



Gifted Program Policies and Procedures Recognizing Individual Student Excellence (RISE) (Arizona)

POLICY

Gifted students come to school with advanced knowledge and exceptional learning capacity. In order to address the special needs of these students, LTS offers an accelerated curriculum and differentiated instruction including the incorporation of “Depth and Complexity” (Kaplan, 2000) in all subject areas in the general education classroom. Gifted program classes (a.k.a. RISE classes) at LTS offer content at an advanced level and pace, the ability to explore topics in significant depth, increased levels of questioning, and opportunities for student leadership roles through participation in special projects.

LTS also believes that gifted student instruction must involve the utilization of the upper levels of the “Webb’s Depth of Knowledge (DOK)” academic rigor scale (Webb, 2009), therefore 80% of the lesson activities and questioning techniques in the gifted classes are inspired by the third and fourth levels (Strategic Reasoning and Extended Learning) of the DOK scale.

The curriculum for gifted students is specifically designed to challenge academically-advanced learners and provide experiences that require critical thinking, problem-solving, independent study skills, advanced communication skills, strategic and extending thinking and persistence when faced with challenges. When engaged in gifted program activities, students will develop their unique abilities, maintain their passion for learning, and have the opportunity to contribute to the strength and vitality of the LTS school community.

As a result of offering differentiated instruction and advanced-level content and pace, gifted students will have the opportunity to achieve and exceed district goals at a level commensurate with their talent. They will also be challenged to apply their knowledge and skills in complex, advanced ways so they can continue to develop academically.

PROCEDURES

Identification, Referral, Screening, Selection, and Placement

LTS is committed to identifying and servicing gifted students. Students who have been previously identified as gifted students and have qualified for a gifted program at their previous school, must provide official documentation verifying this, to be accepted into the gifted program at LTS. If official documentation from a previous school district or other qualified professional identifying the student as gifted cannot be obtained, the student will need to be retested.

Screening and testing to identify potential new gifted students will be completed three times during the school year. LTS uses the Cognitive Abilities Test (CogAT), to identify potential gifted students. Initial screening and testing begins in the fall; there will be a second round of screening and testing in December, and the last screening and testing period will be in May. Kindergarten students are eligible to take the CogAT screener/ test in May of their kindergarten year for first grade placement.

Students may be referred for gifted screening/testing by parents, teachers, and/or qualified professional staff of LTS. Prior to being screened or tested, all students must have a completed gifted packet and a signed permission slip from their parent or guardian. Students will not be screened or tested without a completed gifted packet and a signed permission slip. Parents/guardians have the right to withhold permission for gifted screening /testing.

Selection of Students for Testing

Students will first be given a screener by qualified staff. If the results of the screener indicate that the child should go on to be tested, then the parents will be notified in writing and the child will be given the full battery of gifted testing. If the results of the screener do not indicate that the child should go on to be tested, then the parents will be notified in writing. A completed packet, which includes a permission-to-screen/test form, must be returned by the parent before screening/testing may be administered.

Identification and Placement of Gifted Students

Students who score 90% or better on the CogAT screener, are eligible to be given the full CogAT test. Students who score at or above the 97th percentile in one of the three areas assessed- Verbal, Quantitative or Non-Verbal- (or on the Composite), shall be given the opportunity to be served in a gifted program that is an integral part of the regular school day (within or without the regular classroom) that is commensurate with the academic abilities and potential of a gifted pupil.

If a student does not qualify for full Cog-AT testing by earning a 90% or better on the screener, the parent may request screening again, however the student needs to wait 12 months before screening again, and a student will not be screened more than 3 times in their career at LTS. Similarly, if a student does not qualify for the gifted program by earning a 97% or better on one of the batteries of the test (Verbal, Quantitative or Non- Verbal or the Composite), the student will wait 12 months before testing again, and a student will not be tested more than 3 times in their career at LTS.

Gifted Placement Agreement

Qualifying students are placed in a gifted program and agree to the following standards: To be a prepared learner, attend school regularly, participate in the gifted program enthusiastically, work to the best of his/her ability, and to support and follow all the guidelines of LTS. Students who participate in the pull-out gifted program will be required to complete all work that is missed in the general education classroom. Students who participate in the Junior High RISE elective class, will be required to follow the rules for any other LTS classroom. This entails attendance, homework, and grades. All gifted students must maintain at least a 70% in their core classes to participate in the gifted program. Students will be given one warning to improve their grade before action is taken.

Withdrawal Procedures

Initiation of withdrawal from LTS gifted program may come from the teacher, or parents' written request, in the event that the student no longer benefits from the accelerated pace and academic requirements of the gifted program. A student will only be withdrawn from gifted classes after discussion with the parent/teacher concerning the student's individual needs. Parents may send a request, to the gifted teacher in writing at any time that their child no longer may participate in the Gifted Program.

RISE Organizational Model:

Grades 1-2: Students in grades 1 through 2 are offered pullout services of up to 30 minutes, twice per week, with times to be determined by the gifted teacher. The remaining minutes of gifted programming services each week will be met in the general education classroom with differentiated instruction by the general education teacher under the guidance of the gifted teacher.

Grades 3-6: Students in grades 3 through 6 are offered pullout services of up to 60 minutes, twice per week, with times to be determined by the gifted teacher. The remaining minutes of gifted programming services each week will be met in the general education classroom with differentiated instruction by the general education teacher under the guidance of the gifted teacher.

