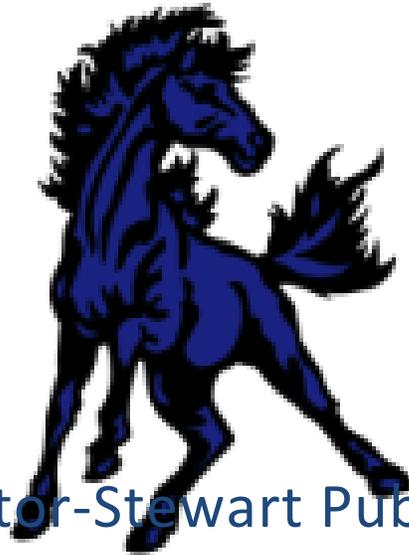


# GIFTED AND TALENTED PLAN



Buffalo Lake-Hector-Stewart Public Schools

*This document is intended to inform interested parents/guardians about the gifted and talented identification process and plans for students at Buffalo Lake-Hector-Stewart Public Schools. If you have further questions, please see contact information below:*

*District Gifted Services Coordinator*

*220 W. 3<sup>rd</sup> Street*

*Hector, MN. 55342*

*320-833-5311*

## **Vision:**

Buffalo Lake - Hector - Stewart Schools:

- Stands apart as the leading educational choice in the area
- Supports our committed students, families, staff and our actively involved communities who value and respect each other, and encourage growth with high expectations
- Are effective and efficient with the district resources of time, talent, finances and facilities

## **Mission:**

Prepare all students for life after BLHS with highly qualified staff providing innovative learning opportunities and educational environments that recognize intellectual, academic, and social/emotional needs of gifted and talented learners in a safe and nurturing environment in collaboration with our families and communities.

BLHS staff will work with parents and students to advance our gifted and talented students of all backgrounds. Through a balance of acceleration and enrichment, District #2159 will offer these students the differentiated instruction and opportunities they need in order to become confident and productive adults.

## **Core Values:**

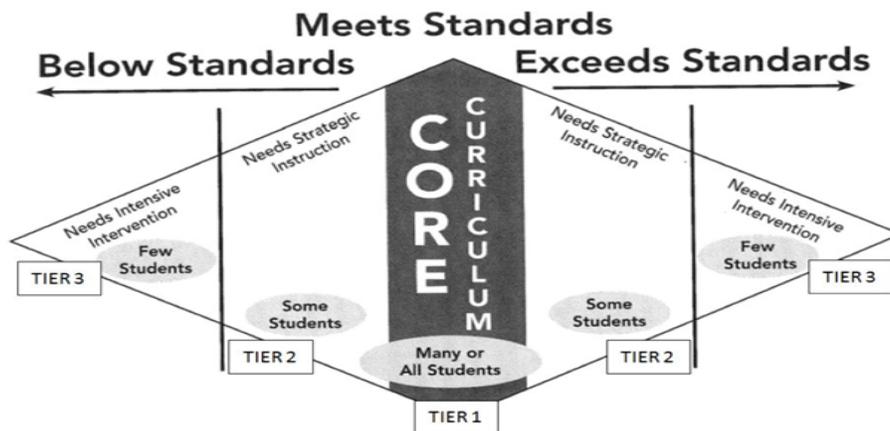
Gifted and Talented children have outstanding abilities, perform at remarkable high levels, and have very unique needs. Core Values: We Value....

- Integrity – Aligning actions and words with values and beliefs while respecting and accepting differences in all students.
- Innovation – Finding new ways to excel in our communities, classrooms, and profession
- Collaboration – Working together to achieve common goals with sustainability
- Community- With great pride, it's about all of us, all the time
- Excellence – Inspired daily with continual growth, to become the best we can
- Partnership - Together, students, families, communities, and staff, achieve more than individually and we regularly celebrate accomplishments

# Program Model

The gifted education model is that of a continuum of services based on student strengths and learning needs. The program model holds the school personnel and parents/guardians responsible for the on-going communication and feedback about that child's educational experience.

The Multi-Tiered Support Systems (MTSS) framework uses core principles, education data, and practices to plan instruction and responds with flexibility to meet the unique needs of each learner.



