



Referral Form

*For Use with Students Not Currently on a Plan
(return to Assistant Principal)*

Date Form Received:

**Assistant Principal
Signature:**

Teacher: _____ **Date:** _____

Student: _____ **Grade:** _____

Review records (student cumulative file and RenWeb files) to determine:

*Updated
August 2016*

- Longevity of the concern
- Previous interventions, if any
- Medical concerns, if any
- Results of vision and/or hearing tests

Consultations (keep documentation of all consultations):

- Met with student to discuss concerns and possible solutions, if appropriate
- Met with parents to discuss concerns and possible solutions **(Inform assistant principal of parent meetings.)**
- Consulted with counselor regarding student's behavior, if needed
- Consulted with teachers who might have input regarding the student in question (resource teachers, PE, music, art, library, student's previous teacher, etc.)
 - o Who did you contact? What did you learn?

- Consulted with co-workers who might have suggestions for strategies that have worked in similar cases
 - o Who did you contact? What did you learn?

Take action:

- Tried these interventions from the SCCS Menu of Interventions:

- Tried these grade-level specific interventions:

- Complete this pre-referral form.
- Identify the student's specific educational problem(s) below:

- Collect and analyze current examples of student's work. Compile a file of student work in relation to peer work.
- Have student observed by another teacher or school resource person within the classroom setting.
- Develop and implement instructional interventions and/or a behavior management interventions. Keep records.

List any modifications, interventions, or strategies you have attempted for this student in the classroom.

Examples: modified lesson plans, materials, or tests; modification of lesson presentation; classroom control strategies; seating arrangement adjustments; student movement or sensory breaks; paraprofessional use; etc.

Physical limitations that may require classroom adaptations/modifications (vision, hearing, etc.):

Student's classroom work habits:

- Works independently
- Distracted by sounds
- Should be seated:
 - In front of room
 - Away from window
 - Away from friends
 - In the back of room
 - Near a window
 - Near teacher
 - Near friends
 - Away from teacher
- Is motivated to work
- Initiates tasks or begins directions easily
- Does homework
- Gives up easily
- Usually completes tasks started
- Is usually on time to class
- Usually brings needed materials to class

- Usually remembers assignments, instructions
- Needs help with organization
- Works best within a structured classroom routine
- Best instructional environment:
 - Working with peers
 - Working alone
 - Working with an adult
 - Working with one student
 - Working with a team
 - Varied environments
- Needs extra time on class work
- Needs to move occasionally
- Tends to be impulsive
- Tends to be reflective
- Other:

Instructional adaptations and/or modifications that have been successful with this student:

- Extended time
- Highlighted texts
- Vocabulary preview
- Partial assignments
- Alternative assignments
- Audio reading materials
- Use of computer/assistive technology
- Use of calculator
- Grading modifications
- Assessment modifications
- Assignment/homework reminders
- Visual aids
- Changes in lesson objective
- Materials modifications
- Pre-reading with peer or adult
- Puzzles/games
- Guided notes/outlines
- Advance organizers
- Alternative materials
- Assistance from support services
- After-school tutoring
- Visual schedule
- Other:

Support faculty/staff responsibilities for this student:

Skills the student demonstrates:

Reading

- Enjoys having stories read
- Enjoys reading individually
- Looks at picture books
- Identifies pictures
- Recognizes letters
- Knows letter sounds
- Recognizes words
- Good comprehension
- Reads orally
- Demonstrates silent reading comprehension
- Other:

Writing

- Holds pencil or writing instrument
- Holds pencil with adaptive device
- Writes letters correctly
- Writes words legibly
- Writes complete sentences
- Constructs paragraphs
- Constructs written reports
- Participates in creative writing
- Makes journal entries
- Uses correct punctuation
- Other:

Math

- Recognizes numbers
- Recognizes basic shapes
- Counts to _____
- Tells time
- Counts money
- Makes change
- Understands place value
- Knows math facts
- Division
- Addition
- Subtraction
- Multiplication
- Fractions
- Decimals
- Percent
- Geometry
- Problem solving
- Other:

Other skills

- Demonstrates listening skills
- Attends to oral presentations
- Makes eye contact
- Comments verbally
- Participates in class discussions
- Completes assignments in allotted time
- Age-appropriate gross motor skills
- Age-appropriate fine motor skills
- Uses manners
- Socially accepted
- Follows rules
- Is organized
- Other:

Other comments: