

COMPREHENSIVE EVALUATION PROCESS FOR ENGLISH LEARNERS (CEP-EL)

Each site team must utilize the following documents that are part of a *Comprehensive Evaluation Process for English Learners (CEP-EL)*. They were developed as a means to ensure best practices are followed when referring and identifying an English learner for special education services. Once completed, these documents become part of the student's permanent records and are placed in the student's cumulative file.

Site administrators and support teams are encouraged to help define how available resources are used to complete this process. It is this collaboration and its inherent sharing of responsibilities that gives the process the strength it requires to support our students with diverse backgrounds and needs. Case managers are responsible for completing the *CEP-EL Checklist* in collaboration with their general and special education site teams. Pre-referral, supporting documents (i.e., *Cumulative File Check*, *English Learner Extrinsic Factors*, *English Learner Intervention Summary*) should be completed as part of a school's **Rtl/MTSS** processes in collaboration with general and special education site teams.

STEPS TO COMPLETING THE COMPREHENSIVE EVALUATION PROCESS FOR ENGLISH LEARNERS:

- A. **Prior to a referral to special education**, the following documents must be referenced and completed prior to an Initial IEP:

English Learner Initial Referral and Decision Making Process (Reference Document)

- ♦ A flowchart that guides site teams in step-by-step decision making before a referral is made to special education.

Cumulative File Check (Required Document)

- ♦ A form that supports a records review of pre-referral data and collaboration between site staff.

English Learner Extrinsic Factors (Required Document)

- ♦ A form that supports the investigation of extrinsic factors that influence ELs ability to access and participate in the curriculum, seeking parent input and identifying student strengths.
- ♦ Teams collaborate and begin to rule out extrinsic factors, such as poor attendance, lack of appropriate instruction, unfamiliarity with the English language, environmental/economic disadvantage and cultural differences, as primary contributors to the student's academic and/or behavioral difficulties.

English Learner Intervention Summary (Required Document)

- ♦ A form that documents interventions tried and their outcomes over time.
- ♦ Supports intervention in all areas of concern, including extrinsic factors, academics and behavior.

- B. **After a referral to special education is accepted**, the *CEP-EL Checklist* must be completed:

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

- Certifies that newly identified or re-evaluated English learners have been provided a comprehensive evaluation upon identification for special education services.
- Required when considering English learners within any special education disability category.
- Documents use of best practices for English learners throughout the evaluation process (from pre-referral to IEP development).
- Not a certification of disability.
- May be reviewed for compliance.