We provide an ample and vital Gifted and Talented service that includes:

- An identification system based on current research and best practice that uses multiple assessments that are statistically valid and reliable.
- Innovative instructional strategies that meet the unique interests and abilities of each student.
- District culture and values that support the Gifted and Talented philosophy and mission.
- Highly skilled teachers who understand the complex needs of the gifted learners.
- Alignment of resources, structures, and systems to meet the needs of gifted and talented students.

## Screening Criteria

All Buffalo Lake-Hector-Stewart students will be screened annually using multiple criteria including local data, teacher ratings, classroom performance, and local achievement data. Whole grade level screening with the Cognitive Abilities Test (CogAt) will take place in the spring of 2<sup>nd</sup> grade and fall of 5<sup>th</sup> and 8<sup>th</sup>

grade. A spread sheet of student profiles will be created to assist in creating a pool of candidates for further evaluation. In addition, students referred through teacher, parent/legal guardian, and/or student referrals are included.

For Grades K-8: Student must have a minimum of 3 out of the 4 following pieces of data as evidence:

- o Ability measures (CogAT, IQ)
- o Achievement measure (MCAs, STAR, AIMSweb)
- o Teacher recommendation form
- o Other applicable district assessments

<b><u>Kindergarten -1<sup>st</sup></u></b>
End of the year assessment (area of giftedness), AIMSweb Plus and other applicable district assessment
<b><u>2<sup>nd</sup> Grade</u></b>
End of the year assessment (area of giftedness), CogAT (spring), AIMSweb Plus and others applicable district assessment
<b><u>3-5<sup>th</sup> Grade</u></b>
End of the year assessment (area of giftedness), CogAT (Fall of 5 <sup>th</sup> grade) MCAs, AIMSweb Plus, STAR and other applicable district assessments
<b><u>6-8<sup>th</sup> Grade</u></b>
End of the year assessment (area of giftedness), CogAT (Fall of 8 <sup>th</sup> grade) MCAs, AIMSweb Plus, STAR and other applicable district assessments
<b><u>Grades 9-12</u></b>
Throughout the school year, teachers in grades 9-12 and counselors use past performance in the classroom, scores on standardized tests, and advanced scores on state and local assessments to create a pool of candidates who would benefit from the gifted services in specific academic aptitude such as instruction in the College and Advanced Placement classes.

Formal identification for gifted service occurs after careful examination of data and other information. A student’s need for gifted service is based on a variety of factors. The resulting evidence of need may point toward strategic or intensive programming beyond the regular classroom.

In building evidence of student’s need for gifted education service, we gather information from multiple areas:

1. Cognitive abilities test (CogAT/WISC IV/Woodcock Johnson) measures aptitude
2. Measures of Academic progress (MCAs/STAR/AIMSweb Plus, Report Card) – measures achievement in reading and math
3. Classroom Teacher/performance – evidence of classroom performance
4. Teacher Input Form
5. Parent survey form

# **Gifted and Talented Procedures for Grades K-12 (See Attachment**

## **1) Procedure for Identifying Gifted and Talented Students**

1. After an initial inquiry is made by a parent, advocate, student, teacher, administrator, or gifted and talented coordinator, the process of assessing a student may begin. Within 10 school days of receiving the initial inquiry, the school personnel will start the process with the classroom/content teacher(s) completing a teacher rating scale. Parent(s) will also be asked to complete a parent survey regarding the student.
2. The gifted and talented coordinator will collect all initial data and set up an informational meeting with the team who is comprised of: the parent(s), advocate, teacher, building administrator, district school psychologist, curriculum coordinator, and gifted and talented coordinator. Any additional background information will be shared at this time.
3. The decision of which path to proceed with will be made by the team after the completion of the team meeting.
  1. If the team decides to not continue with the assessment, the classroom teacher will provide differentiated instruction or extended tiered services may be offered for this student.
  2. If the team decides to continue with the assessment, the school district will have up to 30 days to complete the assessments and observations. The WISC IV and Woodcock Johnson assessments will be given to the student so additional data may be collected. An informal interview will be conducted with the student by the building principal and gifted and talented coordinator.
4. Upon the completion of the assessments, the data will be compiled and shared with the team. The gifted and talented coordinator will set up a meeting with the teacher(s), building administrator, district school psychologist, and curriculum coordinator to discuss the results of the formal assessments and observations.
5. There will be a second meeting set up to inform the parent(s) about the results of the assessments and observations. The recommendation decided on by the team will be decided at this time.
  - a. If there is no evidence for acceleration by grade level or content area, the classroom teacher will provide differentiated instruction or extended tiered services may be offered for this student.
  - b. If the assessments show evidence for acceleration in grade level, see the Grade Level Acceleration flow chart (Attachment 2).
  - c. If the assessments show evidence for acceleration in content area, see the Content Area Acceleration flow chart (Attachment 3).

