

2021 Gifted Education Handbook:

Parent and Educator Guidance and Resources



Lincoln County School District 2

Welcome to LCSD 2's Gifted Program

District Purpose and Direction Statement

LCSD 2's purpose and direction is "Success at the Next Level." We do this by providing our students with a rigorous, relevant education. We also emphasize the importance of building positive relationships.



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Wyoming Definition Gifted and Talented

“Gifted and talented students identified by professionals and other qualified individuals as having outstanding abilities, who are capable of high performance and whose abilities, talents and potential require qualitatively differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society.”²

NCLB Definition Gifted and Talented

“Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.”³

LCSD 2 Definition Gifted

“Gifted students are those who are identified as demonstrating high performance ability or potential in academics and therefore require an educational program beyond that normally provided by the general school program in order to achieve their potential.” This definition includes students who have the academic and/or intellectual potential to function at a high level in one or more academic areas. We strive to identify students in four areas of giftedness:⁴

- Learning
- Motivation
- Creativity
- Leadership

² Wyoming Statute 21-9-101(c) provides a definition of Gifted and Talented Students and mandates identification and provision of services to identified students. Further Statutory direction requires districts to submit annually, “a summary regarding the district’s programs for gifted and talented students” to WDE.

³ No Child Left Behind Act, P.L. 107-110 (Title IX, Part A, Definitions (22) (2002); 20 U.S.C. Sec. 7802 (22) (2004))

⁴ See page 14 for a description of each area of giftedness

Who Are the Gifted?

There are many definitions for giftedness. They all have one element in common: A gifted person is someone who shows, or has the potential for showing, an exceptional level of performance in one or more areas of expression. Some of these abilities are very general and can affect a broad spectrum of the person's life, such as leadership skills or the ability to think creatively. Some are very specific talents and are only evident in particular circumstances, such as a special aptitude in mathematics, science, or music.

The term giftedness provides a general reference to this spectrum of abilities without being specific or dependent on a single measure or index. It is generally recognized that approximately five percent of the student population, or three million children, in the United States are considered gifted.

A person's giftedness should not be confused with the means by which giftedness is observed or assessed. A parent's, teacher's or student's recommendation, a high mark on an examination, a high IQ score, are not giftedness; they may be a signal that giftedness exists.

Some of these indices of giftedness are more sensitive than others to differences in the person's environment. The National Association for Gifted Children (NAGC) does not subscribe to any one theory of the nature of human abilities or their origins. We assert that there are children who demonstrate high performance, or who have the potential to do so, and that we have a responsibility to provide optimal educational experiences for talents to flourish in as many children as possible, for the benefit of the individual and the community.

We advocate that schools must provide educational experiences appropriate to the needs of all children, including those who are high-ability, gifted learners. Educational programs adapted to meet the needs of gifted learners are referred to as differentiated.

In order to develop exceptionally high ability to its fullest potential, educational programs based on appropriate curricular and instructional modifications beyond that typically provided in most classrooms are necessary. Some of the needs of gifted students can be met in regular classrooms with adequate teacher training and support services. Some cannot.

Further, gifted students, as is the case for all students, are not a homogenous group with needs that can be satisfied through a single administrative adjustment. We support the use of a variety of educational services to enable educators to meet the needs of gifted learners, and, indeed all learners.

Is My Child Gifted?

All children are special and have their own areas of strength. However, some children have unusually advanced abilities that benefit from special adjustments at home and school to help them grow and learn to their fullest potential. As you watch your child grow and develop, you may notice skills or characteristics that are quite different from those of other children the same age. For example, your child may:

- Be very curious and observant
- Use adult-sounding words and reasoning
- Think of many unusual ideas
- Recognize complex patterns or relationships
- Come to surprising solutions to problems
- Show a strong memory
- Ask unusual questions
- Demonstrate advanced talent in a certain area (such as mathematics, science, writing, art, music, or drama)
- Learn letters or numbers early and read before being formally taught. Children can demonstrate giftedness in a variety of ways, and often parent(s)/guardian(s) are the first to notice special abilities. If you are seeing a number of these traits, skills, and behaviors in your children, it might be a signal that their development could be advanced.

