**Special Education Protocol for English Learners**

Royal Oak Checklist/ Guidelines

ESL Coordinator: Christy Osborne X 4603

Special Education Director: Jane Flarity-Gram X 1212

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| **Gather Team:**  \*Prior to REED | **Invite to REED/ 504/ IEP:**   * ESL Coordinator/ Instructor (Invite or get input when ESL students are scheduled for a REED/ IEP)   Consider other appropriate staff to invite:   * Interpreter: Fill out [Interpreter Request Form](https://drive.google.com/a/oaklandschools.net/file/d/0B3_Aj4pRps2jQVFIT0Izc0c0bGs/view?usp=sharing) two weeks in advance. Have interpreter fill out [Stipend Form](https://drive.google.com/a/oaklandschools.net/file/d/0B3_Aj4pRps2jYnY2cDF6OE1PZ3M/view?usp=sharing) at the meeting for reimbursement. ***\*\*Parents must be fully informed when signing consent for testing and special education services. Contact ESL Coordinator to determine if necessary.*** * Administrator * General Education Teacher * Response to Intervention Coordinator * Title I Teacher * Speech Language Pathologist * School Psychologist * Special Education teacher * Social Worker |
| **Review RtI for ELs Checklist**  \*Prior to REED | * Determine if the [RtI for ELs (Royal Oak Checklist)](https://drive.google.com/a/oaklandschools.net/file/d/0B3_Aj4pRps2jeU9wY1RaRzBndk0/view?usp=sharing) was followed correctly during RtI process. |
| **Evaluation Procedures:**  \*Prior to or during REED | Consider the following to determine appropriate testing:   * Should the student be evaluated in his/ her native language? If so, contact ESL Coordinator to follow correct procedures (Must be both bilingual and certified as a psychologist or speech pathologist to administer tests, or results may not be reported) * Should the student’s native language ability be assessed with the BVAT (Bilingual Verbal Abilities Test)? * Is there a non-verbal evaluation that is appropriate to administer for cognitive determinations? * Is the evaluation norm referenced for English Learners? * Is the evaluation culturally biased? |
| **Data Collection/ Analysis:**  \*Gathered prior to the IEP | ESL Coordinator:   * WIDA Scores (Listening, Speaking, Reading, Writing, Comprehension and overall scores) * Other language assessments, including BVAT and Woodcock-Munoz (if team deems necessary at REED) |
| Special Education teacher/ psychologist will gather:   * IEP baseline data for goals * Test results from REED evaluations |
| **Include ESL information on IEP:** | * **Demographics:** Include language of student/ parent * **PLAAFP:** In academic/pre-academic achievement results section, enter most recent WIDA data and minutes of ESL service (if reduced by the team) * **PLAAFP: In Special Factors,** Check box: “The language needs of the student because the student has Limited English proficiency.” * **Supplementary Aids and Services:** [General Education interventions and strategies list](https://drive.google.com/a/oaklandschools.net/file/d/0B3_Aj4pRps2jOEVVc1ZfbXZ0blRtYzRyTGJjaUl6SXJRbEl3/view?usp=sharing) may be used to brainstorm accommodations appropriate for English Learners. * **State Assessments:** Record participation in WIDA Access or WIDA Alternate Access (only for students not on track for diploma), for listening, speaking, reading and writing sections (including accommodations if necessary) |
| District Documents: | <http://royaloakschoolsesl.weebly.com/teacher-resources.html> |