CULTURALLY RESPONSIVE REFERRAL

Culturally Responsive Referral Guide

Student: Referred by: Primary Content Area of Concern: Bilingual: Y N
Reason for Referral (*One sentence*):

Referral Body of Evidence: Provide referral material relative to each cultural/linguistic item.

Cultural/Linguistic Item	Source*/Reporting Entity**
1. ___ Minimum of eight data points showing that the EL is functioning below benchmark for age/grade/language proficiency (*i.e., assessment scores relative to true peers*)	Progress monitoring scores/*Referring Team* (e.g., AIMSweb; CBMs, etc.)
2. ___ Justification statement (*one-two paragraphs*) describing the academic behaviors of the EL specifically indicating why this learner is being submitted for referral over other ELs receiving similar specific skill instruction in same class/grade	Classroom evidence/*Referring Teacher*
3. ___ Confirmation statement indicating that English language development (ELD) is provided by/or in collaboration with an educator(s) with formal training/experience in teaching ELD	Teacher Records/*Building Principal*
4. ___ Statement describing how native language and English are used in the acquisition of content and skills as well as the acquisition of English	Coaching activities/*Coach or Referring Teacher*
5. ___ Evidence confirming that Tier 1 instruction is implemented with fidelity in content area of need, including use of appropriate accommodations for teaching ELs (*i.e., culturally responsive*)	Coaching activities; Appropriate assessment/ *Coach or Master Teacher*
6. ___ Statement (*one-two paragraphs*) or other documented evidence describing Tier 2 supports and intervention(s) used to appropriately meet EL's needs in the content area of concern (i.e., *Tier 2 interventions used are appropriate for referred EL because . . .*)	Tier 2 intervention plan/*Referring Team*
7. ___ Evidence (*2-3 pieces*) of class performance showing that problem exists when using both native and English languages in classroom and school activities	Student work, Observation/*Referring Teacher, ELD teacher*
8. ___ Evidence that multiple sources are used to document EL's academic and language progress*; **Must include Family/Home** and others (*i.e., progress monitoring, work samples, CBM, etc.*)	Progress monitoring data, Interviews, Student work/ *Referring Team, School Psych*
9. ___ Statement indicating that EL appears to have at least two characteristics (*based on instructional evidence*) typically associated with a learning disability (e.g., short term memory, social skills, disorganization, trouble working independently or maintaining self-regulatory behaviors, etc.)	Classroom observation/District Checklist(s)/ *School Psych*
10. ___ Evidence that learning characteristics discussed in *ITEM 9* appear during instruction delivered in both native and English languages, if bilingual (*Demonstrated need exists in both languages*)	Observations, Work samples/*Bilingual Educator*

* Recommended educator to gather item material is indicated in *italics* in right column

Source: Hoover, J. J., & Erickson, J. (2015). Culturally responsive special education referrals of English learners in one rural county school district: Pilot Project. *Rural Special Education Quarterly, 34*(4), 18-28. Rights reserved.