What Should I Do If I Believe My Child is Gifted?

Family members play an important role in providing learning experiences for children. There are many ways in which you can recognize and build on the strengths and talents you see in your children. For example:

- Encourage your children's curiosity and creativity
- Help your children find activities they love
- Give your children opportunities to take healthy risks as they explore the wonder around them

Like all children, young gifted children need to become comfortable with trying new things and learning from their mistakes. Help them “fail forward!” When your child has mastered one activity, present an opportunity for new challenges. Recognize that your child may be ready for experiences earlier than other children, and that his or her questions and interests may surprise and challenge you. Educate yourself about gifted children and about learning opportunities for them in the community. There may be times when you want to consult with your family physician or a psychologist who has experience working with gifted children. Another resource is the National Association for Gifted Children;⁵ they have excellent publications that can support you in supporting your child.

⁵ See Resources at the end of the Handbook for contact information

Characteristics of Gifted Students

As compared to their age peers, gifted students tend to:

- Learn more rapidly
- Have a stronger need to know
- Be more adept at using abstract thinking skills
- Demonstrate more sophisticated communication skills
- Have a longer attention span
- Perceive more unusual associations
- See and create patterns of meaning
- Have intense and/or broad interests
- Be more intellectually playful
- Be better at discerning discrepancies
- Have greater retention of information
- Be more imaginative

Affective Characteristics of Gifted Students

- Unusual sensitivity to the expectations and feeling of others
- Keen sense of humor; may be gentle or hostile
- Large accumulation of information about emotions that has not been brought to awareness
- Heightened self-awareness, accompanied by feelings of being different
- Idealism and sense of justice, which appear at an early age
- Earlier development of an inner locus of control and satisfaction
- Unusual emotional depth and intensity
- High expectations of self and others, often leading to high levels of frustration with self, others, and situations
- Perfectionism
- Strong need for consistency between abstract values and personal actions
- Advanced levels of moral judgment

Bright Child/Gifted Learner

The bright child has educational strengths that can be supported and enhanced within the classroom environment. Differentiated curriculum, instruction, and assessment, coupled with a teacher/facilitator who is able to extend curriculum to meet the bright child's needs, also allows some of our gifted learners' needs to be met within the regular classroom environment. The information in the chart below may help you think about the differences between bright and gifted children.

Bright Child	Gifted Learner
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail; elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
Six to eight repetitions for mastery	One to two repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates new designs
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser

Chart developed by Janice Szabos.

Ten Myths & Facts About Gifted Students and Gifted Education

Myth #1: Gifted kids have it made and will succeed in life no matter what. They don't need any special help in school or anywhere else.

Fact: Everyone needs encouragement and help to make the most of their abilities and succeed in life. In fact, research shows that 25% of gifted people are underachievers and quit trying because nothing they do leads to any measurable success or satisfaction.

Myth #2: Gifted kids love school, get high grades, and greet each new school day with enthusiasm.

Fact: Most schools are geared for average learners, not gifted learners, which can make it hard for gifted students to get excited about going. Some of the most talented students in the United States actually choose to drop out of school altogether.

Myth #3: Gifted students come from white middle and upper class families.

Fact: Children with gifts and talents are represented in all cultural, ethnic, and socioeconomic groups.

Myth #4: Gifted kids are good at everything they do.

Fact: Some gifted students are good at many things; others are exceptionally able at only a few things. Some gifted students are also learning disabled, which means that they might not be very good at schoolwork.

Myth #5: Teachers love to have gifted students in their classes.

Fact: Some teachers' do, some don't. Some teachers may feel uncomfortable with gifted students and can get defensive when they suspect that these students know more than they do.

Myth #6: If gifted students are grouped together, they will become snobbish and elitist.

