



KENT City Schools

GIFTED PROGRAM

Family Information and Q&A Evening

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KCSD Mission Statement:

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The mission of the Kent City Schools is to provide an *appropriate educational program and learning environment* which will effectively meet the *educational needs* of *[all of]* its students and citizens and help its students *accomplish educational goals* which are transferable.

GIFTED IDENTIFICATION -101

- Once Identified – Always identified
- Identification mandated, Service is not (so far)
 - ▶ IDENTIFICATION and SERVICE defined by
 - ▶ ORC 3324.01-.07 and OAC 3301-51-15
- **SUPERIOR COGNITIVE Ability**
- **SPECIFIC ACADEMIC Ability**
 - > Reading
 - > Math
 - > Science
 - > Social Studies
- **VISUAL & PERFORMING ARTS Ability**
- **CREATIVE THINKING Ability**

Each school has students who...

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... **already know** most or all of the lesson material

... **can learn it faster** or with more depth than classmates

... have **different social/emotional characteristics** and needs than classmates

... are **gifted** and identified with a **disability**

GIFTED SERVICES*



in the Kent Schools

- About Formal “Services”...
- Kent model adjustments starting fall 2015
- Ongoing adjustments and future plans
- Acceleration

Grade	Superior Cognitive	R	M	Science	SS	VPA	CT
K-2							
3							
4	Service (in ELA block) TIE/ "Stretch" 1-2 x / wk	Service (in ELA block)					
5	Service (in ELA block) TIE/ "Stretch" 1-2 x / wk	Service (in ELA block)					
6	Service (in ELA block*) TIE	Service (in ELA block)		Advanced Pathway			
7	Service (in ELA block*) TIE	Service (in ELA block)		Advanced Pathway			
8	Service (in ELA block*) TIE	Service (in ELA block)		Advanced Pathway			
9-12	Advanced Placement and College Credit Plus courses in area of identification						

Formal Services defined/ described on Written Education Plan (WEP)

Gifted Services Educators:

DAVEY ELEMENTARY

Abbey Bolton, Principal

LONGCOY ELEMENTARY

Janice Swan, Principal

Dan Young, Gifted Intervention Specialist

Arnetta Crook

Julie Gray

Kaleigh Katz

Caroline Lenzo

Julie Cummings

Christine Goff

Sherry Rosche

Erika Revis

Elizabeth Shorr

Heather Elliott

Kristen Ramey

Gifted Services Educators:

HOLDEN ELEMENTARY

Todd Poole, Principal

WALLS ELEMENTARY

Heidi Singer, Principal

Chip Hawks, Gifted Intervention Specialist

Susan Louis

Tiffany Yehle

Christi Bates

Janet Longanecker

Vendora Foster

Jody Frank

Jenna Lockhart

Robyn Elia

Christine Lowden

Heidi Roeder

The 2014-15 Review

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The Biggest Areas for Adjustment/ Improvement:

OVERALL:

- 1. Expand and strengthen Services and other opportunities for gifted students**
- 2. Utilize staff and schedules more efficiently and effectively for students**
- 3. Improve Communication**
- 4. Provide for ongoing review**

- Lack of consensus about clear goals of Gifted Programming in KCSD
- Programming continuum of service and opportunities
- Variance in understanding of nature and needs of gifted students and comfort with appropriately differentiating for needs of Gifted and High-Ability Students
- Communication with/ education of parents
- Ensuring Compliance with ODE Rules
- Ensuring Ongoing Evaluation

What's Next?

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- Parent/ Family Information night: November 1
- Email and other communications
- Explore expansion of services
- Continue education and advocacy
- Gifted Advisory Committee: mid-year and mid-spring
- Network across region for student opportunities and family/ educator support
- Follow changes in State Law and Regulation

Great Resources

- Kent City Schools Gifted webpage:
www.kentschools.com/gifted
- Ohio Association for Gifted Children: www.oagc.com
- National Association for Gifted Children: www.nagc.org
- Supporting the Emotional Needs of the Gifted (SENG)
<http://sengifted.org>
- <http://www.hoagiesgifted.org/>
- www.byrdseed.com

THANK YOU!



