

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

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