Fact: Some students will some won't. What's especially pernicious about this myth is that some adults use it to rationalize decisions about not allowing gifted students to work or study together or not providing them with opportunities that meet their learning needs. Gifted students need to be able to work together to learn and communicate at as rapid and in-depth a pace as they are able.

Myth #7: All gifted students have trouble adjusting to school and forming relationships.

Fact: Some gifted students do, some don't – just like other students.

Myth #8: Gifted students don't know that they're "different" unless someone tells them.

Fact: Most gifted students don't need to be identified or labeled before they are aware that they're not quite like their age peers.

Myth #9: Gifted students must constantly be challenged and kept busy or they'll get lazy.

Fact: Some gifted students might get bored, but they won't necessarily get lazy – just like other students.

Myth #10: Gifted kids are equally mature in all areas – academic, physical, social, and emotional.

Fact: This might make things simpler, but it's not true or reasonable. In fact, research has found that gifted youngsters tend to be asynchronous in their development. They may be way above their age peers in cognitive development and highly sensitive for their age, but may lag behind in physical development and socially they prefer younger kids or adults as companions.

Checklist of Characteristics for Areas of Giftedness

Gifted Area	Characteristics
Learning	has advanced vocabulary
	has large storehouse of knowledge
	finds various ways of expressing ideas
	understands complicated material
	pursues advanced reading material
	draws inferences easily
	has excellent memory
	performs complex mental tasks in math
Motivational	becomes deeply involved in topics
	persistent in task completion
	tenacity in finding information
	needs little external motivation
	emotionally sensitive
	may prefer to work independently
	interested in "adult" problems
	easily bored with routine tasks
Creativity	imaginative, original, inventive
	intellectually playful
	generates a large number of solutions
	comes up with unique responses
	unusual and divergent thinking
	ability to adapt, improve or modify
Leadership	initiates projects
	has responsible behavior
	is self-confident with peers and adults
	is cooperative with teachers and peers
	has ability to articulate ideas
	adapts readily to new situations
	seems to be well-liked by peers
	tendency to direct an activity

Adapted from: Lincoln County School District #2 Gifted Characteristics Checklist

Section II. Identification Process

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LCSD 2 Philosophy of Gifted Programming:

- There are two phases for “gifted” with LCSD 2.
 1. **Phase One-- Initial Screening/Identification** (See Section II): Identification procedures are equitable and comprehensive. They reflect our district’s definition of giftedness.
 2. **Phase Two-- Appropriate Placement/Programming** (See Section III): The basis of education for gifted students, like all students, is in the regular classroom. Gifted students will have their needs met within that setting, as long as there is consistent differentiation.

LCSD 2’s philosophy is integrally connected to our district’s purpose and direction statement “Success at the Next Level.” Our district’s instructional programs for gifted students are based on principles that all students receive an education appropriate to their individual capabilities, interests, and needs, and that students have learning opportunities that help develop their abilities to the highest level. Our goal is for learners to maximize their high potential through an effective program. Using a multi-dimensional teaching approach, emphasis is placed on learning processes involving the cognitive and affective domains enabling the identified gifted students to become intellectually and creatively productive adults.

“We can’t become what we need to be by remaining what we are.”

-Oprah Winfrey-

Identification Process

Referrals for gifted testing from administrators, students, parents and teachers can be made anytime during the year.

Screening

- Formal screening consists of teachers from 3rd, 5th, and 7th grades completing Part 1 electronically of the *Gifted Characteristics Checklist*⁷ on every student.
 - This includes “new students” to the grade level.
 - 2nd grade teachers will also complete this process. This information will be used as a data point for future reference.
- Criteria for Referral:
 - The student produces a majority of scores of 4 and/or 5 on Part 1 of the *Gifted Characteristics Checklist*.

