

## **INSTRUCTION**

### **Identifying Students With Special Needs and Abilities**

#### **Educationally Disadvantaged Youth**

Educationally disadvantaged youth are students at: the kindergarten level who place at step four or below in the Reading Management System, or the first through eighth grade level who score below the District's designated percentile or the District-wide achievement test. EDY students are served in accordance with program requirements in ESEA Chapter I, Educationally Disadvantaged Youth, and School Improvement Programs. (Reference: Board Policies 6600 and 6512)

#### **Limited-English Proficient**

Limited-English proficient students are identified through the Home and Language Survey and individual screening using the Language Assessment Scales. Identification will be coordinated by the Department of Bilingual Education. Bilingual classes will be provided when the student count justifies the organization of a Bilingual class. Each identified LEP student not in a Bilingual class will receive instruction as specified in a Bilingual Individual Learning Plan (BILP) on file at the school of attendance (K-5). At the 6th, 7th, and 8th grade levels, students will participate in the Secondary Level Language Development Program. (Reference: Board Policies 6220 and 6221, Administrative guidelines 6220, and Education Code Section 52163.d)

#### **Special Education**

Children who may be individuals with exceptional needs are referred by staff members or parents/guardians. Children referred will be assessed to determine needs. The assessment plan will be developed by the school I.E.P. Team and must be approved in writing by the parent/guardian prior to implementation.

Children whose needs qualify them for a Special Education Program and/or related services will be served as specified in an Individual Education Program Plan developed by the school I.E.P. Team and the parent/guardian.

#### **Gifted and Talented Education**

Students are identified after being referred by a parent, staff member, or administrator. Students must exhibit several identifiable characteristics of giftedness, including an appropriate score on an authorized ability instrument. The school will provide each identified student with program opportunities. Services for students may be funded from State grants for the mentally gifted and from School Improvement Plan grants. (Reference: Board Policy 1000, Administrative (Guideline 6230)

REFERENCE:

Instruction for District Master Plan for School Improvement

The Board must define policies or procedures to be used by schools in (1) identifying educationally disadvantaged youth, limited- and non-English speaking students and students with special needs and abilities; and (2) developing instructional and auxiliary services to meet their special needs as part of the School Improvement Plan. Such policies regarding educationally disadvantaged students shall, to the extent feasible, be consistent with District policies for the identification of students eligible for Compensatory Education.

Policy

Adopted: June 14, 1979

Revised Policy

Adopted: July 28, 1983