

_____ Date received by Administrator

RSU 21
Arundel, Kennebunk, Kennebunkport
Special Education
177 Alewife Road
Kennebunk, ME 04043
REFERRAL TO IEP TEAM

Student: _____ D.O.B.: _____ Grade: _____ School: _____

Parent(s)/Legal Guardian: _____ Address: _____

Parent Telephone Number(s): _____

E-mail Address: _____

Referring Person(s): _____

NOTE: All sections of the referral MUST be completed before obtaining signature of Building Principal or Special Education Director

1. Check the area of the suspected disability (see pg. 4 for definitions):

- | | | |
|---|--|--|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Specific Learning Disability |
| <input type="checkbox"/> Deaf-Blindness | <input type="checkbox"/> Intellectual Disability | <input type="checkbox"/> Speech/Language Impairment |
| <input type="checkbox"/> Deafness | <input type="checkbox"/> Orthopedic Impairment | <input type="checkbox"/> Traumatic Brain Injury |
| <input type="checkbox"/> Emotional Disability | <input type="checkbox"/> Other Health Impairment | <input type="checkbox"/> Visual Impairment (including blindness) |

2. List the major areas of concern that adversely affect educational performance:

- | Academic Skills | Social/Emotional/Behavioral | Other Areas |
|--|--|--|
| <input type="checkbox"/> Reading decoding | <input type="checkbox"/> Independent work skills | <input type="checkbox"/> Speech/Language |
| <input type="checkbox"/> Reading comprehension | <input type="checkbox"/> Work Completion | <input type="checkbox"/> Attendance |
| <input type="checkbox"/> Written expression | <input type="checkbox"/> Study Skills | <input type="checkbox"/> Tardiness |
| <input type="checkbox"/> Spelling | <input type="checkbox"/> Noncompliant behavior | <input type="checkbox"/> Gross/fine motor skills |
| <input type="checkbox"/> Mathematics computation | <input type="checkbox"/> Interactions with peers or adults | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Mathematics reasoning | <input type="checkbox"/> Acting out behavior | _____ |
| <input type="checkbox"/> Communication skills (please specify) | <input type="checkbox"/> Withdrawal | |
| _____ | <input type="checkbox"/> Attention/Concentration | |
| <input type="checkbox"/> Other (please specify) | <input type="checkbox"/> Other (please specify) | |
| _____ | _____ | |

How is/are the area(s) of concern demonstrated within the school or classroom setting?

3. Summary of Appropriate Instruction (Attach the intervention plan and documentation of the intervention.)

Strategies/Interventions Implemented:

Strategies/Interventions/Modifications:

Results of Strategies/Interventions/Modifications:

4. Procedures, test, records or reports used as a basis for this referral (Attach transcript/grade report):

Fill in all standardized test scores that apply:

	Reading	Writing	Math	Science
MEA /SATs				
PSATs				
Lexile				
NWEAs				
NECAP				
Other				

5. List any services which the student currently receives (Title 1, Reading Recovery, regular education tutorial, regular education guidance contact, services from independent providers, etc.):

6. List PREVIOUS support student received with dates of service. Include any previous special education services or referrals. (If dismissed from special education or not identified on a previous referral, information is located in student's cumulative file.)

7. Health History and Screening Data (Obtain information and SIGNATURE from school nurse):

Vision Screening:

Date: _____
Result: _____

Hearing Screening:

Date: _____
Result: _____

DISABILITY DESCRIPTIONS – MAINE UNIFIED SPECIAL EDUCATION REGULATIONS

Autism

Autism means a developmental disability significantly affecting verbal and non-verbal communication and social interaction. Characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Deaf-Blindness

A student who has deaf-blindness exhibits concomitant visual and hearing impairments

Deafness

A student who is deaf has a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification.

Emotional Disability

A student with an emotional disability has a condition which exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects the student's educational performance: An inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behaviors or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to students who are "socially maladjusted," unless it is determined that they have an emotional disability.

Hearing Impairment

A student who has a hearing impairment has an impairment in hearing whether permanent or fluctuating.

Intellectual Disability

A student with an Intellectual Disability exhibits significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behaviors.

Multiple Disabilities

A student with multiple disabilities exhibits concomitant impairments (such as mental retardation and blindness, mental retardation and orthopedic impairment, etc.) the combination of which causes severe educational needs. Orthopedic Impairment A student with an orthopedic impairment exhibits a severe orthopedic impairment that adversely affects the student's educational performance. The term includes impairments caused by congenital anomaly or disease or impairments from other causes.

Other Health Impairment

A student with an other health impairment exhibits limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, such as asthma, attention deficit disorder, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, or sickle cell anemia.

Specific Learning Disability

A student with a specific learning disability exhibits a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The student has a severe discrepancy between the student's achievement and intellectual ability as determined by individualized assessment of intelligence and academic achievement in one or more of the following areas: Oral expression; Listening comprehension; Written expression; Basic reading skill; Reading comprehension; Mathematical calculation; or Mathematical reasoning.

Speech and Language Impairment

A student with a speech and language impairment has a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment.

Traumatic Brain Injury

Traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment or both.

Visual Impairment including blindness

A student with a visual impairment has an impairment in vision that, even with correction, adversely affects the student's

educational performance. The term includes both partial sight and blindness.

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