

LANGUAGE INSTRUCTION EDUCATIONAL PLAN (LIEP)

The purpose of this document is to communicate the critical elements of The Academy's Language Instruction Educational Program.

This plan is to be made available to teachers, parents, and community members on the school's website and to families upon student enrollment.

Initial Identification of English learners

English learners (ELs) at The Academy are identified through a two-step process:

1) identification of primary language using responses from parents or guardians on the Minnesota Language Survey (MNL) completed upon enrollment and 2) screening for English language ability using a state-approved language proficiency assessment. All students enrolling

in The Academy will have a parent or guardian complete the Minnesota Language Survey (MNLS). Based upon the results of the survey, a potential English learner will be screened using the age appropriate screener.

The Minnesota Language Survey

All newly enrolling students in The Academy will have a parent or guardian complete the Minnesota Language Survey (MNLS). This will allow for a uniform and consistent method of identifying potential English learners (ELs).

The Minnesota Language Survey asks all parents and guardians, upon enrollment of their students in Minnesota public schools, to respond to four questions regarding their child's language use. The student's primary language is one of the data elements that is communicated to the state. The information provided by the parent and guardians is confidential and will only be shared with district staff who need the information to identify students eligible for English language development programs.

All parents and guardians enrolling a new student in the school will be provided the Minnesota Language Survey. Enrollment staff will not make assumptions about a student's language background based upon the student's appearance, last or first name, ethnic background, religious background and/or parent's language ability. To stay in compliance with state and federal law, all students will have a completed language survey on file.

Staff Considerations

Those who administer the Minnesota Language Survey will have a thorough understanding of the purpose and processes for its administration. Any staff that will administer the language survey will be trained on the initial identification process and the survey's administration procedures. Relevant staff include: district registration staff, district support staff, school

support staff, or a school-based EL teacher. The Academy will also use an interpreter to assist the parent/guardian or use a translated MNLS.

Timeline

For students enrolling at the beginning of the school year, the Minnesota Language Survey and the screening will take place within 30 days of enrollment. For students enrolling in the middle of the school year, the EL Identification process will occur within 10 days of enrollment.

International Students

Parents, guardians or host families of international students will complete the Minnesota Language Survey for their student using the steps described above.

Data Anomalies

If responses on the Minnesota Language Survey data are unclear or contradictory, The Academy has a procedure for the review of the information and a meeting with the parents to discuss the responses.

In general, the student's home language does not change. However, if an error occurred upon initial enrollment, every effort will be made to ascertain the correct language background of the student.

International Adoption

If the parent or guardian completes a form indicating a language other than English, the student will be screened. If needed, The Academy will provide a staff member who is trained to further discuss the language use of the student.

Students with Disabilities

If a child has a known disability, it is possible that parents will indicate that their child does not speak or use a language. In this situation, The Academy will record the parents' language as the child's primary language with a brief explanation of the situation.

Sign Language as a Home Language

If the home language is American Sign Language, the parent or guardian will complete a MNLS form by answering the questions according to the prescribed procedure. This includes hearing students with ASL as a home language, as well as deaf students with hearing parents or guardians. Additionally, some deaf students who speak ASL may have hearing parents who speak languages other than English.

Changes on the Responses to the Minnesota Language Survey

Changes on the responses to the MNLS can be made if the parent or guardian has made a mistake or mismarked the form. The error/mismarking will be documented and the corrected Minnesota Language Survey will be placed in the student's cumulative folder.

Students who already have a Minnesota Language Survey

Using the flow chart The Academy will determine if a new MNLS should be completed. The Academy will use the results of any other version of the MNLS, but will not administer any other version of the MNLS. In many cases, a student with an MNLS with a language other than English has already been screened for English language proficiency and either received EL services or does not require EL services.

Students who have a conflicting Minnesota Language Survey

There are students who have an MNLS from a previous Minnesota district indicating a primary language other than English, but the enrolling parent or guardian complete a Minnesota Language Survey upon enrollment in The Academy with English only statements. In-take staff

should have a procedure that allows The Academy's EL staff to interview the parent/guardian and address the conflict.

Creolized English

English creoles such as Nigerian English, Liberian English, or Jamaican Patois are recorded as the home primary language. Speakers of English creoles will be screened. This does not include dialects such as British English.