Grades 7-8: Students who qualify for the program in grades 7 and 8 are offered the opportunity to participate in the gifted program during the regular school day by enrolling in the gifted class as an elective. However, a class needs to have minimum number of enrolled students in order to form a class period. If a gifted elective is not offered, pullout services of up to 60 minutes, twice per week will be offered with times to be determined by the gifted teacher. The remaining minutes of gifted programming services each week will be met in the student's core classes with differentiated instruction by the general education teachers under the guidance of the gifted teacher.

All students are encouraged to participate in Odyssey of the Mind (C.C. Inc., 2006), an after-school program that also helps to meet the needs of gifted students.

References

Creative Competitions, Inc. (2006). Odyssey of the Mind, Arizona. Retrieved from <http://www.azodyssey.org/>
Kaplan, Sandra (2000). Depth and Complexity. Retrieved from <http://www-bcf.usc.edu/~skaplan/>
Webb, Norman (2009). Webb's Depth of Knowledge Guide. Retrieved from <http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/DOK/default.htm>



Nomination for Gifted Testing Parent Information Packet

Dear Parents,

We would like to offer assistance and information that will help you determine if gifted testing is appropriate for your child. This packet contains information regarding screening, testing, and identification and programming procedures for Legacy Traditional School's (LTS) R.I.S.E. (Recognizing Individual Student Excellence) program.

If you have additional questions, please contact the school and one of our gifted teachers will get back with you.

Procedures for Parents:

1. Read the differences between the bright child and a gifted learner in this packet.
2. Complete the "Parent Input Form for LTS."
3. Review and sign the "Permission for Gifted Screening/Testing" form.

Pertinent Parent Information:

1. Your child will be screened at your school site during the school day, unless other arrangements have been made with your permission.
2. If the child's screener indicates that the child should go on for the full battery of gifted testing, you will be notified in writing by the teacher, and arrangements will be made to test your child during the next scheduled testing window. If the child's screener indicates that they should not continue with gifted testing, you will be notified in writing by the gifted teacher.
3. After testing, you will be able to conference with the gifted teacher to review your child's results.
4. Students who test in the 97th percentile on one of the batteries of test (verbal, quantitative or non-verbal—or the composite score) and above are eligible for gifted services.

Differences between Bright and Gifted Learners

BRIGHT CHILD	GIFTED LEARNER
Knows the answer.	Asks the questions.
Is interested.	Is highly curious.
Is attentive.	Is mentally involved.
Has good ideas.	Has wild and silly ideas.
Works hard.	Plays around, yet tests well.
Answers the question.	Discusses in details, elaborates.
Is at the top group.	Is beyond the group.
Listens with interest.	Shows strong feelings and/or opinions.
Learns with ease.	Already knows.
Requires 6-8 repetitions for mastery.	Requires 1-2 repetitions for mastery.
Understands ideas.	Constructs abstractions.
Enjoys peers.	Prefers adults.
Grasps the meaning.	Draws inferences.
Completes assignments.	Initiates projects.
Is receptive.	Is intense.
Copies accurately.	Creates a new designs.
Enjoys school.	Enjoys learning.
Absorbs information.	Manipulates information.
Is a Technician.	Is an Inventor.
Is a Good memorizer.	Is a Good guesser.
Enjoys straightforward, sequential presentation.	Thrives on complexity.
Is alert.	Is keenly observant.
Is pleased with own learning.	Is highly self-critical.

Students may show characteristics of all or some behaviors from the above list. *Created by Jane Szaby and published by Good Apple to help parents and teachers recognize some of the subtle differences between bright students and gifted students.



RISE: Parent Input Form

Date: _____

Referral Requested by: ☐ Mother ☐ Father ☐ Other: _____

Child's Name: _____ Grade: _____

School: _____ Teacher: _____

Sex: ☐ M ☐ F Birthday: _____ Age: _____ Phone: _____

Home Address: _____

City, State, Zip: _____

Mother's Name: _____ Phone: _____

Mother's E-mail: _____

Father's Name: _____ Phone: _____

Father's E-mail: _____

Was your child formerly identified as Gifted? ☐ Yes ☐ No

Name of former gifted program: _____ School: _____ District: _____

Has the student had an IEP? ☐ Yes ☐ No

School: _____ District: _____

Language spoken at home: ☐ English ☐ Spanish ☐ Other: _____

Describe your child's attitude toward school.

List 3 title of books your child has recently read.

List any special interests, talents, or passions your child has.

How does your child spend his/her time?

What special training or learning opportunities has your child had outside of school?

What other information would you like us to know that would assist us in the identification process?



Permission for Gifted Screening/Testing

Student Name: _____ Parent Signature: _____

Date: _____ School: _____

☐ I give permission for my son/daughter to be screened/tested for the Gifted Program at Legacy Traditional School.

☐ I do not want my son/daughter to be screened/tested for the Gifted Program at Legacy Traditional School.

Permission for Placement in Gifted Program

(To be completed after testing has determined eligibility for the gifted program)

Student Name: _____ Parent Signature: _____ Date: _____

I understand that my child has been tested and qualifies for placement in the gifted program (RISE) at Legacy Traditional School. I understand that my child will receive gifted services through the following programs:

- **For grades 1-2:** pull out program for up to 30 minutes, twice per week, and differentiated instruction (Depth & Complexity) in the general education classroom each week.
- **For grades 3-6:** pull out program for up to 60 minutes twice per week, and differentiated instruction (Depth & Complexity) in the general education classroom each week.
- For grades 7-8:
 - Pull out program for up to 60 minutes, twice per week, for schools with smaller numbers of participants and differentiated instruction (Depth & Complexity) in the general education classroom over the course of each week.
 - Gifted Elective Class is offered daily in schools with larger numbers of participants.