**Special Education Protocol for English Learners**![RO_Schools_logo[1].jpg]()

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
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| **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.
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| **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?
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| **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)
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| Special Education teacher/ psychologist will gather:* IEP baseline data for goals
* Test results from REED evaluations
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| **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)
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| District Documents: | <http://royaloakschoolsesl.weebly.com/teacher-resources.html> |