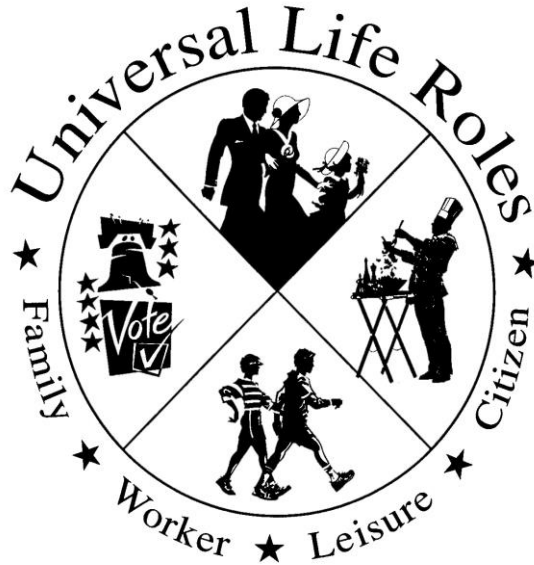


Livonia Public Schools
WESTERN WAYNE SKILL CENTER
 OR
FRANKLIN TRANSITION PROGRAM
AT FRANKLIN HIGH SCHOOL



New Student Referral Folder

Referral to (Choose one):

Western Wayne Skill Center (Students who have completed 12th grade, and meet eligibility criteria)

Franklin Transition Program (9th – 12th grade students with moderate a cognitive impairment)

Date of referral _____ Referral for ____ 1st Sem. ____ 2nd Sem. of _____ school year

Student's name _____ D.O.B. _____ Grade (next year) _____

Referring District _____ School _____

Name of person initiating the referral _____

Phone _____ E-mail _____

2nd Semester 2018-2019 Referral Deadlines
 Must be submitted no later than **Dec. 7, 2018**
 IEPs must be completed no later than **Jan. 18, 2019**

September 2019 Referral Deadlines
 Must be submitted no later than **April 18, 2019**
 IEPs must be completed no later than **June 3, 2019**

NEW STUDENT ENROLLMENT PROCESS

The following process will be followed when a referral is made for the Western Wayne Skill Center or the Franklin Transition Program at Franklin High School. This process generally takes 4-6 weeks to complete if all required documentation has been submitted.

1. REFERRAL

The sending district initiates a referral by completing the enrollment packet and will be asked to include the following documents in the **New Student Referral Packet** which will enable us to determine the appropriateness of our program for the student. **Please use this checklist to make sure all required documents have been included in the folder.**

- most recent IEP
- most recent Review of Existing Evaluation Data (REED)*
- Student Basic Skills Survey** to be completed by a staff person or persons who are familiar with the student (next page). Use the comment section and the back page to specifically discuss concerns that are most critical for to the student's success at the WWSC.
- Immunization records (these will be checked for completeness)
- Birth Certificate
- Proof of Residency
- most recent MET* and supporting reports including
 - Psychological Evaluation
 - Social Work report (if any)
 - Speech report (if any)
 - Occupational Therapy report (if any)
 - Physical Therapy report (if any)
 - Doctor's or nurses report for students with health impairments or for students who have an individualized Health Care Plan (if any)
 - Individualized Health Care Plan (if student has diabetes or seizures or a life threatening health condition)
 - If there are reports from private evaluators please give us contact information so that we can obtain those records.

**If MET and/or REED are unavailable or out of date the sending district will be asked to complete them before the student can be referred to the Skill Center. Exceptions are made for students who are transferring from a like program (full time placement in a MoCi categorical classroom) at the previous school district.*

2. REVIEW OF RECORDS

The WWSC Program Specialist will review documentation and contact the local school district representative making the referral to discuss the enrollment status of the referred student.

3. INTERVIEW

If enrollment at the Skill Center appears to be an appropriate placement for the student the parent/guardian must make an interview appointment for their student. During the interview the student's readiness for placement at the Skill Center will be assessed. If Skill Center placement seems likely, IEP goals and Objectives will be developed with the student and parents and the parent will be given **the Livonia Public Schools Registration Packet** to complete before they leave. Interviews generally take approximately 1 hour.

