

## Guidance for Student Support Team Considerations with English Language Learners

- Parent or teacher reports that an English Language Learner (ELL) student is experiencing school related problems that are not related to, or the result of, second language acquisition.
- The type of problem that the student is experiencing is specified (oral language, reading comprehension, etc.).
- The student's WIDA score is reviewed or, if none available, an English Language Proficiency Assessment is administered.
- The possible need for expanded bilingual/ESL service must be explored relative to WIDA scores and achievement in school.
- A classroom observation may be done by someone knowledgeable in second language learning, to evaluate the appropriateness of the student's current educational/learning environment.
- The existing plans for instructional intervention (MTSS), as well as the existing second language learner services are reviewed for fidelity and records of student progress.
- The Student Support Team determines intervention plan for the student.
- If the Student Support Team is suspecting a handicapping condition, the recommendation is made to schedule a REED.
- A REED is convened to examine existing education data and determine the need of special education referral. The bilingual/ESL staff person must be included.  
Result of REED can produce:
  - Resolution of concern
  - Section 504 referral
  - Special education referral