Parent/guardian rights in completion of the Minnesota Language Survey

Parents or guardians have the right to decline to respond to the Minnesota Language Survey. If they choose not to respond, The Academy will add to the MNLS a note that the enrolling parent/guardian declined to fill it out. The Academy has a procedure that allows EL staff or others within the district to discuss the effects of the refusal with the parent or guardian. Some talking points include:

- It is in the best interests of the student for the district to understand the language background. The MNLS is a critical part in a larger piece that allows the districts and schools to understand how best to serve the student.
- Language can be scaffolded in the classroom for the student to understand the academic language.
- English language programs allow the student to learn English so they will be better able to access the academic curriculum.
- Furthermore, students may receive additional language services when needed to support development of language alongside academic content learning.
- Without the MNLS, the district can only make an approximation of the language needs of a student. Without a more specific response to the MNLS, the student might not be able to successfully meet the language demands in the classroom; leading to frustration and poor academic performance.

English Learner Identification

When a language other than English is identified on the Minnesota Language Survey, The Academy staff responsible for student placement will review the student's previous school documents to determine if a student was classified as an English learner. Depending upon the

grade level (grades 1-12) of the student enrolling, and if the student is transferring from another Minnesota district having completed spring semester, the student should have an ACCESS 2.0 score report. The Academy will use the results of the score to determine English language program placement. If the student is transferring from a school out of state or does not have a current ACCESS 2.0 score, the student will be screened for English language proficiency.

If the student had not been enrolled in a Minnesota public school, and has a language use other than English, the student will go to the next step of the process Identification of an English learner. If a student is new to the country, and based upon the MNLS, the student will go to the next step of the process and be screened for English language proficiency. As mentioned above, the student will then have their academic English language proficiency assessed using the required assessments.

Initial Entrance and Placement

Age Appropriate Screener

Determination of the home language, using the Minnesota Language Survey (MNLS), is the first step in identification of an English Learner. Students who understand one or more languages other than English (as reported on the MNLS) then complete an approved English Language

Proficiency (ELP) screener. The ELP screener measures the child’s current proficiency level in English in the areas of listening, speaking, reading and writing. Trained The Academy staff score the screener to determine if the student is already proficient in English or conversely, if the student may benefit from English Language Development (ELD) instruction. Only students who are not yet proficient in English are identified as English learners. Following initial placement in the district’s LIEP, there is a 45-day grace period in which any errors made in determining a student’s home language or ELP may be corrected. The Academy also has a process to determine if students who were not initially identified as English learners may in fact be eligible for ELD instruction.

As mentioned above, the purpose of the screener is to accurately verify if the student has sufficient proficiency in English to meaningfully access the grade-level curriculum in English without ELD instruction and other support. The screener also helps identify students who will benefit from a Language Instruction Educational Program that includes standards-based ELD instruction that is aligned with the grade-level content area standards in order to support growth in the four language domains and full proficiency in social, instructional and academic language across the content areas.

Screeners Utilized at The Academy

Grade Level	Screener Assessment
KG	W-APT or WIDA MODEL
1-12	ACCESS Screener- Online or Paper

Only a student who has a completed Minnesota Language Survey (MNLS), participated in the grade-appropriate English language screening assessment, and has been identified as an English learner will be enrolled in an English language educational program. If a student has not participated in a screener or does not have a completed MNLS, the student will not be placed into an ELD program. Instead, The Academy will have the parent or guardian complete the MNLS to determine if a student should be screened for English language proficiency.

The Kindergarten W-APT assists in the identification and classification of ELs. For four-year-olds and 1st semester Kindergarteners, only the Listening and Speaking components will be used. The Kindergarten W-APT will be administered to second-semester pre-K students for Kindergarten EL eligibility. Kindergarteners being assessed during the second semester complete all four domains (listening, speaking, reading and writing).

The Kindergarten W-APT assesses the four domains of listening, speaking, reading and writing. Test items are written from the model performance indicators of WIDA's five English Language Development (ELD) standards:

- Social and instructional language.
- The language needed for success in the content area of Language Arts.
- The language needed for success in the content area of Mathematics.
- The language needed for success in the content area of Science.
- The language needed for success in the content area of Social Studies.

The Kindergarten W-APT is organized as a single, individually-administered test with a combined Speaking/Listening component. The Reading and Writing tests make up a separate test which should be used for Kindergarteners in the second semester of the school year, and only for students with literacy skills.