## **Referral Procedures**

Buffalo Lake-Hector-Stewart Public School District conducts an active search for students who should be evaluated for identification for gifted and talented services in general or specific academic aptitude. Screening is conducted on a yearly basis.

Automatic referrals can result when a student has an ability test score or the combination of two other pieces of data which indicate a need for further evaluation. These data sources could be from grade level screening assessments such as whole grade level ability testing (CogAT and MCAs), school-based benchmarking assessments given at specific points in the year (i.e. STAR, AIMSweb Plus, Common Formative Assessments), grades, or work samples showing superior level accomplishment or potential.

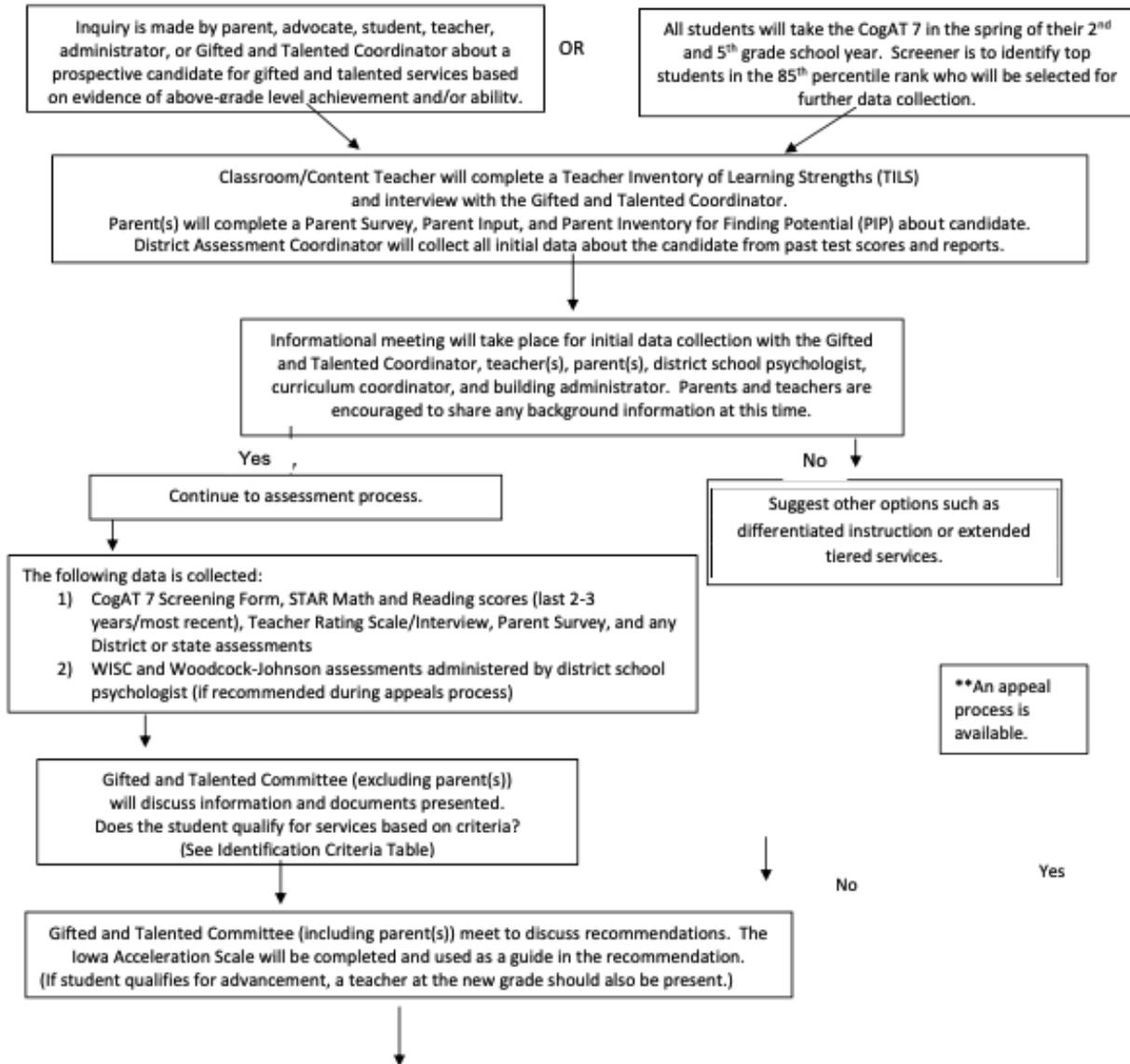
Classroom teachers, other school staff, peers, parents, community members, and students may refer a student for talented and gifted services **in one or more areas** (General Intellectual Aptitude Grades K-3 or specific academic aptitude in language arts, mathematics, science, or social studies in grades 4-12) through the following steps:

