

Brookings Gifted Education Program

Philosophy Statement

The mission of the Brookings School District is to provide a wide variety of educational and co-educational opportunities to help all students achieve their learning potential. The gifted student in our district demonstrates outstanding ability and achievement in comparison to his/her peer group. Such ability and achievement is demonstrated in areas of general intellect, creativity, critical thinking, and/or specific academic aptitude. The Brookings School District will provide modified or differentiated learning opportunities in grades 4-8 for identified students without compromising any of their basic skill requirements.

While many of our students are exceptionally talented in varied ways, this Gifted Education Plan is designed to serve our intellectually and academically gifted students. Our many talented students are provided with numerous opportunities to express themselves through district-wide, school-wide, and classroom enrichment and extra-curricular activities.

Goals and Objectives

The Gifted Education Program provides an integrated program serving students, staff, and parents by meeting four goals with their objectives.

1. To meet the needs of the gifted students.

Objective A: Identify gifted students through appropriate assessments.

Objective B: Provide an appropriate curriculum for gifted students.

Objective C: Review student Educational Enrichment Plan (EEP) on a regular basis.

2. To provide educational and curricular support for staff regarding gifted education.

Objective A: Provide ongoing education to staff on methods for identifying and educating gifted students.

Objective B: Make available a resource base of materials and programs that are suitable for gifted students.

3. To provide assistance and support to parents concerning gifted education.

Objective A: Disseminate information on identification of gifted student and the available opportunities.

Objective B: Work with parents to develop an EEP that will help achieve the full potential of their gifted student.

Objective C: Support parents by providing information on current trends and issues in gifted education.

Objective D: Communicate yearly with parents concerning their child's EEP.

4. To conduct an annual review of the Gifted Education Program.

Objective A: Keep updated cumulative files for all tested students.

Objective B: Analyze data received.

Objective C: Disseminate information in the form of a yearly report to school board.

Objective D: Adjust the gifted program as needed.

Identifying Gifted Students

The Gifted Education program provides two methods of identifying students with outstanding abilities and achievement in order to admit students to the program.

1. Screening

Screening is a process used to identify for possible testing any students from the general student population who possess exceptional intellectual abilities to see if they meet the gifted education program criteria. The Gifted Coordinator is responsible for reviewing standardized achievement test scores and ability scores and informing parents if their child may be eligible for testing for the gifted education program. **A student must meet criteria for both intelligence and achievement to qualify for the gifted program.** The initial screening criteria include the following components.

A. Intelligence Test Indicators (Must include one of the following)

- OTIS Lennon or other recognized group IQ indicator test score of 130
- Ability at or above full scale composite of 130 on group or individual intelligence test

B. Group Achievement Test Indicators (Must include all the following)

- Achievement at or above the 97th percentile on three out of four standardized achievement sub-tests or other recognized achievement test.
- Dakota STEP scaled score within the advanced category on both reading and math.
- Both STAR Reading and Star Math scores averaging 97th percentile using two consecutive scores for each category (administered at least one month apart).

2. Referral

Referral is an on-going process. Students in grades 3-8 may be referred at any time during the school year. The Gifted Education Coordinator will provide school personnel and parents with an overview of the referral process for the Gifted Education Program. The Referral process includes the following steps (also provided in an attached flowchart).

A. Initial Referral

- The Gifted Education Coordinator may refer students through the screening process.
- A teacher or other school personnel may refer a student.
- A parent may refer his/her child.
- A student may self refer or refer other students.

B. Screening for Eligibility for Ability (IQ) Testing

- If the student has a group IQ test score (Otis Lennon SAI score) of 130 or above, that score will be used as a qualifying ability score and no further ability testing will be done.
- The district will only administer a total of two ability tests to a student.
- Gifted Education Coordinator will check a student's records to determine if individual ability testing should be done.
 - a. A student must have at least two standardized sub-test scores that average 97thile in order to qualify for ability testing and
 - b. A student's Dakota STEP scores must both be in the advanced category.
 - c. If a student has no standardized achievement test scores in his/her file, STAR Reading and STAR Math scores may be used to determine eligibility for ability testing. Two STAR math and two STAR reading tests must each be administered

at least one month apart, and the scores must average 97%ile to qualify for ability testing.

- d. A student's achievement scores to be considered may be up to two years old.
- The Gifted Education Coordinator will contact the student's parents to obtain permission for ability and/or achievement testing.

C. Screening for Achievement Testing

- If the student qualifies for the program based on ability testing, the Gifted Education Coordinator will check the student's file for achievement scores.
 - a. A student must be at the advanced category in both reading and math categories on the Dakota STEP test in order to meet the screening criteria.
 - b. A student must have three out of four standardized achievement sub-tests at the 97%ile level in order to meet the achievement eligibility.
- The Gifted Educational Coordinator will conduct any additional achievement tests needed to determine eligibility.