Referral

1. Teacher completes Parts 2, 3, and 4 of the *Gifted Characteristics Checklist* for students who score mostly 4's and 5's on Part 1.
 - a. 2nd grade teachers will complete this process if students produced mostly 4's and 5's on Part 1. This information will be used as a data point for future reference. No further formal action is needed for 2nd grade students.
2. School psychologist completes Section A and the Demographics on the top of the *Referral, Notice and Consent for Evaluation for Gifted Services*⁸.
3. School psychologist submits the Referral form and entire *Gifted Characteristics Checklist* to the Building Intervention Team (BIT) or Professional Learning Communities (PLC).

Building Intervention Team or Professional Learning Communities (BIT/PLC)

- Members of the BIT/PLC team could consist of building principal, general education teacher, school psychologist, etc.
- Review of existing information: BIT/PLC reviews the Referral Form 1, the *Gifted Characteristics Checklist* and any other available data.
- If appropriate, the BIT/PLC may prescribe interventions or other actions to increase the team's understanding of the student.
- The BIT/PLC determines whether an evaluation is appropriate. Along with the school psychologist, The BIT/PLC completes the *Referral, Notice and Consent for Evaluation for Gifted Services*⁸ and sends this form to the parent.
- **Prior to conducting an evaluation, the school must have signed consent from the parent.**

Evaluation

- Once parental consent for an evaluation is received, the school psychologist administers the assessments as prescribed by the BIT/PLC team.
- Example of a completed Psychoeducational Evaluation Report⁹
- Example of Student Interview Questions¹⁰.
- Example of Parent Interview Questions¹¹
- The school psychologist completes *Summary of Evaluation, Eligibility Determination, and Parental Consent*¹² and submits the form to the building principal.
- Building principal or designee invites the parent to an evaluation review meeting to:
 1. Review the Evaluation and complete the Protocol for Contacting Parents¹³
 2. Obtain parent consent for gifted services

Service Plan

- Gifted teacher invites the parent to a service plan meeting (usually held during the first trimester parent teacher conferences.)
- Parent and teacher develop a *Student Service Plan*¹⁴.
- *Student Service Plans* are reviewed annually.

Eligibility Criteria

IQ	Achievement
135 and higher Verbal or Fluid Reasoning (Uniquely Gifted)	No Requirement
130 or higher GAI or Full Scale (Intellectually and/or Academically Gifted)	No Requirement

LCSD#2 Gifted Services - *REVISED MAY 20, 2017 (excluding 125-129 eligibility category)*

6-14 See pages from LCSD 2 forms at the end of the Handbook.

Six Types of Giftedness

- **Type 1 Successful:** Are the most easily identifiable, may account for up to 90% of the identified gifted students in schools. They are the students who have learned the system and are well adjusted to society with a generally high self-concept. They are obedient, display appropriate behavior, and are high achievers, therefore, loved by parents and teachers. However, they can also get bored at school and learn the system fast enough so as to use the minimum effort to get by. They are also dependent on the system, thus less creative and imaginative, and lack autonomy.
- **Type 2 Challenging:** Are the divergently gifted, who possess high levels of creativity. They do not conform to the system and often have conflicts with teachers and parents. They get frustrated, as the school system does not recognize their abilities.
- **Type 3 Underground:** Refers to gifted students who deny their talents or hide their giftedness in order to feel more included with a non-gifted peer group.
- **Type 4 At Risk:** Gifted students who are angry and frustrated, whose needs have not been recognized for many years, and feel rejected in the system. They express themselves by being depressed or withdrawn and responding defensively.
- **Type 5 Twice/Multi-Exceptional:** Gifted students who are physically or emotionally handicapped in some way or have a learning disability. They show signs of stress, frustration, rejection, helplessness or isolation. They are also often impatient and critical with a low self-esteem.
- **Type 6 Autonomous Learner:** Are the autonomous learners who have learned to work effectively in the school system. Unlike Type 1, they do not work for the system, but rather make the system work for them. They are very successful, liked by parents, teachers and peers and have a high self-concept with some leadership capacity within their surroundings.

“The object of education is to prepare the young to educate themselves throughout their lives.”