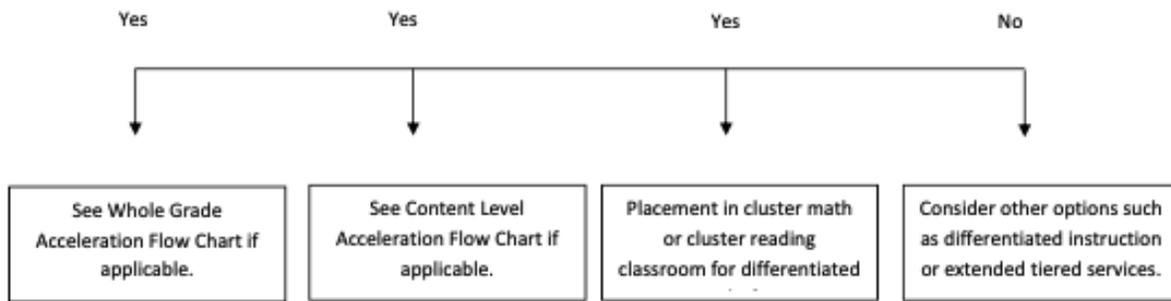
1. Complete the *Academically Gifted and Talented Services* form. A referral form may be requested from the school Gifted and Talented Coordinator.
2. Upon completion, the referral form is given to the school Gifted and Talented Coordinator.
3. Within 10 school days of receiving a referral form, the school Gifted and Talented Coordinator notifies parents with the *Parent Survey* to be completed.
4. The school has 45 days to evaluate the student and determine eligibility at an Identification/Placement Committee Meeting.
5. Within 10 school days following the Identification/Placement Committee meeting, parents are notified of the decision using *Not Eligible for G/T Services* letter or *Eligible for G/T Services* letter.
6. Once a student has been referred for talented and gifted services, he/she will proceed completely through the eligibility process.

Students may be referred for evaluation for talented and gifted services any time during the school year from the first day of school to the 90<sup>th</sup> day of school (allows eligibility process to be completed by end of the school year). Students may be referred in General Intellectual Aptitude or a specific academic area **only once** during the academic school year, however, they may be referred within the same academic school year for a different academic area. If students are found ineligible for gifted services in a specific area, they may be referred the following school year for the same area.

## Gifted and Talented Identification Process for Grades K-12

### Attachment 1





## Identification Criteria Table

Measures	Rating		Grades
1. CogAT 7 Ability Test  K-BIT-2	80% or higher * Students are eligible for placement on the basis of aptitude score alone if they score 96% or higher on the composite score		K-12
2. Minnesota Comprehensive Assessment  M (Math)  R (Reading)	M	R	Grades
	366	374	3
	466	466	4
	563	567	5
	662	667	6
	760	767	7
	861	867	8
	1164	1064	10 11
3. AIMSweb	90 <sup>th</sup> Percentile		K-4
4. STAR Math and Reading	90 <sup>th</sup> Percentile		2-11
5. Academic Performance	S+/X (Skills Mastered) A 3.75 on a 4.0 GPA Scale (grade point average) * Reviewed in the core content areas		K-2 3-4 5-12
6. WISC and Woodcock-Johnson (if applicable)	WISC = 120 W-J = 115		K-12
7. Portfolio of exemplary work may be submitted			

## Identification Criteria

- Kindergarten and First Grade students who meet the eligibility criteria in two of the three measures are eligible for gifted and talented services.
- Grade 2 students who meet the eligibility criteria in three of the four measures are eligible for gifted and talented services.
- Grades 3-4 students who meet the eligibility criteria in four of the five measures are eligible for gifted and talented services.
- Grades 5-12 students who meet the eligibility criteria in three of the four measures are eligible for gifted and talented services.
- Aptitude test results alone can qualify a student for placement (see Measure 1 above).

