

ELO



Extended Learning Opportunities

Red Oak Community Schools
Gifted/Talented Programming

Parent-Student Handbook

Extended Learning Opportunities

**Red Oak Community Schools
904 Broad Street Red Oak, IA 51566**

Dear Parents and Students:

We have prepared this handbook which outlines the gifted/talented programming – **Extended Learning Opportunities** - at Red Oak Community School to serve as a resource for you. Included in the booklet are these topics:

- *the definition of giftedness
- *the identification procedure
- *the identification process
- *goals and performance measures
- *program overview
- *program evaluation
- *staffing provisions

We encourage you to read the information and provide us with feedback. If you have any questions, please feel free to contact us.

We look forward to providing **Extended Learning Opportunities** for the accelerated students in the Red Oak school system.

Sincerely,

Doug Barry, ELO Program Supervisor
Becki Kaiser, ELO Facilitator K-3, 6-12
Jeannie Bates, ELO Facilitator 4-5

Definition of Giftedness

Red Oak Community Schools has adopted the Iowa Code 257.44 definition of giftedness which states:

“Gifted and talented students are those identified as possessing outstanding abilities who are capable of high performance. They require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. Gifted and talented children include those with demonstrated achievement or potential ability, or both, in any of the following areas or in combination:

1. general intellectual
2. specific ability aptitude
3. creative thinking
4. leadership ability
5. visual and performing arts ability”

Rationale

We believe the educational needs of the vast majority of students can be met through the core curriculum. However, specific small populations of students require supplemental curricular experiences to facilitate learning. All students deserve the opportunity to develop to their full potential; talented and gifted students deserve no less. Students whose estimated potentials differ significantly from the average have educational needs that are unlikely to be served by the regular curriculum. Investing in appropriate education for the gifted will yield returns in the long term. Ignoring the need of these students would be to condone under achievement and waste a valuable resource in our nation.

It is because of these reasons the Red Oak Community School chooses to identify and provide a differentiated and/or accelerated program for students who display talented and gifted behavior.

K-12 Personal Education Plan (PEP)

Personal Education Plans (PEP)s are written each school year for each identified Talented and Gifted student. PEPs are co-constructed with the building Talented and Gifted teacher, , parent/guardian(s), and possibly classroom teacher and the student. The PEP is intended to clarify the programs and services a student needs to be successful and achieve true learning in his or her identified academic areas. The PEP outlines the accommodations needed and the person responsible for carrying out the accommodations.

See Appendix A for a copy of the PEP.

Talented and Gifted Professional Development

The Red Oak Community School District professional development plan is intended to provide teachers and administrators with the knowledge, skills, and strategies that will help them provide talented and gifted students with the academic and affective support they need to experience an appropriate level of challenge and learning each day. The professional development is provided in multiple ways. Some professional development is provided during traditional professional development time to all teaching staff in a building or across the district. Some professional development is provided via e-mails and newsletters. Talented and Gifted staff and other teachers across the district are provided opportunities to attend workshops geared toward the teaching of the talented and gifted student.

Talented and Gifted Program Budget

Red Oak Community School District follows the state funding formula for Talented and Gifted programming. This formula is based on certified enrollment. The state provides 75% of the budget, while the district funds the remaining 25%. The majority of ROCSD's Talented and Gifted budget is spent on staffing.

IDENTIFICATION

Valid and systematic procedures are used, including multiple selection criteria for identifying gifted and talented students from the total student population.

Identification is an on-going process; therefore, guidelines have been established for three levels: elementary, middle school, and high school for general intellect and the specific academic areas of language and math.

General Intellect K-12 Identification Criteria

The following criteria are used to identify K-12 students in the area of General Intellect from annual total school screening. Students must meet three of the following:

1. ITBS composite score of 94 percentile (national percentile rankings) or other national/state test (PSAT, ACT, SAT) for 9-12.
2. I.Q. composite score of 124 on the Cognitive Abilities Test or other test generating an IQ score.
3. Previous identification for a G/T program.
4. Teacher, self or parent nominations.
5. Consideration of other evidence – student work samples, products, or performance showing exceptional ability – if numerical evidence is not present due to student under achievement, cultural bias of test instruments, at-risk factors, economic deprivation, or student handicaps.

Language Arts K-12 Identification Criteria

The following criteria are used to identify K-12 students in the area of Language Arts from annual total school screening. Students must meet three of the following:

1. ITBS composite score of 94 percentile (national) or above in language total or comprehension or other national/state test (PSAT, ACT, SAT) for 9-12.
2. I.Q. composite score of 124 on the Cognitive Abilities Test (verbal) or other test generating an IQ score.
3. BRI score 2 ½ levels above current grade level.
4. STAR Reading assessment score at 94% or above.
5. Gates Reading assessment score at 94% or above.
6. Previous identification for a G/T program.
7. Teacher, self or parent nominations.
8. Consideration of other evidence – student work samples, products, or performance showing exceptional ability – if numerical evidence is not present due to student under achievement, cultural bias of test instruments, at-risk factors, economic deprivation, or student handicaps.

Mathematics

4-12 Identification Criteria

The following criteria are used to identify 4-8 students in the area of Mathematics from annual total school screening. Students must meet three of the following:

1. ITBS total score of 94 percentile (national percentile rankings) or above in math or other national/state test (PSAT, ACT, SAT) for 9-12.
2. I.Q. composite score of 124 on the Cognitive Abilities Test (quantitative) or other test generating an IQ score.
3. STAR Math assessment score at 94% or above.
4. Inventory assessment scores of 90% or above.
5. Previous identification for a G/T program.
6. Teacher, self or parent nominations.
7. Consideration of other evidence – student work samples, products, or performance showing exceptional ability – if numerical evidence is not present due to student under achievement, cultural bias of test instruments, at-risk factors, economic deprivation, or student handicaps.