For 1st semester students, a combined Listening and Speaking raw score of 28 or higher meets the minimum criteria for English proficiency. For 2nd semester students, a combined Listening

and Speaking score of 28 or higher, AND Reading score of 11 or higher AND Writing score of 12 or higher, meets the minimum criteria for English proficiency.

Students who do not meet the minimum criteria above are classified as an English learner, enrolled in the district’s LIEP, and will receive ELD instruction from a qualified ESL teacher.

Criteria for Initial English learner Identification in Minnesota

Grade	Domains	W-APT Score* Identifies Student as an English learner	W-APT Score* Indicates Student is <i>NOT</i> an EL
Kindergarten 1 st Semester	Listening and Speaking	27 or lower	28 or higher
Kindergarten 2 nd Semester	Listening and Speaking	27 or lower	28 or higher
	Reading	10 or lower	11 or higher
	Writing	11 or lower	12 or higher

WIDA Online and Paper Screener Overview

To ensure state and local compliance with the Every Student Succeeds Act (ESSA), The Academy utilizes the WIDA Screener for students entering grades 1-12. The WIDA Screener is an English language proficiency screener assessment given to newly enrolled students in Minnesota. The WIDA Screener is aligned with ACCESS 2.0 and the scoring criteria have been informed Minnesota’s ACCESS 2.0 English learner proficiency definition. The purpose of this assessment is to determine EL eligibility.

Components of the WIDA Screener

Both the WIDA Screener Online and WIDA Screener Paper assess the four language domains of Listening, Speaking, Reading, and Writing. The assessment examines the students' English language proficiency in five areas: Social and Instructional Language (SIL); the Language of English Language Arts (LoLA); the Language of Mathematics (LoMA); the Language of Science (LoSC); and the Language of Social Studies (LoSS). The main purpose of the WIDA Screener is to determine EL eligibility. The assessment also provides a preliminary measure of a student's English language proficiency in Grades 1–12.

WIDA Screener Proficiency Criteria

For grades 1-12, a student with (1) an overall composite score of 4.5 or higher and (2) no single domain score below a 4.0, is considered to be proficient in English and not eligible for EL status. If a student scores a 4.5 on the overall composite or one of the domain scores is below a 4.0, then the student is an eligible English learner and be enrolled in ELD instruction in the district.

Proficiency criteria for the WIDA Screener

WIDA Screener Grades 1-12: <i>Online and Paper</i>
The student is identified as an English Learner <i>if either of the statements below are true:</i> <ol style="list-style-type: none">1. Overall composite is below 4.5.2. Any domain score is below 4.0.
<i>The score indicates that the student is NOT an English Learner if both criteria below are true:</i> <ol style="list-style-type: none">1. Overall composite score is 4.5 or higher2. Each domain score is 4.0 or higher

The EL Indicator is used while implementing two of the Minnesota Standardized English Learner Procedures: [Identification](#) and [Exit](#). This data element is used to indicate to the State of Minnesota that the student has a primary home language other than English, has been screened for English language proficiency, and was found not proficient. This element is used in several federal reports which generate aid. Additionally, the element is used in the calculation of the English Learner formula of basic skills revenue.

Under Minnesota State Statute, Section 124D.59, Subdivision 2, an English learner is defined as "English learner" means a pupil in kindergarten through grade 12 or a prekindergarten student enrolled in an approved voluntary prekindergarten program under section 124D.151 or a school readiness plus program who meets the requirements under subdivision 2a or the following requirements:

1. the pupil, as declared by a parent or guardian first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English; and
2. the pupil is determined by a valid assessment measuring the pupil's English language proficiency and by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in academic classes taught in English."

Students who have a Minnesota Language Survey indicating a language other than English, who have participated in the age-appropriate screener and who have been identified as an English learner will also be identified as "Y" under EL Indicator. Student who have a Minnesota Language Survey indicating a language other than English, who have participated in the age-appropriate screener and who have **not** been identified as an English learner will be identified as "N" (no) under EL Indicator.

Parental Refusal

If the parent or guardian refuses to complete the Minnesota Language Survey, The Academy will document the refusal and place it in the student's cumulative folder.

