Comprehensive Evaluation Process for English Learners (CEP-EL) Checklist

This document certifies that newly identified or re-evaluated English learners have been provided a comprehensive evaluation upon identification. It is not a certification of disability. This form may be reviewed for compliance.

I. REVIEW OF BACKGROUND INFORMATION

FOR ENGLISH LEARNERS CONSIDERED FOR AN INITIAL SPECIAL EDUCATION REFERRAL

The following actions must occur during the pre-referral intervention stages (RtI Tier 1 & 2) to ensure specific academic, behavioral, and/or English language development concerns were addressed:

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| ☐ | ☐ | Evidence of cumulative file review for the following information: report cards, attendance history, behavior history, primary language proficiency, and progress in English language proficiency
  | ☐ | Cumulative File Check form
| ☐ | ☐ | Evidence that pre-referral teams began to rule out extrinsic factors as primary contributors and actions were taken to address any concerns
  | ☐ | Section A of English Learner Extrinsic Factors form
  | ☐ | Physical and Psychological Factors that May Impact Learning
  | ☐ | Section B of English Learner Extrinsic Factors form
  | ☐ | Personal and Cultural Factors that May Impact Learning
  | ☐ | Section C of English Learner Extrinsic Factors form
  | ☐ | Language Development Factors that May Impact Learning
  | ☐ | Section D of English Learner Extrinsic Factors form
  | ☐ | Previous and Current Learning Environment Factors that May Impact Learning
| ☐ | ☐ | Parent/guardian participation in the pre-referral process using an interpreter when necessary, via attendance at the pre-referral intervention meeting, phone conversation, home visit, or conference
  | ☐ | OR multiple attempts at contact using an interpreter when necessary
| ☐ | ☐ | Evidence that identified concerns were systematically addressed in
  | ☐ | an initial pre-referral meeting DATE:
  | ☐ | a follow-up pre-referral intervention meeting to evaluate progress and the effectiveness of the plan DATE:
  | ☐ | English Learner Intervention Summary form in cumulative folder
  | ☐ | OR

There is 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 and a problem-solving team met to address student needs

| ☐ | English Learner Intervention Summary form |
II. ASSESSMENT

REVIEW OF PREVIOUS ASSESSMENTS FOR STUDENTS CURRENTLY RECEIVING SPECIAL EDUCATION SERVICES

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CURRENT ASSESSMENT

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Justification of language(s) of assessment:
III. IEP TEAM DETERMINATION OF ELIGIBILITY

A. DETERMINATION OF DISABILITY

Yes  No

☑  ☐ The IEP team determination of disability is based on documented information that incorporates multiple contexts, tools, and perspectives, including information from the parent/guardian AND not based on the use of any single measure or assessment

B. CONSIDERATION OF EXCLUSIONARY CRITERIA

Yes  No

☑  ☐ The IEP team determines that the student’s educational needs were not primarily due to extrinsic factors, including:

☐ lack of appropriate instruction
☐ unfamiliarity with the English language
☐ environmental or economic disadvantage
☐ cultural factors
☐ temporary physical disabilities
☐ social maladjustment

OR

☑  ☐ The IEP team determines that the student’s educational needs were primarily due to the following extrinsic factor(s), and therefore, not eligible for special education services: _____________________

☐  ☐ All assessment reports contain an exclusionary criteria statement specific to the disability or disabilities

Provide an exclusionary criteria statement for the disability or disabilities:


C. DETERMINATION OF ELIGIBILITY FOR PRIMARY DISABILITY (Check one):

See Special Education Policies and Procedures Manual, Appendix A, Disability Definitions

☑ Autism
☑ Deaf-Blindness
☑ Deafness
☑ Emotional Disturbance
☑ Hearing Impairment
Intellectual Disability
Multiple Disabilities
Orthopedic Impairment
Other Health Impairment
Specific Learning Disability
Speech/Language Impairment
Traumatic Brain Injury
Visual Impairment

The assessment report contains an eligibility statement for the primary disability.

Provide an eligibility statement for the primary disability identified above:

IV. IEP TEAM SUPPORTS AND SERVICES

THE FOLLOWING DOCUMENTATION APPEARS IN THE IEP:

Yes  No

- The IEP team includes a credentialed/certified person with second language expertise who is knowledgeable about second language acquisition and cultural competence
- The school took whatever action is necessary to ensure that the parent/guardian understands the proceedings of the IEP team meeting, including arranging for an interpreter if necessary
- The present levels of performance
  - Identify the student as an English learner
  - Identify the language proficiency assessments used (CELDT, primary language assessments) and interpret their results
  - Indicate the student’s instructional program and language of instruction
  - Identify who will provide English Language Development (ELD) instruction
- A statement justifying placement in the least restrictive environment
- All academic goals are culturally and linguistically appropriate
- The IEP includes ELD goal(s) that are:
  - aligned with ELD Standards
  - clearly identified in the IEP

ATTACH TO IEP AND PLACE COPY IN SPECIAL EDUCATION CONTAINER