Parents are notified by letter when a student is identified as qualifying for gifted services.

## Whole Grade Advancement Procedures for K-8

### Attachment 2

If whole grade advancement is being considered, the following additional measures will be administered.

Measures	Rating	Grades
1. CogAT 7 Ability Test  K-BIT-2	80% or higher * Students are eligible for placement on the basis of aptitude score alone if they score 96% or higher on the composite score	K-12
2. Minnesota Comprehensive Assessment  M (Math)  R (Reading)	M	Grades
	366	3
	466	4
	563	5
	662	6
	760	7
	861	8
	1164	10
	11	
3. AIMSweb	90 <sup>th</sup> Percentile	K-4
4. STAR Math and Reading	90 <sup>th</sup> Percentile	2-11
5. Academic Performance	S+/X (Skills Mastered) A 3.75 on a 4.0 GPA Scale (grade point average) * Reviewed in the core content areas	K-2 3-4 5-12
6. WISC and Woodcock-Johnson (if applicable)	WISC = 120 W-J = 115	K-12
7. Portfolio of exemplary work may be submitted		
8. Minnesota Comprehensive Assessment in Science	570 863 1063	5 8 High School
9. End of the Year Assessment, based on academic state standards in social studies for grade level that would be preceding the grade level being considered	80%	1-10

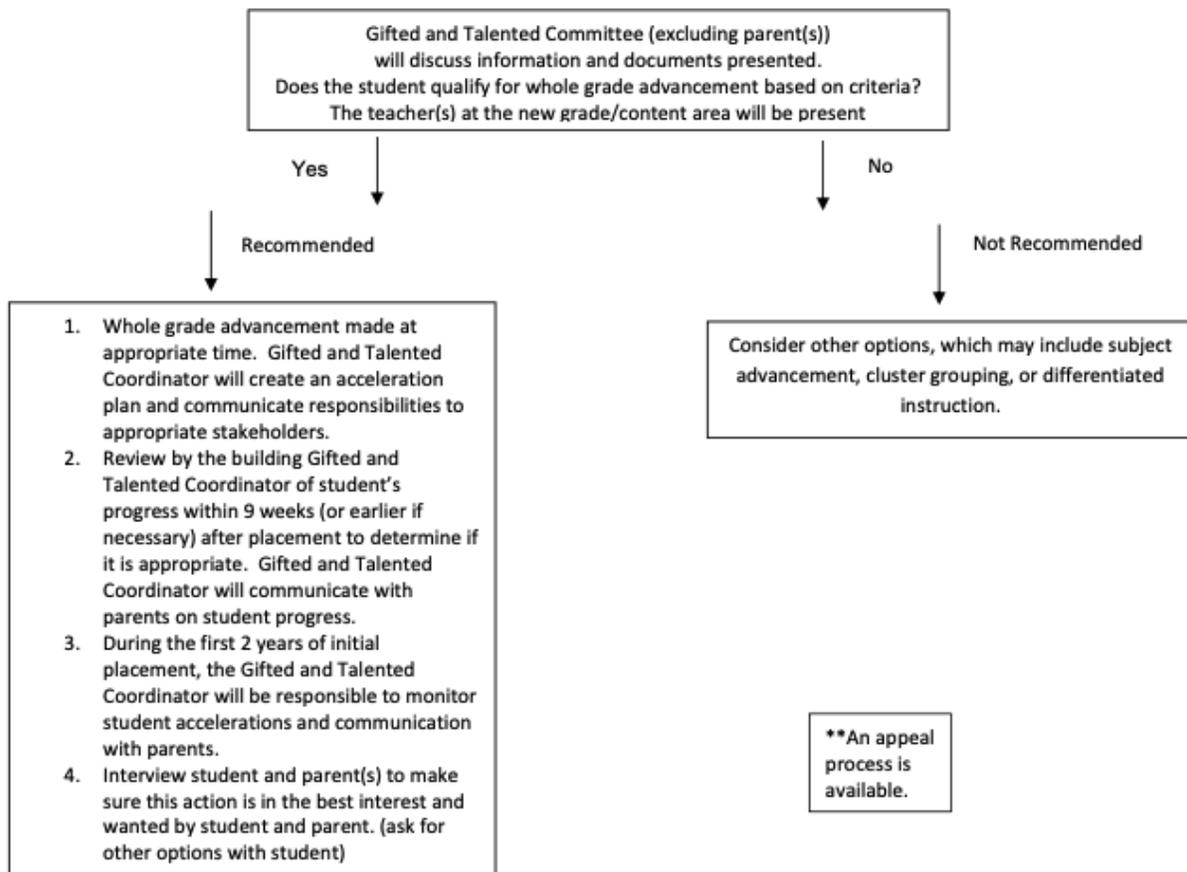
10. End of the Year Assessment, based on academic state standards in science for grade level that would be preceding the grade level being considered	80%	1-10
11. Writing Sample based on academic state standards for grade level that would be preceding the grade level being considered.	80%	1-10