Identification Process

I. Nomination

- *Nominations received from teachers, parents, or students.
- *ELO teacher/coordinator and/or counselor screen from total school population ITBS/ITED results looking for those that lie at 90+% (national).
- *ELO teacher/coordinator and/or counselor check files of new students to the district.

II. Profile Development

- *The ELO teacher/coordinator collects and records available data and information.
- *Additional information and testing data is collected to complete the profile of individual students.

III. Profile Assessment

- *G/T committee reviews the student profiles to determine which students have a need for qualitatively differentiated programming. (See Identification Criteria)
 - The G/T committee may consist of the building principal, The G/T coordinator and/or teacher, counselor, current subject area teachers, and, when needed, a Building Assistance Team representative.
- *If the profile is unclear in giving direction about programming needs, the following options may be pursued:
 - Consult the classroom teacher/s in the student's strongest area to assess need for curricular modifications.
 - Collect more evidence as the year progresses.
 - Establish a trial period or unit within the ELO program.
- *If numerical evidence is not present due to student underachievement, cultural bias of test instruments, at-risk factors, economic deprivation, or student handicaps, other evidence will be given consideration.

IV. Program Services

- *Establish a plan for the students for the current school year according to their needs in specific (language/math) or general academic areas.
- *Communicate with parent and student to receive written consent for placement.
- *Evaluate annually or as needed for entrance, continuance or exit.
- *Consult regularly with staff to plan and carry out curricular modifications, and monitor progress and changing needs.

V. Exit Criteria

At any point, a student, parent or ELO teacher/coordinator may decide that the ELO Program is not the appropriate educational experience needed.

Goals and Performance Measures

Program Objectives

- To provide opportunities to develop the knowledge, skills, and attitudes needed to live effectively in a world characterized by ethnic diversity, cultural pluralism, and increasing interdependence.
- To develop skills necessary to become independent, self-directed life-long learners.
- To provide activities based on higher level critical and creative thinking skills.
- To provide opportunities for the expansion, enrichment and/or acceleration of the regular classroom.
- To provide opportunities to participate in activities to develop and enhance a positive self concept.
- To provide opportunities for personal development and career goal development with respect to the characteristics of the gifted.

Performance Measures

Multiple assessment tools will be used to determine a student's growth in the ELO program. These include, but are not limited, to the following:

1. Daily assignments, tests, and student projects
2. Rubrics
3. BRI and Gates-McGinite reading tests/STAR math and reading tests
4. ITBS tests administered during the school year

On-going evaluation procedures throughout the school year will include both formal and informal. Conferences between the ELO teacher and classroom teachers, parents, and students will. This information will be utilized to make necessary changes for the next school year.

Differentiated Program

K-5 Program Overview

Red Oak Community School offers an academic pull out program for gifted students, grades K-5, in the areas of language arts and math.

Students are challenged with differentiated and/or accelerated curriculum from that in the regular classroom. Students participate in topics/subjects earlier than usual and those not normally studied in the regular classroom. Creative thinking techniques and higher level thinking skills will be emphasized during instruction.

Middle School Program Overview

Students in middle school are provided a differentiated curriculum in a variety of ways. Students have their academic needs met through independent studies, differentiation and compacting (ie. alternate assignments), and academic competitions.

Students meet with the ELO instructor at grade six to explore math topics not normally studied in the regular classroom in more depth and breadth. Students in grade seven study pre-algebra and students in grade eight study algebra. Sixth and eighth graders have the opportunity to compete in math competitions: AEA Math Bee and MATHCOUNTS.

The ELO facilitator collaborates with the regular Reading instructor to extend topics covered in the regular curriculum at grades six and seven. Eighth grade students are provided a differentiated curriculum with the regular education teacher.

High School Program Overview

Students in high school are provided a differentiated curriculum in a variety of ways. Working with the high school counselor, each student maps out a four-year plan of study during their eighth grade year. Students' academic needs are met through independent studies, ICN courses, Iowa AP On-Line Academy, flexible scheduling, AP courses of study, college courses, and Honors Seminar.

High school students may enroll in post secondary/college classes where students receive both high school and college credit. Students may “test out” of courses as arranged on an individualized basis.

Whole Grade Acceleration

Whole grade acceleration (grade skipping) is considered on a case by case basis.

Program Evaluation

Beginning in 2009-10, each year an evaluation of the services offered to gifted/talented students will be completed via parent surveys. This information is collected and studied by appropriate staff to determine if revisions need to be made in current programming.

In addition, students are surveyed as well at the conclusion of a unit of study or end of year.

Information is also gathered from classroom teachers. Collaboratively, the ELO teacher along with classroom teachers, assesses the services offered to determine if students' needs are being met.

Staffing Provisions

Currently, two ELO teachers are employed a total 1 and 1/2 time (one is full time and one is ½ time) to coordinate identification of students, coordinate, develop, and teach K-8 pull-out enrichment classes, coordinate high school independent studies classes, and other high school opportunities. The program is supervised by a principal within the district.

Appendix A

**Red Oak Gifted Education
Personal Education Plan**

Student/Grade: _____ Year of Plan : _____

Current Teacher(s): _____

Qualifying Criteria *(to be completed each fall by the ELO teacher)*:

The Plan

Date	Student Needs	Services Provided	Provided by

Content, skills, and activities completed annually: