

Section 7. Equal Access to Other School District Programs

Identification of Special Education

Reading: three times a year, school-wide RTI teams, consisting of administrators, teachers, ELD specialists, and SPED Specialists, review student progress in order to evaluate student growth through DIBELS assessment. Students who fall below the 20th percentile enter interventions. For English Learners who fall below the 20th percentile, more assessment data is gathered. English Learners are also compared to a student's cohort group—a group of students who have the same background in schooling, culture, and language. If the student isn't progressing like others in the cohort and the assessment score are low, the child is re-examined for disabilities.

The discrepancy model is used in other content areas. Teachers flag students who are struggling in content areas. Teachers, SPED Specialists, and ELD Specialists collaborate, observe, assess, and discuss student progress. After collecting sufficient data and factoring language development into the situation, the student is referred for additional testing.

When further evaluation is needed, information about student's background, development history, and information is gathered. Parents either receive information in their native language, or an interpreter is available for assistance. If appropriate, students are tested in their strongest language to eliminate language development issues.

Identification of TAG

A student is defined as academically talented if he or she is able to score at or above the 97th percentile (higher than 97% of the test population) on a total test of academic skill in mathematics or reading. These tests are designed to measure a student's learning in comparison to other students of the same age. A student is defined as intellectually gifted if she or he is able to score at or above the 97th percentile (higher than 97% of the test population) on a test of cognitive (mental) ability. This test is designed to measure how an individual can solve problems that use words, numbers, and shapes. Behavioral, learning and/or performance evidence will also be included for the identification.