–Robert Maynard Hutchins–

Section III. School Programs

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Programming Options 4th-6th Grades

Cluster Classroom: Cluster grouping enables gifted students, as well as all the other students, to make meaningful progress.

In cluster grouping, all students in a grade level are grouped according to their ability and achievement levels. A cluster of either gifted or high-achieving students, one or the other, is in every classroom along with only two or three other clusters. These remaining clusters are composed of students in the average, low average and far below average ranges. A classroom that has a gifted cluster will not have a cluster that is far below average.

Enhancing gifted students in a cluster-grouping model can provide a pathway to higher achievement for all students in the school. In addition, narrowing the range of abilities in the classroom by limiting the number of clusters, ensuring that teachers don't have two extremes in their classrooms, make the model more manageable (Winebrenner and Brulles, 2008). Research also suggests that the cluster-grouping model gives teachers more time to work with individual students (Gentry & MacDougall, 2008).

LCSD 2's School-wide Cluster Grouping Model

20 students in 5 classes	Group 1: Gifted	Group 2: High Average	Group 3: Average	Group 4: Low Average	Group 5: Far Below Average
Teacher A	5	Top 25% of district	7/8	7/8	At or below 15% of district
Teacher B		5	5	5	5
Teacher C		5	5	5	5
Teacher D		5	5	5	5
Teacher E		5	5	5	5

Cluster Classroom Criteria:

1. Follow the district *School-wide Cluster Grouping Model*
2. Group 2 on this model (High Average) means top 25% of LCSD 2 in any academic area on the district grade level.
3. Group 5 on this model (Far Below Average) means no students at or below the 15th percentile in any academic area on the district grade level. The gifted facilitator will provide a report showing the districts bottom 15 percent average and top 25 percent by June 1 yearly.¹⁵
4. Special Education students, unless they are a twice-exceptional identified gifted student, will not be placed in cluster classrooms. High needs students can be placed in the cluster classroom (recommended).
5. In addition, students identified with comprehensive interventions, requiring one-on-one help, needing continuous organization help or who cannot work independently should not be placed in the cluster classrooms because of the curriculum acceleration for gifted students.
6. Caution is recommended when considering placing students in the cluster classroom who are not gifted and who are on behavior plans.
7. Exceptions to any of this criteria will be decided on a case-by-case basis by building teams, which have been determined by building administrators. Teams could include principal, teachers, cluster teachers, case managers, etc.

"Use what talent you possess: the woods would be very silent if no birds sang except those that sang best."

–Henry Van Dyke–

¹⁵ See example of District Bottom 15th % and Top 25th % page from LCSD 2 forms at the end of the Handbook

School-wide Cluster Grouping Model Goals

A resource for parents and students in the Lincoln County School District 2

Cluster grouping is a full day service model. Gifted students are grouped, typically 5 to 6 identified students, in a classroom with teachers who are trained to adapt the curriculum and environment for gifted learners. These teachers understand and value the unique academic and emotional needs of gifted students and have built a classroom environment that challenges students in every content area.

Gifted students benefit from being grouped with their intellectual peers within a differentiated and enriching classroom. They participate in critical thinking, inquiry, and problem solving. Students are empowered to become organized, self-directed, lifelong learners.

The classroom makeup is carefully structured with two main goals: to ensure that there is a balance throughout the grade level, and to reduce the learning range found in any given classroom. This system provides opportunities for teachers to more readily respond to the needs of all their students. Acceleration opportunities are available and considered based on individual readiness and needs.

Program Goals

1. Teachers who serve gifted students receive ongoing training.
2. Differentiate the learning process, content and product for gifted students.
3. Meet students' individual academic and social/emotional needs.
4. Student achievement is equivalent with individual potential.
5. Increase achievement of *all* students in the cluster classrooms.
6. Engage students in all aspects of their learning process so they become self-directed, lifelong learners.
7. Build 21st Century Skills, so students become well rounded, highly educated citizens.

