



## Lakes Country Academy

1001 East Mount Faith  
Fergus Falls, MN 56537  
218-737-6550 (phone)

Serving 26 Region IV LCSC Member Districts  
Special Education Setting IV K-12  
Classrooms in Fergus Falls and Alexandria

### Referral Form *Revised 10/2022*

#### Student Information

Last	First	Date of Referral
Grade	Date of Birth	School Building
Parent/Guardian Name(s)		Home Phone/Email
Home Address		

Student's Identified Disability Area(s):	
Students Service Minutes/Areas:	
Current Setting (i.e., III, IV, V) & How Long Student Was In This Setting:	Altered (Shortened) School Day? If yes, length of day

#### District Information

Referral District	Legal/Parent Resident District
Referring District Contact	District Contact Phone/Email
Case Manager	Case Manager Phone/Email
Name of person completing referral/Email	District MARSS contact person
<b>Consideration of referral approved by*:</b>  <hr/> Signature of Referring District Special Ed Director	<i>*Signature acknowledges student will be arriving at LCA at 9:30 and will be picked up at 2:30 daily (unless otherwise decided at initial intake meeting).</i> <i>*Signature acknowledges lack of student progress may result in student returning to school district.</i>

## Academic Data

Reading	
Estimated Grade Level and Lexile	
Skill Deficits	
Skills Strengths	
Specific Current Coursework (ex:HS-classes, elem-curriculum or SpEd curriculum)	
Current MCA Test Results	Score: _____ o Met o Partially Met o Did Not Meet
Current Progress Monitor Score	<b>Attach Progress Monitoring Data Printout</b>

Written Language	
Estimated Grade Level	
Skill Deficits	
Skills Strengths	
Specific Current Coursework (ex:HS-classes, Elem-curriculum or SpEd curriculum)	
Current Progress Monitor Score	<b>Attach Progress Monitoring Data Printout</b>

Math	
Estimated Grade Level	
Skill Deficits	
Skills Strengths	
Specific Current Coursework (ex:HS-classes, Elem-curriculum or SpEd curriculum)	
Current MCA Test Results	Score: _____ o Met o Partially Met o Did Not Meet
Current Progress Monitor Score	<b>Attach Progress Monitoring Data Printout</b>

## Behavior Data

Provide information about three behaviors that prompted this referral.

\*Please use space below or attach additional sheet(s) as needed.

Behavior 1:	
Behavior 2:	
Behavior 3:	

Number of restricted procedures (MDE reporting standard) within the last 180 school days (6 months). <i>Seclusion</i> <i>Physical Holding</i>	Total # ____ Seclusion # ____ Physical Holding # ____
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**Check any relevant boxes and briefly explain what it looks like when the student engages in this target behavior.** \*Please use space below or attach additional sheet(s) as needed.

Example

<input checked="" type="checkbox"/>	Verbal Aggression	Swears and name calls, makes threats to injure others
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	Physical Aggression	
	Verbal Aggression	
	Property Destruction	
	Self-injury	
	Inappropriate Social Behavior / Sexualized Behaviors	
	Elopement Within Building / Out of Building or Off Grounds	

	Disruptive Behaviors / Provoking Peers, Loud Noises, Etc.	
	Noncompliance / Refusal	
	Other: _____	

## Responses and Changes to Problem Behavior:

What has staff / administration / etc. done?

Examples: implement restrictive procedures, systemic exclusions (e.g., suspension), individual work space, switched teacher, team meetings, FBA & BIP/PBSP put in place, etc. \*Please use space below or attach additional sheet(s) as needed.

## Summary

What are the top 3 areas of focus / skills needed in order to get the student back to a less restrictive setting?

Examples may include things such as...

Tolerating when others tell them no or to wait.

No elopement off of school grounds.

Asking to talk one-on-one with someone in the building instead of destroying property.

Attend to work / teacher for up to 15 minutes without needing a break.

\*Please use space below or attach additional sheet(s) as needed.

Skill 1:

Skill 2:

Skill 3:

## **BEHAVIORAL DATA Scale**

\*This form is a compilation of the most recent 30-60 days of frequency data.

**Is student aggressive?**

1 - Low Priority Occurs on 0-1 days in a month	2 - Somewhat Occurs on 2-4 days in a month	3 - Moderate Occurs on 5-9 days in a month	4 - Somewhat Occurs 10-18 days in a month	5 - High Priority Occurs on 19-20 days in a month
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**Is student dangerous to self/self injurious behavior?**

1 - Low Priority Occurs on 0-1 days in a month	2 - Somewhat Occurs on 2-4 days in a month	3 - Moderate Occurs on 5-9 days in a month	4 - Somewhat Occurs 10-18 days in a month	5 - High Priority Occurs on 19-20 days in a month
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**Is student engaging in property destruction?**

1 - Low Priority Occurs on 0-1 days in a month	2 - Somewhat Occurs on 2-4 days in a month	3 - Moderate Occurs on 5-9 days in a month	4 - Somewhat Occurs 10-18 days in a month	5 - High Priority Occurs on 19-20 days in a month
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**Is student displaying disruptive behaviors?**

1 - Low Priority Occurs on 0-1 days in a month	2 - Somewhat Occurs on 2-4 days in a month	3 - Moderate Occurs on 5-9 days in a month	4 - Somewhat Occurs 10-18 days in a month	5 - High Priority Occurs on 19-20 days in a month
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**Is student having high frequency of restrictive procedures?**

1 - Low Priority Occurs on 0-1 days in a month	2 - Somewhat Occurs on 2-4 days in a month	3 - Moderate Occurs on 5-9 days in a month	4 - Somewhat Occurs 10-18 days in a month	5 - High Priority Occurs on 19-20 days in a month
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**Is student coming into the region from a Setting IV (lateral placement)?**

Yes	No
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**Is student served in a more restrictive setting (i.e., Homebound, Homebased, Hospital, Residential) with the recommendation for transition to Setting IV?**

Yes	No
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