5. IEPT MEETING

An IEPT meeting must be convened by the sending school and the WWSC Program Specialist must be invited to attend. The sending district must provide current documents including a copy of the IEP that places the student at the Skill Center prior to the student's first day at the Skill Center. If it is a 3 year IEP the new Evaluation/Review/Consent form and MET Summary Report with supporting reports (if done) must be included in the documentation. **Students will not be allowed to attend the Skill Center until all required documents have been received.**

6. FINAL STEPS FOR ENROLLMENT

Transportation is arranged by the sending district to start on a mutually agreed upon date by sending school staff and WWSC Program Specialist.

Tours of the Western Wayne Skill Center

Interested parents may make an appointment for a tour of the Western Wayne Skill Center by calling the main office (734-744-2810) between the hours of 7:30 and 3:30. Regular tours are scheduled on one Tuesday of each month (September through May) at 9:00 AM.

Tours of the Franklin Transition Program

Resident district school personnel will be contacted after a referred student's referral has been reviewed to let them know that parent should contact Mrs. Jarvis for a tour appointment.

Student Basic Skills Survey

Name of Student	Name of referring staff:
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Please circle the answers that most accurately reflect your impressions of the student.

COMMUNICATION AND SELF-CARE

The student communicates	verbally	with gestures	signs	facial expressions	comm.device AAC
Self-care skills are	very good	good	fair	poor	very poor

SELF-CONCEPT AND UNDERSTANDING OF DISABILITY

The student's self-concept	very good	good	fair	poor	very poor
Considering the student's disability, he/she is realistic about future career goals.	yes	somewhat	no	not sure	does not have goals
Considering the student's disability, he/she is realistic about future educational goals.	yes	somewhat	no	not sure	does not have goals
Considering the student's disability, he/she is realistic about future daily living goals.	yes	somewhat	no	not sure	does not have goals
Considering the student's disability, he/she is realistic about future community participation goals.	yes	somewhat	no	not sure	does not have goals

SCHOOL AND CLASSROOM BEHAVIOR

The student is respectful of teachers and administrators	always	frequently	sometimes	almost never	never
The student is respectful of students/peers	always	frequently	sometimes	almost never	never
The student is appropriately engaged in classroom instructional activities	always	frequently	sometimes	almost never	never
The student is able to control frustration in an appropriate manner	always	frequently	sometimes	almost never	never
The student is able to control anger in an appropriate manner	always	frequently	sometimes	almost never	never
The student accepts responsibility for own actions (refrains from blaming others or situations for poor behavioral choices)	always	frequently	sometimes	almost never	never
The student is truthful (refrains from lying, refrains from intentionally deceiving others, or misrepresenting self)	always	frequently	sometimes	almost never	never
The student is trustworthy (refrains from taking things that don't belong to him/her, can be trusted to be left on own during class time)	always	frequently	sometimes	almost never	never
The student attends school/classes	always	frequently	sometimes	almost never	never

BEHAVIORAL SUPPORTS USED IN SCHOOL

Positive behavioral supports (praise, recognition, token reinforcement, privileges, given choices)	always	frequently	sometimes	almost never	never
Negative consequences (loss of privileges, detention, sent to office, phone call to parent, etc.)	always	frequently	sometimes	almost never	never
Suspension (please indicate number of suspensions)	0	1	2 - 3	4 - 5	5 or more
Total days of suspension this school year	0	1 - 3	4 - 6	7 - 9	10 or more
The student has had a Functional Behavior Assessment (FBA)	no	yes	Date of FBA:		
The student has a formal Behavior Intervention Plan (BIP)	no	yes	Developed or updated on:		

LRE CONSIDERATIONS

What other educational programs have been considered?
Explain why placement at WWSC or the Franklin Transition Program is the Least Restrictive Environment for this student.
<i>Please use the next page to complete this question.</i>