For More Information:

[Gifted Grouping of Gifted Students](#)- Article by Susan Winebrenner and Barbara Devlin

[Promoting Student Achievement and Exemplary Classroom Practices Through Cluster Grouping](#)

- Article by Marcia Gentry

Services for Identified Gifted Students: Elementary

- 4th-6th grade students have the option to be in a cluster-grouping classroom. All students in a grade level are grouped according to their ability and achievement levels. The three clusters in the gifted classroom are gifted, average and low average. This model narrows the range of abilities by limiting the number of clusters from 5 to 3 in the gifted cluster classroom.
- Cluster-grouping model gives teachers more time to work with individual students.
- Cluster grouping embraces all gifted students regardless of their current level of productivity.
- Cluster grouping recognizes that gifted students need to be challenged daily in all subject areas. This requires daily attention of teachers who have been trained in gifted education. It also requires a sustained focus on documenting student progress, which cluster grouping facilitates.

Differentiated Instruction:

- Students try to demonstrate that he or she has already mastered upcoming standards by taking pretests. An example of a pretest might be using a strategy called *Most Difficult First*: Instead of completing a sheet of 25 problems, the student completes the five most difficult problems. If the student does them correctly they won't do the other problems but will move on to "new learning" or "real world application" of the standards within the subject area.
- Acceleration, compacting the curriculum or lesson compacting, is a process of giving students credit for what they already know. Students who have mastered specific areas will work at a deeper level of the subject area through independent study, inquiry projects, and tiered assignments.
- Student progress is monitored to assure that gifted students are being provided work at their individual levels. Gifted students don't do more work they do different work based on needs and achievement levels.
- Differential instruction provides a challenging learning environment for students at all levels of ability and achievement.

Possible On-going Training for Cluster Teachers:

- Pre-assessing gifted learners to gauge prior knowledge in a given topic
- Providing instruction that takes into account gifted students' attributes and needs
- Encouraging problem solving, divergent and critical thinking
- Providing classroom time for like-minded peers to work together at advanced levels
- Supporting student-directed learning
- Learning research-based strategies to promote yearly growth for gifted students

Programming Options: Secondary Level

Accelerated/Honors classes: Advanced classes offered at the middle and high school level.

Social/emotional groups: A school-based discussion and/or counseling program that provides small groups of students with the opportunity to interact and discuss issues that specifically pertain to giftedness. School guidance counselors may facilitate these groups.

Differentiated Instruction:

- Students try to demonstrate that he or she has already mastered upcoming standards by taking pretests. An example of a pretest might be using a strategy called *Most Difficult First*~ Instead of completing a sheet of 25 problems the student completes the five most difficult problems. If the student does them correctly they won't do the other problems but will move on to "new learning" or "real world application" of the standards within the subject area.
- Acceleration, compacting the curriculum or lesson compacting, is a process of giving students credit for what they already know. Students who have mastered specific areas will work at a deeper level of the subject area through independent study, inquiry projects, and tiered assignments.
- Monitors student progress to assure that gifted students are being provided work at their individual levels. Gifted students don't do more work they do different work based on needs and achievement levels.
- Provides a challenging learning environment for students at all levels of ability and achievement.

Possible On-going Training for Advanced/Accelerated Teachers:

- Pre-assessing gifted learners to gauge prior knowledge in a given topic
- Provide instruction that takes into account gifted students' attributes and needs
- Encourages problem solving, divergent and critical thinking
- Provides classroom time for like-minded peers to work together at advanced levels
- Support student-directed learning
- Learn research based strategies to promote yearly growth for gifted students

Programming Services:

Regular classroom differentiation may include the following:

Alternate assignments: Assignments given to a particular student or small group instead of the assignment given to the rest of the class. The assignments are designed to be more challenging and/or to capitalize on a student's special interests or skills.

Change in content/process: Modification of what is taught or studied, or how it is taught or studied, in order to better match the learning styles or needs of talent pool students.

Choice in the content, the process of learning or the product of the learning: Choice may be offered by varying these according to different types of intelligence or levels of thinking.