Timeframe for Identification

The Academy will begin the process of identification upon enrollment. As mentioned above, all newly enrolling students will have a completed MNLS in their cumulative folder. Within 30 calendar days of enrollment at the beginning of a new school year, The Academy will have completed the identification process; both the completion of the MNLS and the English language proficiency assessment. A student's parent or guardian will be notified of service within 30 calendar days. If enrollment occurs after the beginning of the school year, The Academy has 2 weeks to complete the process and notify the parents.

Staff qualifications

Initial placement of an identified English learner (EL) into a Language Instruction Educational Program (LIEP) will be made by EL staff.

English Learner Placement

After initial identification as an English learner (through use of the Minnesota Language Survey and the English Language Development (ELD) assessment results [see identification guide]), and determining any additional services the student is eligible for, the student will be placed in a Language Instruction Educational Program (LIEP). The student will receive instruction from a teacher who has a license or a variance in ESL.

ELD Instruction model: (This is where you need to describe your school's model of service and research supporting it).

Program Overview

The Academy provides an English as a Second Language (ESL) or English Language Development (ELD) Program of techniques, methodology, and special curriculum designed to teach English learners explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing).

Following is an overview of the program.

IMPLEMENTATION PROCEDURES	PERSON RESPONSIBLE	TIMELINE
1. Begin Service		
2. Create Plan—		
3. Implement Plan—		
4. Review Plan—		
5. Implement Plan Modifications (if needed) or Continue Current Plan (if successful)		
6. Continue Cycle of Review and Implementation as needed		
EL Program Goals and Plan for Review—		
Parent Engagement Plans-		

Scope of Service: (This is where you need to describe how many hours of service and what service students receive based on their levels of proficiency (pull out, push in)).

Kindergarten through 3rd Grade Scope of Service

WIDA LEVEL	Level 1 Pre-Entering/ Entering SLIFE	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging

4th through 6th Grade Scope of Service

WIDA LEVEL	Level 1 Pre-Entering/ Entering SLIFE	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging

Placement assessment

English language and classroom teachers identify and address specific student language abilities and needs with regard to classroom and LIEP placement. The WIDA Screener (online) is intended to determine English learner eligibility and provide a preliminary proficiency level for students. Teacher judgment and additional assessment ensure proper student placement in the LIEP. Minnesota Comprehensive Assessments (MCAs) and Measure of Academic Proficiency (MAP) are used for classroom placement, but are not be used for English language program level determination. Only assessments measuring students' English language ability are given for placement purposes.

Initial Placement Parental Notification

Minnesota Statutes, section 124D.61 requires that parents and guardians are notified within 10 calendar days of enrollment of an EL in an LIEP. When The Academy initially enrolls an EL in an LIEP, the school will utilize the English learner program placement letter located on the TransACT.com website.

The parent notification letter will be sent home in a language accessible to the parent and guardian. The parent notification informs the parents that the student has been enrolled in an LIEP. Additionally, the letter informs the parents that they have the right to visit the program, to request a conference to understand the program and to withdraw the child. The Academy will include additional information about the description of the purpose, method and content of the program. To the extent possible, all letters are sent home in English as well as the preferred language of communication as indicated by the parent.

Parental Rights

A parent or guardian has the right at any time to withdraw the student from the LIEP by providing written notice of this intent to The Academy Executive Director.

The parent or guardian may re-enroll the child in the LIEP upon request.

Annual Assessment

Under both federal and state law, all students enrolled in K-12 grades and identified as English Learners will participate in the annual English language proficiency assessment, ACCESS 2.0. All students who have been identified as English Learners, regardless of whether or not they are enrolled in an LIEP, will participate in the ACCESS 2.0 assessment. This assessment usually takes place in February and March.

If parents choose to opt-out of ACCESS for ELLs testing, the appropriate forms will be completed.

If a student does not participate in the ACCESS for ELLs, the student cannot be considered to have met the proficiency requirement for exiting the EL identification. A student will remain identified as an English learner until the student has met the exit requirement.

Initial ACCESS score results for ELs are typically available in May on the Minnesota Department of Education's website under secure reports or secure reports Section/site. The results of the ACCESS 2.0 assessment guide the EL team to determine if a student continues to be EL eligible.

After a student is placed in the Language Instruction Education Program (LIEP), The Academy will annually identify students who continue to be eligible for English language instruction. Each spring, The Academy will evaluate every EL's WIDA ACCESS 2.0 scores to determine continuing program eligibility.