D. Determination of Eligibility

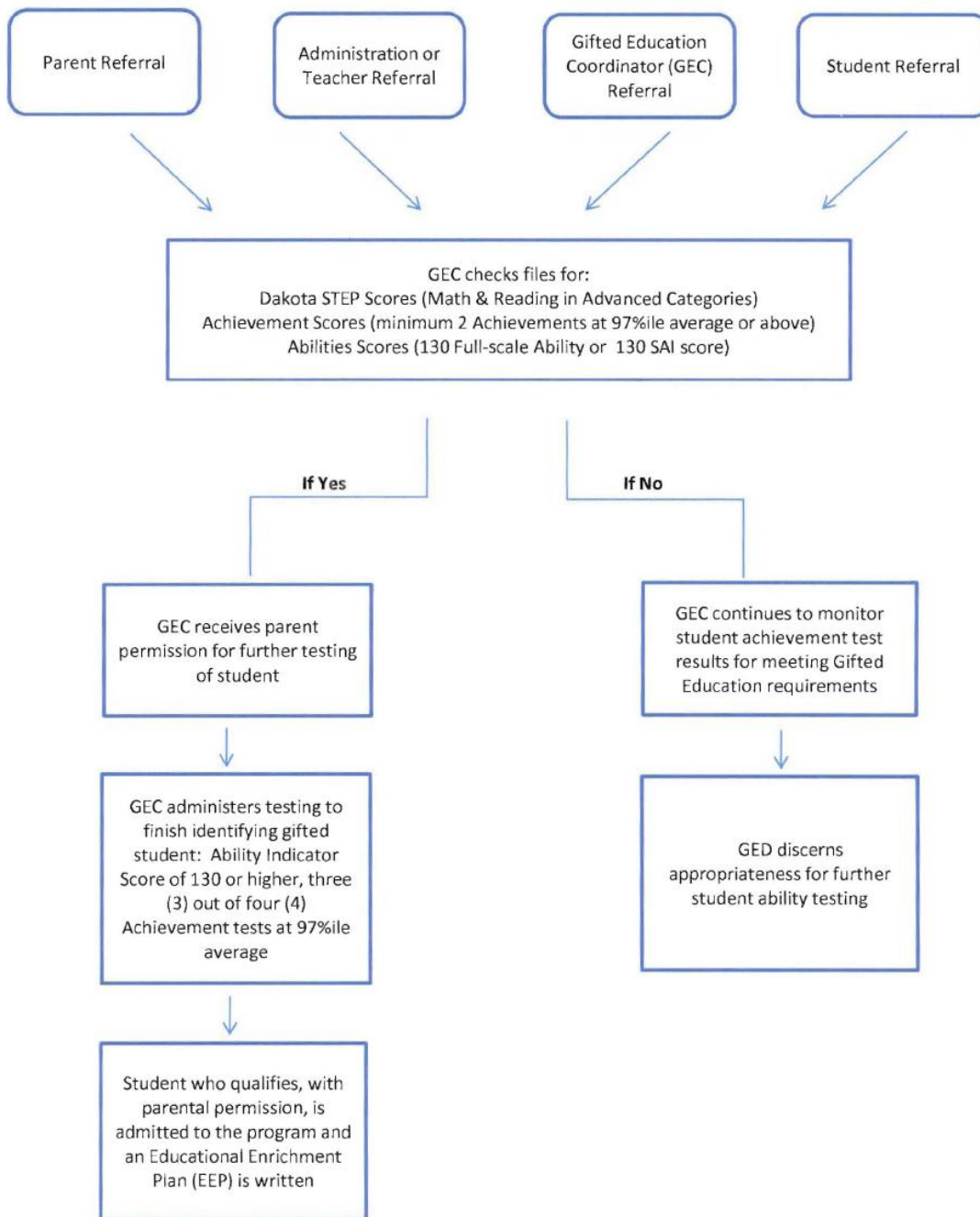
- If a student has met the ability criteria (130 full scale group or individual ability score) and achievement criteria (3 out of 4 subtests at an average of 97%ile), the student may be placed in the gifted education program contingent upon parental approval.

E. Follow-Up after Testing

- Following the completion of testing and analyzing test data:
 - a. A report will be sent to the parents.
 - b. A report of testing scores will be placed in the student's cum file.
 - c. A report of testing scores will be placed in the student's working file.
- If the student qualifies for the program, the Gifted Education Coordinator will obtain input from teachers, parents and the student in order to formulate an EEP (Educational Enrichment Plan) for the student.
 - a. A meeting may be held in order to formulate an EEP for the student
 - b. A copy of the signed EEP will be given to the parents.
 - c. A copy of the signed EEP will be given to the student's homeroom teacher.
 - d. A copy of the signed EEP will be placed in the student's cum file.
 - e. A copy of the signed EEP will be placed in the student's working file.
- If the student qualifies on ability, but not on achievement, the student's achievement scores will be monitored for future consideration.
- If a student qualifies on achievement, but not on ability, a determination will be made concerning the administration of another ability (IQ) test. Considerations include: district practice of only administering a total of two ability tests to a student, the deviation of the student's IQ score from 130, the validity of the IQ test based on testing conditions and student behavior etc.