**Whole Grade Advancement Criteria**

- Students will need to meet 2 additional measures in different content areas to be qualified for whole grade advancement

These assessment results will be collected by the Gifted and Talented Coordinator to be presented and discussed at the team meeting.

**Grade Advancement Flow Chart**



# Subject / Content Advancement Procedures for K-8

## Attachment 3

If subject/content advancement is being considered, the following additional measures will be administered.

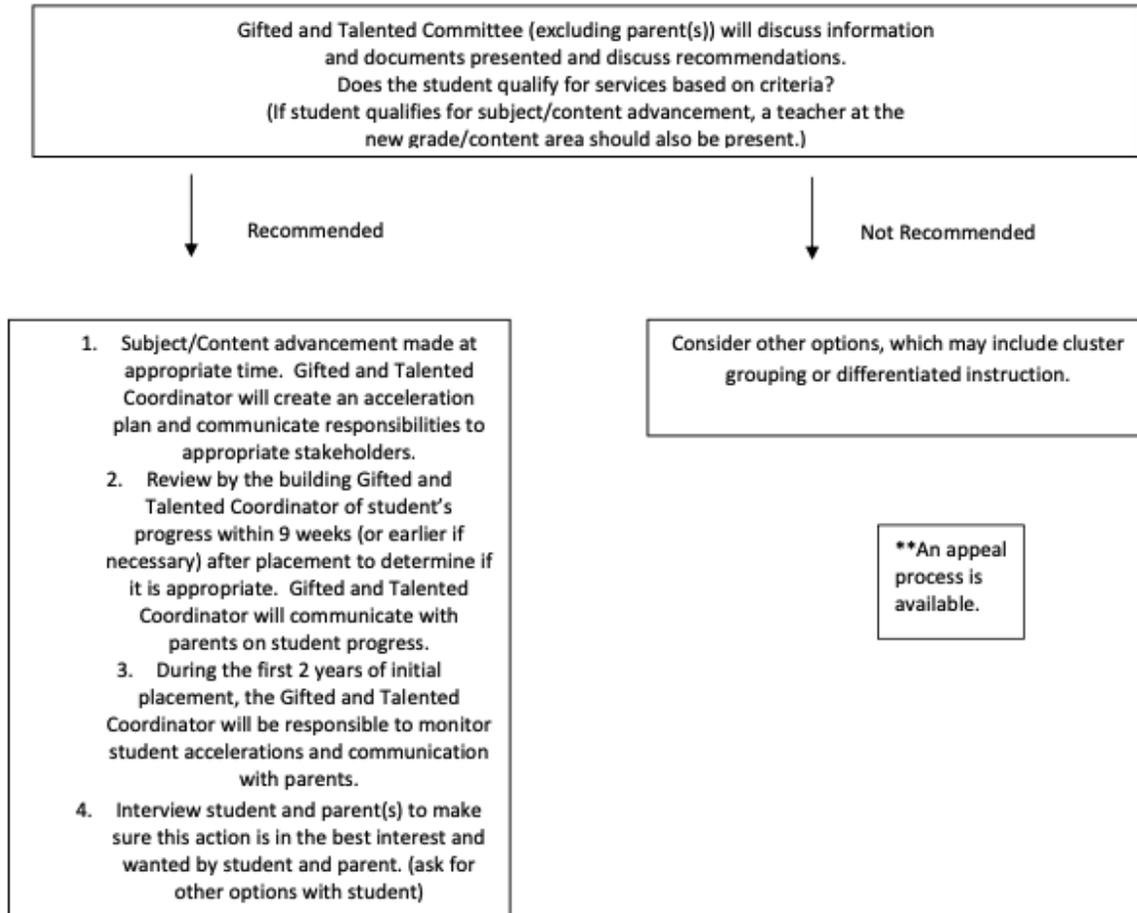
Measures	Rating	Grades
1. CogAT 7 Ability Test  K-BIT-2	93% or higher * Students are eligible for placement on the basis of aptitude score alone if they score 96% or higher on the composite score	K-12
2. Minnesota Comprehensive Assessment  M (Math)  R (Reading)	M	R
	366	374
	466	466
	563	567
	662	667
	760	767
	861	867
	1164	1064
		Grades
		3
		4
		5
		6
		7
		8
		10
		11
3. AIMSweb	90 <sup>th</sup> Percentile	K-4
4. STAR Math and Reading (current grade level)	90 <sup>th</sup> Percentile	2-11
5. Academic Performance	S+/X (Skills Mastered) A 3.75 on a 4.0 GPA Scale (grade point average) * Reviewed in the core content areas	K-2 3-4 5-12
6. WISC and Woodcock-Johnson (Appeals Process Only)	WISC = 120 W-J = 115	K-12
7. Portfolio of exemplary work may be submitted		
8. Minnesota Comprehensive Assessment in Science	570 863 1063	5 8 High School
9. End of the Year Assessment, based on academic state standards in social studies for grade level that would be preceding the grade level being considered	80%	1-10
10. End of the Year Assessment, based on academic state standards in science for grade level that would be preceding the grade level being considered	80%	1-10
11. Writing Sample based on academic state standards for grade level that would be preceding the grade level being considered.	80%	1-10

