

Gifted Screening and Identification Practices at Kent City Schools

Update for 2017-18 School year

Timing	Assessment/ Information	<p>At any time, a parent, teacher, or a peer may refer a child for assessment for possible giftedness in one or more areas (the child may also refer him/herself) :</p> <p><i>Consult flow chart:</i> www.kentschools.net/gifted/educators</p> <ul style="list-style-type: none"> • Superior Cognitive Ability • Specific Academic Ability in Reading, Math, Science, and/or Social Studies • Creative Thinking <p><i>Student will be invited to participate in Consortium Assessment in Spring</i></p> <ul style="list-style-type: none"> • Visual or Performing Arts
Start of Year	All educators are informed of KCSD gifted screening ID, processes, and timing (Gifted Coordinator – Convocation handouts; then on Teacher Tools)	
September	<p><u>Whole-Grade Screenings</u> – 2nd and 4th grades: CogAT (<i>Cognitive Abilities Test</i>)= overall intellectual ability ITBS (<i>Iowa Test of Basic Skills</i>) = specific academic ability in</p> <ul style="list-style-type: none"> - Reading (2nd and 4th) - Math (2nd and 4th) - Science (4th only) - Social Studies (4th only) <p>Parent Information Night – Mid September (September 7)</p>	
October/ November	<p><u>When scores are returned:</u></p> <ol style="list-style-type: none"> 1. Data gathered for students <u>identified as gifted</u> through the scores <ol style="list-style-type: none"> a. Information sent home & put in cumulative file; teachers, principals and GISes notified b. DASL updated c. If immediately qualify for service, a WEP will be created and implemented 2. Data gathered for students meeting <u>a screening score</u>; follow-up assessments are scheduled 3. Curriculum Director and Data Analysis Director meet with teachers to analyze data for all students <p>**Cognitive Scores may trigger screening/ assessment for <i>Creative Thinking Ability</i></p> <ul style="list-style-type: none"> • Teachers will receive additional instructions to evaluate students for possible identification 	
January	Nominations will be solicited for students to participate in Visual/ Performing Arts Gifted Assessment in April	
April	Visual/ Performing Arts Gifted Assessment sponsored by Summit Area Gifted Educators (SAGE)	

WEP & SERVICE Practices

Prior Spring	All WEPs are pre-populated before end of prior school year
Start of School Year	<p>Gifted Coordinator:</p> <ol style="list-style-type: none"> 1. Sends “no services” letter to identified students receiving no services 2. Sends “service/ no service” updates as needed (if changes or additions from Spring letters) 3. Confirms accelerations and CCP courses that qualify as services and creates/ updates WEPS [ex MS math] <p>ELEM:</p> <ol style="list-style-type: none"> 1. GIS meets with <i>new</i> classroom teachers to review student needs and goals 2. GIS ensures principal signature on each WEP 3. GIS sends home a copy of the WEP with cover letter from central office <p>SMS:</p> <ol style="list-style-type: none"> 1. GIS meets with <i>new</i> classroom teachers to review student needs and goals 2. GIS ensures principal signature on each WEP 3. GIS/ Coord emails parents to expect WEP 4. GIS sends a copy of WEP with cover letter home with students. <p>RHS:</p>

As needed and by 9/15	a) Parent signs and returns WEP to school. b) If requested, parent, GIS, and teacher meet to review and approve WEP. Then GIS: <ol style="list-style-type: none"> 1. Marks WEP as “complete” in Progress Book 2. Makes a copy of WEP for cumulative file
After 9/15	GIS follows up on incomplete WEPs with families.
December 1 - January 15	GIS and teacher(s) collaborate on WEP progress report. Progress report is mailed home.
April 15 – May 25	<ol style="list-style-type: none"> 1. GIS and current teacher(s) collaborate on following year WEP goals. Meet with parents if needed 2. Coordinator of Gifted sends home letter explaining services for following year

ADDITIONAL CONSIDERATIONS for 2017-18

SERVICES

- Shall be equitable, i.e., all students who qualify for a provided service shall have access regardless of home building. Formal services for 2016-17 include:
 - o All students grades 4-8 identified as having Superior Cognitive Ability (services provided within language arts setting)
 - o All students grades 4-8 identified as having Specific Academic Ability in Reading (services provided within language arts setting)
 - o Students in grades 6-8 who are taking an accelerated math option
 - o All students who are whole grade accelerated and/ or accelerated in an area the corresponds to area of identification (service = year of acceleration only)
- Shall meet logistical parameters of State Operating Standards:
 - o Comparable to typical academic class timing
 - o Be provided by qualified personnel
 - GIS
 - Gen Ed teacher receiving HQPD and ongoing support from GIS
 - Accelerated setting
- Shall be defined in students’ Written Education Plans
 - o Individual and/ or setting (course) goals
 - o Service setting
 - o Service provider
- Students may not be denied services for which they qualify. A family may deny services in writing. If a team that includes the family feels that the provided services are not in the best interest of the student, it may agree to remove a student from a service setting.
- Shall not be suspended for general classroom activities, such as state test preparation

GIFTED SPECIALISTS

- Are licensed and funded to provide formal services to identified gifted students. As schedules allow, the GIS may also provide enrichment for gifted students in non-served areas. GISes are not to be regularly assigned to support non-identified students.
- Shall have regular co-planning time with classroom teachers.