Continuing EL Eligibility

After a student is placed in the LIEP, The Academy will annually identify students who continue to be eligible for English language instruction. An EL continues to be eligible for instruction in an LIEP if the student does not have a proficient score on the ACCESS test, or if The Academy deems the student eligible by using additional criteria.

Evaluating students' ACCESS scores

The Academy will wait until all ACCESS scores are available before beginning the continuing eligibility process. Any school staff member with permission to view preliminary ACCESS scores may analyze the data to determine if the student has met criteria for continuing eligibility. However, additional criteria (see below) will be collected and evaluated by EL staff with assistance from the content teacher and other stakeholders.

The Academy will first examine students' composite scores on ACCESS. If a student's overall composite score is not at least 4.5 on ACCESS, the student does not meet the definition of English language proficient and is, therefore, automatically eligible for continuing ELD instruction and will be enrolled in the LIEP in the following school year.

There are three outcomes:

1. A student has at least two individual domain scores (listening, speaking, reading, or writing) that are below 3.5. The student is automatically eligible for ELD instruction and will be enrolled in ELD instruction in the following school year.
2. A student has all of the domains equal to or greater than 3.5 and has a composite score of 4.5 or higher. The student is considered to be proficient, is no longer eligible for enrollment in the LIEP, and will not be enrolled in ELD instruction in the following school year.
3. A student has at least three out of four domain scores equal to or greater than 3.5 and a composite score of 4.5 or higher. In this case, additional criteria will be used to determine continuing eligibility. If the student continues to be eligible for participation in the LIEP, in the following year the student will be enrolled in the LIEP and continue to receive ELD instruction.

Continuing Eligibility Parent Notification

Title I of ESEA as amended by ESSA requires that parents and guardians of ELs are annually notified within 30 calendar days of enrollment of an EL in an LIEP. When an EL continues in an LIEP, The Academy will utilize the English learner program placement letter located on the TransACT.com website.

The parent notification letter will be sent home in a language accessible to the parent and guardian. The parent notification informs the parents that the student has been enrolled in an LIEP. Additionally, the letter informs the parents that they have the right to visit the program, to request a conference to understand the program and to withdraw the child. The Academy will include additional information about the description of the purpose, method and content of the program. Minnesota Department of Education recommends that all letters are sent home in English as well as the preferred language of communication as indicated by the parent.

Exiting Students from an LIEP

The Academy will wait until ACCESS test scores are available before beginning the exiting process. If a student has an overall composite score of at least 4.5 and three out of four domain scores (listening, speaking, reading, and writing) of at least 3.5, that student has met the ACCESS proficiency score. If a student has not met the ACCESS proficiency score, the student will continue to receive instruction in an LIEP.

If, on the other hand, a student's ACCESS composite score is at least 4.5 and ALL domain scores are at least 3.5, the student will be exited from the LIEP and reclassified in MARSS at the beginning of the following school year. If a student does not have a proficient ACCESS score, The Academy will not exit that student from the LIEP.

Additional EL Exit Criteria

This section should **only** be consulted if a student has a proficient ACCESS score, but one individual domain score is below 3.5. If a student's composite score is at least 4.5 but one domain score is below 3.5, The Academy will use Additional EL Exit Criteria to determine if a student should be exited from the LIEP or kept in the program for additional instruction.

Additional EL Exit Criteria **will not** be used for students who have not yet received a proficient score on the ACCESS test or if a student has met the ACCESS proficiency score and all four domain scores are at least 3.5.

Applying additional exit criteria

If The Academy uses an additional language assessment to document that a student does not yet have the English language proficiency needed to be successful in the content classroom, *and* if The Academy documents that a student is currently not successful in core content classes because that student needs additional ELD support, The Academy will continue to instruct the student in an LIEP. If applicable, teachers will also consult with a student's IEP team to determine if dual service continues to be an appropriate support for a student.

If The Academy continues to serve a student who had a proficient ACCESS score in an LIEP because of the Additional EL Exit Criteria, The Academy will save the evidence used to make the decision in the student's cumulative folder and inform the student's parent(s) or guardian(s) about how the decision was made. If The Academy does not document this additional evidence and a student has a proficient ACCESS score, that student will not be retained in an LIEP.

