

**Special Education Protocol for English Learners**  
Royal Oak Checklist/ Guidelines

ESL Coordinator: Christy Osborne X 4603

Special Education Director: Jane Flarity-Gram X 1212

<p><b>Gather Team:</b></p> <p>*Prior to REED</p>	<p><b>Invite to REED/ 504/ IEP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ESL Coordinator/ Instructor (Invite or get input when ESL students are scheduled for a REED/ IEP)</li> </ul> <p>Consider other appropriate staff to invite:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interpreter: Fill out <a href="#">Interpreter Request Form</a> two weeks in advance. Have interpreter fill out <a href="#">Stipend Form</a> at the meeting for reimbursement. <b>**Parents must be fully informed when signing consent for testing and special education services. Contact ESL Coordinator to determine if necessary.</b></li> <li><input type="checkbox"/> Administrator</li> <li><input type="checkbox"/> General Education Teacher</li> <li><input type="checkbox"/> Response to Intervention Coordinator</li> <li><input type="checkbox"/> Title I Teacher</li> <li><input type="checkbox"/> Speech Language Pathologist</li> <li><input type="checkbox"/> School Psychologist</li> <li><input type="checkbox"/> Special Education teacher</li> <li><input type="checkbox"/> Social Worker</li> </ul>
<p><b>Review Rtl for ELs Checklist</b></p> <p>*Prior to REED</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine if the <a href="#">Rtl for ELs (Royal Oak Checklist)</a> was followed correctly during Rtl process.</li> </ul>
<p><b>Evaluation Procedures:</b></p> <p>*Prior to or during REED</p>	<p>Consider the following to determine appropriate testing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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)</li> <li><input type="checkbox"/> Should the student's native language ability be assessed with the BVAT (Bilingual Verbal Abilities Test)?</li> <li><input type="checkbox"/> Is there a non-verbal evaluation that is appropriate to administer for cognitive determinations?</li> <li><input type="checkbox"/> Is the evaluation norm referenced for English Learners?</li> <li><input type="checkbox"/> Is the evaluation culturally biased?</li> </ul>
<p><b>Data Collection/ Analysis:</b></p> <p>*Gathered prior to the IEP</p>	<p>ESL Coordinator:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WIDA Scores (Listening, Speaking, Reading, Writing, Comprehension and overall scores)</li> <li><input type="checkbox"/> Other language assessments, including BVAT and Woodcock-Munoz (if team deems necessary at REED)</li> </ul>

Adapted by C. Osborne

Adapted from: Oakland Schools Guidance: Big Ideas when Considering a Special Education Evaluation of a Student learning English as a Second Language (Spring 2015)

	<p>Special Education teacher/ psychologist will gather:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> IEP baseline data for goals</li> <li><input type="checkbox"/> Test results from REED evaluations</li> </ul>
<p><b>Include ESL information on IEP:</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Demographics:</b> Include language of student/ parent</li> <li><input type="checkbox"/> <b>PLAAFP:</b> In academic/pre-academic achievement results section, enter most recent WIDA data and minutes of ESL service (if reduced by the team)</li> <li><input type="checkbox"/> <b>PLAAFP: In Special Factors,</b> Check box: “The language needs of the student because the student has Limited English proficiency.”</li> <li><input type="checkbox"/> <b>Supplementary Aids and Services:</b> <a href="#">General Education interventions and strategies list</a> may be used to brainstorm accommodations appropriate for English Learners.</li> <li><input type="checkbox"/> <b>State Assessments:</b> 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)</li> </ul>
<p>District Documents:</p>	<p><a href="http://royaloakschoolsesl.weebly.com/teacher-resources.html">http://royaloakschoolsesl.weebly.com/teacher-resources.html</a></p>

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