12.STAR Assessment based on academic state standards in math for grade level that would be preceding the grade level being considered	85 <sup>th</sup> Percentile	2-10
13.STAR Assessment based on academic state standards in reading for grade level that would be preceding the grade level being considered	85 <sup>th</sup> Percentile	1-10

**Subject/Content Advancement Criteria**

- If there is enough evidence to proceed with subject/content acceleration, the Gifted and Talented Coordinator will assess student in that area using the following measures and criteria
- These assessments results will be collected by the Gifted and Talented Coordinator to be presented and discussed at the team meeting.

## Subject/Content Advancement Flow Chart



## **Buffalo Lake-Hector-Stewart Public Schools Appeals Process**

Parents may appeal a decision by asking for the reconsideration of the results of any part of the identification process which would include the following: screening procedure or assessment instrument (which results in identification); the scheduling of children for assessment; the placement of a student in any program; and receipt of services.

Parents should submit in writing to the Gifted and Talented Coordinator outlining the nature of the concern, and with supporting documentation attached. Each consideration letter will be addressed by the Gifted and

Talented Committee. The decision will be based on the student's profile plus additional information presented to the committee by the family.

Steps to follow to participate in the Appeals Process:

1. Submit a letter stating in detail regarding the rationale that the Gifted and Talented Committee should consider for revisiting the student's current placement.
2. The parent must provide evidence that the child's knowledge, skills, and abilities are superior to those demonstrated and measured by school personnel. Prepare a portfolio or packet of supporting evidence such as additional student work. Writing samples, reading lists, essays, experiments or other authentic student works may be submitted. Any additional information will help the Gifted and Talented Committee make the best educational decision for each student.
3. Submit a teacher letter with information from the teacher, regarding the specific reason(s) for reconsideration in the area that the student did not receive qualifying criteria.
4. Testing from an outside source will be considered, but Buffalo Lake-Hector-Stewart Public School District is not responsible for any costs incurred if a parent chooses to obtain information this way.
5. Place portfolio/packet of supportive evidence, along with the letters, into a large envelope that is labeled with Student Name, School, Teacher, Grade, Parent Name, Address, and Telephone Number.
6. Submit this final packet no later than June 1 or December 15 of current school year to the Superintendent at Buffalo Lake-Hector-Stewart Public Schools, PO Box 307, Hector, MN 55342. Early Entrance to Kindergarten reconsideration packets are due August 1.

The Gifted and Talented Coordinator will convene a meeting with the parent/guardian, and the Gifted and Talented Committee to review the appeal request. The Building Administrator will issue a written final decision within 30 days of the appeal. This written notice will include the reason(s) for the decision.

Please note that placement decisions are reversed only in instances where extensive documentation is presented providing significant evidence that the child's knowledge, skills, and abilities are superior to those measured by school personnel. The decision of the committee is final.