

English Learner Initial Referral and Decision Making Process

English Learner is experiencing academic and/or behavioral difficulties as determined by performance data across settings, strengths and weaknesses, and comparison to peers (where possible, from similar backgrounds).

Have the English Learner's physical and psychological factors been ruled out as primary contributors to the difficulties?

NO

Provide intervention in areas such as vision, nutrition, hearing, sleep, trauma or injury, illness, living conditions, safety, belonging, and self-esteem. (See Section A, *EL Extrinsic Factors* form)

YES

Have the English Learner's personal and cultural factors been ruled out as primary contributors to the difficulties?

NO

Provide intervention in areas such as socioeconomic status (e.g., utilize community resources), parental involvement & education, mobility, attendance, experience, cultural norms and dynamics, and acculturation process. (See Section B, *EL Extrinsic Factors* form)

YES

Has the English Learner's language development been ruled out as a primary contributor to the difficulty?

NO

Provide intervention in areas such as proficiency in all languages (social and academic) and English Language Development (ELD) instruction. (See Section C, *EL Extrinsic Factors* form)

YES

Has the English Learner's previous and current learning environment been ruled out as a primary contributor to the difficulties?

NO

Provide intervention in areas such as

- Teacher/School:** collaboration, professional development, teaching/management style, expectations, qualifications, behavioral supports (school-wide, classroom, individual), cultural responsiveness, and family involvement.
- Curriculum/Instruction:** based on Content & ELD standards, focused on ELD, explicit literacy and academic language development, strategic use of primary language, interactive and direct instruction, and the use of assessment data to improve student achievement.

(See Section D, *EL Extrinsic Factors* form)

YES

Is there evidence of a history of severe medical and/or developmental problems (e.g., orthopedic, hearing, or visual impairment, intellectual disability, traumatic brain injury) that adversely impacts educational progress?

YES

Hold a problem-solving team meeting to address student needs AND consider a referral for special education.

NO

Has a problem-solving team met more than once over a reasonable period of time in order to:

- identify and systematically address concerns?
- collect data for student progress?
- re-evaluate the effectiveness of the intervention plan?

NO

Gather information from multiple contexts, tools, and perspectives (including parent/guardian), implement effective strategies, and monitor student progress over a sufficient period of time (e.g., 3 months). (See *English Learner Intervention Summary*)

YES

Is there a consistent pattern of limited progress?

NO

Growth pattern may be improving, inconsistent, or not yet evident. Continue, modify or expand intervention, adjust time frame, and monitor progress.

YES

- Adjust/intensify intervention plan
- Consult with the Bilingual Support Network (BSN) AND/OR
- Consider a referral for special education



San Diego Unified
SCHOOL DISTRICT