More information at
www.kentschools.net/gifted

Questions?

SMS “T.I.E.”

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- Unit- based – Students choose to participate or to stay in regular T.I.E. for the unit
- First unit: Genius Hour - an independent study project on a topic of which the students are passionate eager to learn more about.
- Redesigning the cases in the hallways to promote a positive school environment.
- Next: Nano writing contests for the month of November (national write a novel month) OR Physics Quest experiments (hands on science experiments in a comic book form).

What is NUMATS?

- **Northwestern University's Midwest Academic Talent Search**
 - ▣ a research-validated program that utilizes above-grade-level assessment to help parents and educators better understand their students' educational needs
 - ▣ allows eligible students to take internationally recognized tests before the grade levels at which they are normally administered
- ctd.northwestern.edu/program/numats

Tips for preparing for the test

- Talk to your child to make sure they're okay with taking the test
 - ▣ test takes several hours on a Saturday morning
 - ▣ bribes are also useful!
- Have them take small “chunks” of practice tests well in advance so that they're used to the format
- Take full-length practice tests the week up to the exam
- Stay at the testing center while your child is testing to reassure them

Tests Available

- Grades 3-6: take PSAT 8/9
 - collegereadiness.collegeboard.org/psat-8-9
 - \$10 + \$40 NUMATS fee
- Grades 6-9: take SAT and/or ACT
 - SAT: \$43 + \$40 NUMATS fee
 - sat.org
 - ACT: \$39.50 + \$40 NUMATS fee
 - act.org
 - slightly more if you including writing section

Service Settings (overview)

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- Pull Out/ Resource Room
- Self-Contained Classroom
- Single- Subject Course Classroom with Cluster Grouping
- Classroom without Cluster Grouping
- Acceleration
- Advance Placement or International Baccalaureate
- College Credit Plus, including Dual Enrollment
- Other

GIS or General Education teacher with High Quality Professional Development and ongoing support from credentialed GIS; may include co-teaching

Funding

- Combination of State and Local Funds
- Report funds spent for Identification, Instruction, Coordination, and Professional Development

ELEMENTARY SCHOOLS

Gifted Intervention Specialists: Dan Young & Edward “Chip” Hawks

Prior practice

CURRENT PRACTICE

Davey, Holden, Longcoy, and Walls Elementary Schools

- Pull-out service for students in grades 4 and 5 with Gifted ID in Superior Cognitive ability: 1 day per week at Holden ES with GIS

- Cluster group SC students and R students in ELA sections co-taught with GIS
 - All R students have WEP showing R service within the ELA class
 - All SC students have WEP showing SC service within the ELA class
 - Create documented differentiated curriculum/ resources for these sections
- All SC students have “stretch time” with GIS
 - Create documented curriculum/ resources for these sections

STANTON MIDDLE SCHOOL

Gifted Intervention Specialist: Lindsay Potok

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Prior practice

CURRENT PRACTICE

Stanton Middle School

■ No formal services

- Cluster group SC students and R students in ELA classes taught by GIS or HQ* teachers
 - All R students have WEP showing R service provided by GIS/ HQ within ELA class
 - All SC students have WEP showing SC service provided by GIS/ HQ within ELA class
 - Create documented differentiated curriculum/ resources for these sections
 - Provide HQPD and ongoing support for non-GIS service teachers
- Assign SC student to same section of TIE with GIS
 - Create documented curriculum/ resources for these sections

THEODORE ROOSEVELT HIGH SCHOOL

Prior practice

CURRENT PRACTICE

Theodore Roosevelt High School

- Provides a multitude of curricular opportunities that meets the needs of unique learners' abilities and interests
- No services for students with superior cognitive ability
- Test students based on individual referrals

- Beginning 2016, provide services through Advanced Placement and/ or CCP Courses
- Individually test students based on referrals
- Plan PD for all staff; target potential service teachers
- Explore possibility of duty time for a GIS/ HQ to monitor student WEPs and to create other opportunities
- Enhance counseling services aimed at addressing the unique needs of students identified as having superior cognitive ability