Gathering and using language proficiency evidence

The Academy will **only** consider additional language assessment data related to the domain score that is below 3.5. That is, The Academy will only use a speaking assessment to assess English language ability for an ACCESS speaking score of 3.2, for example. Likewise, The Academy will not use results from a reading assessment to retain a student in an LIEP if the student's ACCESS reading score was above 3.5 but the student's speaking score was below 3.5.

When The Academy uses Additional EL Exit Criteria for students with qualifying ACCESS scores, The Academy will use any formative academic English language assessments that teachers may have used during the year to inform the exiting decision. For example, if a teacher has collected formative assessment data related to a student's speaking ability, that data may be used as evidence to inform the decision to exit the student from or keep the student in an LIEP if the student's speaking score was below 3.5 but the student had an overall proficient score.

The Academy will also use additional assessments and instruments to determine if a student should remain in an LIEP. Teachers may use the WIDA performance definitions, the WIDA writing rubrics, or the writing rubric from the retired Minnesota Test of Emerging Academic English (TEAE) to evaluate student writing samples. The TEAE writing rubric is posted on the [Minnesota Department of Education website](#).

The WIDA performance definitions, WIDA speaking rubrics, classroom observations, or the retired rubric from the Minnesota Modified Student Oral Language Observation Matrix (MN SOLOM) may be used to evaluate speaking and listening. The MN SOLOM is posted on the [Minnesota Department of Education website](#). Locally used reading assessments that check reading comprehension may also be used if the reading domain score is below 3.5. Educators should use their professional judgment to interpret the results and determine whether the evidence suggests that a student should be retained in an LIEP.

The Academy will not use proficiency or growth results of the Minnesota Comprehensive Assessment (MCA), the Measures of Academic Progress (MAP) test, or any other standardized content assessment as evidence.

Gathering classroom performance evidence

In addition to collecting evidence regarding a student's English language proficiency, The Academy will also examine a student's performance in the content classroom. The Academy will use classroom observations to determine whether or not a student is prepared to be successful in the content classroom and whether or not language is the reason that student is or is not prepared to be successful in the content classroom. The Academy will also examine a student's grades and recent examples of student work to determine if there is evidence that a student is struggling to meet grade level expectations due to a need for ongoing English language development instruction.

Educators will record and explain their rationale while evaluating this evidence. Any decision made using this evidence will be documented and the rationale used to make the decision to exit or retain a student will be articulated in any documentation. Documentation will be kept in a student's cumulative folder.

Only English language ability will be considered. Content area skills will not impact the decision (e.g. ability in math or reading due to factors other than English language ability). Scores from the Minnesota Comprehensive Assessment (MCA), the Measures of Academic Progress (MAP) test, or any other standardized content assessment will not be used to determine the need for continued instruction in an LIEP since those assessments were not developed to evaluate a student's language ability.

Timeframe for Exit Process

The Academy will begin the process of exiting and reclassifying students once preliminary ACCESS scores are available in the spring. Once The Academy receives preliminary ACCESS

scores, The Academy will determine if a student is proficient and if the student should be automatically exited or needs to be evaluated using Additional EL Exit Criteria.

If a student is proficient but one domain score is below 3.5, then The Academy will immediately begin the process of collecting and evaluating information in order to apply the Additional EL Exit Criteria. Students and their parents will be informed annually of their EL status and whether or not the student will be exiting the LIEP before the end of the school year.

Special Education

Students in special education both have a disability and are in need of specialized instruction. A comprehensive evaluation, conducted by a team from the school, evaluates and identifies these students. For every student who needs special education services, the team develops a document called an Individualized Education Plan (IEP). Minnesota Department of Education provides information on assessment and eligibility determination guidelines to special education professionals who work with English learners. These guidelines can be used where traditional evaluation procedures may not be appropriate and are based on specific aspects of diversity such as race, culture, the acculturation process, high mobility among families and poverty rates.

Gifted Education

Gifted and talented children and youth are those students with outstanding abilities, identified at preschool, elementary, and secondary levels. The potential of gifted students requires

differentiated and challenging educational programs and/or services beyond those provided in the general school program. Students capable of high performance include those with demonstrated achievement or potential ability in any one or more of the following areas: general intellectual, specific academic subjects, creativity, leadership and visual and performing arts.