

Special Ed Checklist for ELs

Is this Special Education Referral Appropriate for this English Learner?

Descriptors			
1. Is the student currently participating in a quality EL Program?			
Is the design of the EL Program reflective of "best practice" and the research recognized by experts in the field of EL education?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Is the EL Program in compliance with federal and state laws?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Does the student and their teacher have access to sufficient materials, training, and resources to implement the EL Program in an efficient manner?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Has the child been afforded the opportunity to participate in the EL Program for a sufficient period?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<i>Address EL Program factors if item is checked "No."</i>	<input type="checkbox"/> Done		
2. Has the student's personal data and family history been investigated and reviewed?			
A complete profile has emerged and no other factors (mobility, poverty, home disruptions) could possibly contribute to the student's difficulty.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<i>Address family factors if item is checked "No."</i>	<input type="checkbox"/> Done		
3. Has the student's health data been investigated?			
A complete health profile has emerged and no other factors (impaired hearing/vision, chronic dental pain, malnutrition, PTSD) could possibly contribute to the student's difficulty.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<i>Address physical and psychological factors if item is checked "No."</i>	<input type="checkbox"/> Done		
4. Have the student's school records been located, reviewed and analyzed?			
Has the student participated in a high quality EL Program?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Has the student had uninterrupted formal schooling throughout their education?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Has the student's previous schooling been the same level of rigor as their current schooling?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Does the language of instruction in the child's previous school match the language of the current environment?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<i>Address previous schooling factors if item is checked "No."</i>	<input type="checkbox"/> Done		
5. Has data been collected regarding the student's linguistic and literacy development?			
Results from assessments from previous years are available.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Results of a standardized language proficiency test are less than 1 year old.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Student work samples (LRWS) have been collected over time, reviewed, and analyzed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Teacher observations document and concur with student work samples.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

	Language use patterns and language dominance have been determined appropriately.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	<i>Address linguistic/literacy development factors if item is checked "No."</i>	<input type="checkbox"/> Done	
6. Has data been collected regarding the student's academic achievement?			
	Results from assessments from previous years are available.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Results of a standardized language proficiency test are less than 1 year old. Results are interpreted with the understanding of the limits in validity and reliability for English Learners.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Student work samples (LRWS) have been collected over time, reviewed, and analyzed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Teacher observations document and concur with student work samples.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Language use patterns and language dominance have been determined appropriately.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	<i>Address academic achievement factors if item is checked "No."</i>	<input type="checkbox"/> Done	
7. Has data been collected regarding the student's cultural development?			
	The native culture has been identified, and staff is cognizant of similarities and potential mismatches or conflicts with the majority of school culture.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	A profile has emerged indicating the student's capacity to function competently in the new non-native culture.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	There is no indication of trauma exposure, or Post Traumatic Stress Syndrome.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	The student demonstrates the necessary resilience and coping skills to navigate both the new, non-native culture represented by the majority culture, as well as the native, family, or community culture.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	<i>Address cultural factors if item is checked "No."</i>	<input type="checkbox"/> Done	
8. Have appropriate interventions been suggested, implemented and documented in an attempt to remedy the student's difficulty?			
	Does the teacher(s) have sufficient training to implement the intervention(s)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Does the teacher(s) have sufficient materials and resources to implement the intervention(s)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Is there sufficient documentation to articulate the success OR failure of implemented interventions?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	<i>Address intervention factors if item is checked "No."</i>	<input type="checkbox"/> Done	
9. Have additional alternatives been attempted in addition to EL Programming? Consider Title I resources, reading coaching, one-on-one tutoring, summer school, counseling, social-work, extra-curricular activities.		<input type="checkbox"/> Yes	<input type="checkbox"/> No
	<i>Address alternative programming factors if item is checked "No."</i>	<input type="checkbox"/> Done	
10. Have all the student's teachers, parents, and other personnel worked together to create a linguistically, academically, and culturally		<input type="checkbox"/> Yes	<input type="checkbox"/> No

appropriate and supportive learning environment for the student experiencing difficulty.		
	<i>Address collab. and learning environment factors if item is checked "No."</i>	<input type="checkbox"/> Done
Notes or Comments:		

Staff can be reasonably sure the student is experiencing difficulty outside the realm of normal development and achievement that is typical for English Learners if:

- The answers to all of these questions are "Yes" OR
- If the questions marked "No" have been thoroughly investigated, addressed, and documented

Staff Signature

Date