

TO: Counselors, EL Teachers, Special Education Lead Teachers, RtI/PST Team Leaders, and Principals

FROM: Christy Jackson/Paula Muskett

- All EL students exhibiting academic or social concerns must go through the EL committee.
- The EL committee will be responsible for ensuring that all accommodations are being implemented in the classroom.
- If EL student has <4 years of formal schooling in English it should be considered that more time is needed to continue interventions and allow the EL student more time to acquire English.
- The following **REVISED** flow chart will be implemented for EL students experiencing difficulties:

Pre-referral Process for Language Minority Students FORT PAYNE CITY SCHOOLS

Step 1 Is the student experiencing academic difficulties after EL plan has been reviewed and amended? Amendments may include new interventions or modify and intensify current services. Documentation of amended plan required. The student's language learner level (determined by ACCESS score) must be addressed with documentation of instruction on the EL student's language level of learning. Collect current and past WIDA ACCESS scores and teacher/parent interview information. If YES... Go to Step 2

Step 2 Is the curriculum effective for language minority students? NO....Then, adapt, supplement, and accommodate existing curriculum through EL plan- Keep evidence of all activities implemented in Step 2. All progress monitoring, SRB data and accommodations MUST be placed in student EL file. The EL student's language learner level (determined by ACCESS score) must be addressed with documentation of instruction on the EL student's language level of learning. If problem continues move to Step 3.

Step 3 Has the student's problem been validated? NO.... Problem must occur in all settings and be reflective in student's work samples in spite of accommodations. Student must receive scientifically based instruction in all core academic areas. This must be reflective in student's EL file. The EL student's language learner level (determined by ACCESS score) must be addressed with documentation of instruction on the EL student's language level of learning. The problem cannot be the primary result of the following:

- Lack of proficiency in any language (a discrepancy of two or more grade levels or years between the student's grade level or age in language and ability).
- Nonstandard English constitutes a barrier to learning (only a foreign language or nonstandard English spoken at home, the language at home exhibits strong dialectal differences).
- Limited opportunity to acquire depth in English (English not spoken in the home, transience due to migrant employment of family, dialectal differences acting as a barrier to learning).
- The student's limited English proficiency is the determining factor for a special education referral.

If problem continues and the above factors have been ruled out as the cause move to Step 4.

Step 4 Is there evidence of systematic efforts to identify the source of difficulty and take corrective action? The EL Team must analyze and document the following:

| Teacher | Instruction | Student | Curriculum |
|--|--|--|--|
| 1. Qualifications | Delivery Method | Experiential background | Continuity of exposure |
| Are you HQ? What is your certification? | What kind of instruction? One-on-one, small group, etc. | How long has student been in US? How long has student spoken English? What language is spoken at home? | How much time in curr.? Has curriculum changed from year to year? |
| Teacher | Instruction | Student | Curriculum |
| 2. Experience with EL | Sequence Instruction | Language proficiency level (ACCESS) | |
| What kind/amount of training to work with EL students? | Do you deliver instruction in sequence? | | Name of curriculum used |
| Teacher | Instruction | Student | Curriculum |
| 3. Teaching styles different methods | Documentation of Re-teaching material | Cultural Characteristics | Use of EL Strategies |
| Teacher | Instruction | Student | Curriculum |
| 4. Instructional management | Documentation of Teaching prerequisite skills | Documentation of Learning styles Patterns of strengths/Weakness | Use of EL Strategies |
| What is your instructional Management of classroom? | | | |
| Teacher | Instruction | Student | Curriculum |
| 5. Behavior management style | Lang. of Instruction | Socioeconomic status/ Primary language in home | Documentation of EL Strategies |

If problems continue in spite of the accommodations in Step 4, move to Step 5

**Step 5 Do difficulties continue in spite of alternatives? YES.... Referral to PST
The student will be placed in tier II intervention for a minimum of 8 weeks. If Tier II is ineffective after the 8 weeks then the student would move to Tier III intervention. If Tier III intervention is ineffective after 8 weeks, then consideration is made for possible SPE referral.**

Documentation of all student accommodations and interventions must be attached to PST Referral along with this form. Referral will not be accepted if all documentation is not attached.

Step 6 PST implements RTI strategies and determines if referral to SPE if needed

***** If parent makes a SPE referral of EL student, the School Psychometrist will conduct parent interview, step 4 will be completed by general education teacher and student will be placed in tier III intervention. The general education teacher will submit documentation of instruction on the EL student's learning level of language as determined by WIDA ACCESS.**