reports and assessments, rating scales, testing, etc. This gathering of information is called a case study evaluation. 4) At the conclusion of the meeting, the parent will be asked to sign their consent for the gathering of additional information. 5) Parent(s) will receive a phone call to schedule a follow-up meeting.

Eligibility Determination

Once all evaluative assessments have been compiled, the parent will be contacted by the case manager to schedule the **Eligibility Determination** meeting. The purpose of the follow-up meeting will be as follows: Report on the findings of the case study evaluation if necessary; Determine whether or not the student is eligible for special education services; Discuss the appropriate eligibility category for special education services; and Develop the Individual Education Plan (IEP) if eligible. Keep in mind, the parent(s) are always allowed to have people attend the meeting on their behalf.

After services are initiated, parents will be provided progress updates specific to students growth towards achieving his or her IEP goals and each year, the team will come together to complete an **Annual Review**, in which no evaluation is completed. However, goals along with accommodations and minutes are updated as necessary. Every three years, there is a **Three Year Re-Evaluation**, in which the team meets to re-assess each necessary domain. They will also determine if your child remains eligible for special education services.

Lastly, it is important to know and understand that the IEP is a working document and that the parent(s) are just as influential of a team member as any educational representative. At any time throughout the IEP process, the parent(s) have the right to call a meeting to change goals. Always remember that the IEP can be altered and changed to meet the students unique educational needs.



Referral for Student Services Screening

Date: _____

Date received by Student Services: _____

I would like to request a special education screening for the following student: Enrolled in district date: _____

Student Name: _____ Birthdate: _____

School Name: _____ Grade: _____ Age: _____

Referral Name: _____ Relationship to student: _____

Phone: _____ Email: _____ Language(s) spoken in the home: _____

Has the student been evaluated for special education in the past? Yes _____ No _____ I do not know _____

Did you seek out alternative support from School Psychologist or Social Worker? No _____ Yes _____ If Yes, Name: _____

My concerns for the student are: (check all that apply)

<i>Academic Concerns</i>	<i>Physical/Behavioral Concerns</i>
<input type="checkbox"/> Reading or understanding what is read	<input type="checkbox"/> Attention and concentration
<input type="checkbox"/> Writing putting thoughts/ideas into written words and sentences	<input type="checkbox"/> Complying with adult directives
<input type="checkbox"/> Math (calculating or problem solving)	<input type="checkbox"/> Easily frustrated
<input type="checkbox"/> Following directions	<input type="checkbox"/> Extreme mood swings
<input type="checkbox"/> Putting thoughts into spoken words (expressive communication)	<input type="checkbox"/> Social/peer interaction skills
<input type="checkbox"/> Understanding spoken word (receptive communications)	<input type="checkbox"/> Motivational issues
<input type="checkbox"/> Pronouncing words and sounds (articulation)	<input type="checkbox"/> Physical/motor concerns (holding a pencil, walking upstairs, bouncing a ball)
<input type="checkbox"/> Other:	<input type="checkbox"/> Adaptive skills (toileting, hygiene, personal safety skills, managing money)
<input type="checkbox"/> Other:	<input type="checkbox"/> School attendance
<input type="checkbox"/> Other:	<input type="checkbox"/> Other

In this section below, please provide additional information that you would like Student Services to know. This information is not required, but would be helpful to Student Services when determining whether to evaluate and investigate further.

Tell us more about the student current academic abilities/goals. What strengths does the student possess? Where do you see the student struggling?

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What has already been tried to help the student? Ex. could included interventions implemented as part of a multi-tiered system of supports (MTSS) Learning Assistance Program (LAP) etc.

Support	Did this support help the student? Please provide dates and times attempted.
○ Tutoring	
○ Instruction Tier I (15-30 days)	
○ Instruction Tier II (15-30 days)	
○ Instruction Tier III (15-30 days)	
○ Behavioral Plan	
○ Other	

Is there medical or health information about the student that Student Services should know about? Does the student take any medications or have any diagnoses, hearing and or vision deficits?

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Is there any other information you would like to share? Is there paperwork or other records you can share?

Attendance	Grades	Discipline (BIP/FIP)	STAR (English/Spanish)	CBM	EL Program	ACCESS

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For teacher use only: Please note the most current academic data and level of progress

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For Administrators use only:

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