*See attached Flow Chart

Gifted Student Identification in Grades 4-8



EEP Programming Options

The Gifted Education program makes available the following program options for students with an Educational Enrichment Plan. This list is comprehensive but other options are available depending on the student's abilities and program needs.

1. Individualized programs
2. Mentorships
3. Shadowing
4. Independent research and study
5. Acceleration as academically appropriate
6. Pull out options which relate to:
 - Curriculum
 - Flexible grouping
 - Talents and abilities
 - Compacting and contracting
 - Teacher resource and materials
7. Modification of content, process, product
8. Enrichment
9. Flexible grouping including ability grouping
10. Instructional strategies which:
 - Extend skill development
 - Teach thinking skills to all students
 - Encourage talents and abilities to emerge
 - Provide problem solving

Brookings Gifted Education Program
REFERRAL FORM

Student Name _____ Date _____

School/Teacher or Team/Grade _____ Gender _____

Parent/Guardian(s) _____

Address _____

Phone Number(s) _____ Cell Phone Number(s) _____

E-mail address (es) _____

Referring Individual _____

Relationship to student _____

List reason(s) for referral: (Use additional space if necessary)

List the student's greatest strengths:

List what has been done to meet this student's needs:

Referring Individual's Signature _____

Received by Gifted Coordinator _____ (date)

Brookings Gifted Education Program

Dear Parents,

This letter is to inform you that your student, _____ may meet criteria for entrance into the gifted education program. Test scores and information in your student’s file will be used to determine eligibility. In the event that further testing achievement and/or ability testing is needed, parental permission is required.

The Brookings School District testing criteria for gifted education are comprehensive. Test scores from intelligence and standardized achievement tests will determine eligibility. The achievement requirement for admittance into the gifted education program is three out of four achievement sub-test scores averaging 97%ile. The full-scale ability (IQ) test must be at 130 or higher.

To give permission for the evaluation, please fill in the bottom of this letter and return it to the school office or to your child’s classroom/homeroom teacher. Testing will be coordinated with your child’s teachers. Following completion of all the testing, the results will be communicated to the parents, teachers and administrators. When you receive testing results, please use discretion when deciding when to divulge ability (IQ) scores to your student.

Sincerely,

Brookings School District Gifted Education Coordinator

I (we) hereby give permission for the Brookings School District to administer and/or collect testing data concerning our child (print full name) _____ for the purpose of possible admittance into the gifted education program.

Parental Signature(s) _____ Date _____

Please print the following parent information:

Name(s) of Parent(s) _____

Address _____

Phone Number(s) _____ Cell Phone Number(s) _____

E-Mail Address(es) _____

Name of Child’s School/Teacher/Grade _____

Brookings Gifted Education Program
Team Meeting

Student's Name _____

School/Teacher or Team/Grade _____ Date _____

Signatures of Team Members:

Name

Position

_____	_____
_____	_____
_____	_____
_____	_____

Comments:

_____ Refer for further evaluation

_____ No further evaluation

Signature

Date

Brookings Gifted Education Program
Enrichment Education Plan (EEP)

Student's Name _____ Date _____
Date of Birth _____ Gender _____
Current School _____ Current Grade/ Year _____
Parent(s) _____
Address _____

Phone Number(s) _____ Cell Phone Number(s) _____
E-Mail Address(es) _____

Student was placed in gifted education on (date) _____ based upon the following test scores given on the indicated dates:

1. _____
2. _____
3. _____
4. _____

Goals for the student:

1. _____
2. _____
3. _____

Modifications:

Implementations:

Signatures:

Gifted Education Coordinator _____

School Principal _____

Classroom Teacher/Team Representative _____

Parents

After reading your child's EEP please add comments or anything you feel is missing, and return the form to the gifted education coordinator. If you agree with the EEP as written, please sign and return to the Gifted Education Coordinator. After your child's EEP has been revised, any remaining signatures will be obtained, and a copy of the EEP will be sent to the parent(s).

Parental Signatures

_____ Date _____

_____ Date _____

Brookings Gifted Education Program
Teacher Yearly Report

Student's Name _____ Date _____

School/Teacher or Team/Grade Level _____

List or check the classroom activities and practices followed for this student.

_____ Weekly enrichment classes

_____ Math enrichment or math advancement

_____ Tutor or Mentor

_____ Curriculum deviation

_____ Other

Appropriate recommendations for next school year:

Signature of Classroom Teacher or Team Representative _____

Date _____