Compacting: Allowing students to spend less time learning a topic, chapter or unit by either: 1) pretesting for mastery so some material can be eliminated, or 2) creating a study guide or other procedure for students to cover material at a faster pace or in less time than the rest of the class. The purpose of compacting is to move on more quickly to new material or to create class time for more challenging enrichment or accelerated activities.

Creative thinking skills: Specific instruction in techniques that encourage the development of fluency, flexibility, elaboration, originality, complexity, curiosity, imagination, and risk-taking.

Enrichment: A curricular choice that expands the learning beyond the existing curriculum.

Flexible grouping: Grouping students together within a classroom or between classrooms in order to provide instruction or activities at an appropriate level for the students' academic areas. Groupings may be short-term or long-term and will change depending on the educational needs of the students.

Higher-level thinking: Activities or assignments that require the students to operate at the levels of analysis, synthesis, and evaluation. The activities may be enhanced by teaching students the differences between the levels of thinking and by discussing the thinking levels/skills used in various activities.

Open-ended projects: Projects that allow students to create their own options and that encourage problem solving, higher level and/or creative thinking.

Pretesting for mastery: Assessment in which students demonstrate mastery of basic skills, knowledge, and concepts that are planned for instruction with the regular class in order to eliminate some work and allow students to move on to new, more challenging material.

Research projects: Activities in which students may identify a topic or subject for study, narrow the focus of study, gather resources, locate information through reading or other means (e.g., surveys, interviews, audiovisual material) and/or create a product or presentation. Such projects may be used to pursue an area of interest either related or unrelated to the grade-level curriculum. In addition, classroom teachers work collaboratively with the district's Gifted Facilitator Teacher to provide individual, small group, and/or whole class activities that stretch students with an additional level of challenge.

"You must be the change you wish to see in the world."

Mahatma Gandhi

Referrals for gifted testing from administrators, students, parents, and teachers can be made anytime during the year.

Gifted Program Checklist:

- End of January with the facilitator of the gifted, teachers from 2nd, 3rd, 5th, and 7th grades will complete the electronic Form 1: *Gifted Characteristics Checklist* for every student each year (SVMS will begin process in first semester).
- February, after electronic checklists are completed, buildings will refer students to their BIT teams and complete Sections A-C of Form 2: *Referral, Notice and Consent for Evaluation for Gifted Services*. Formal testing to identify gifted students can begin as early as February.
- After formal evaluation is completed, school psychologist will complete Form 3: Summary of Evaluation, Eligibility Determination, and Parental Consent for Gifted Services.
- Gifted forms 1-3 (*Screeners/Checklist, Referral/Consent, and Summary of Evaluation*) from testing will be placed in SEAS and in each gifted student's electronic **purple folder** housed with district facilitator.
- April 30 teachers who will service the gifted students will be assigned.
- All new 2nd, 3rd, 5th, and 7th grade students who have moved into the district will have a Form 1: *Checklist* completed for them. The building that the student moved into is responsible for completing the checklist yearly by April 20.
- By May 15, all gifted testing will be complete and parental consent for gifted services will be obtained.
- Yearly transition meetings will take place between May 20-June 1.
- By October 1, facilitator of the gifted will identify students in Infinite Campus.
- By November 30, *Learning Service Plans (ILP)* will be completed with the original copy being kept in the gifted student's electronic **purple folder** housed with district facilitator. A copy of the ILP will also be uploaded to Infinite Campus and SEAS. Cluster teachers will keep a working copy of each learning plan.
- Between the end of May and the beginning of November, the gifted facilitator will send a master copy of identified gifted students to all building administrators as a "double check" system. Facilitator will keep the master copy of all identified gifted students.

Section IV. Confidentiality

FERPA Regulations.....31

Confidentiality

LCSD 2 will keep confidential any personally identifiable data, information and records collected or maintained on a child identified as gifted, protecting the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

The Director of Special Services in LCSD 2 is designated to assume responsibility for ensuring the confidentiality of any personally identifiable information.

Annual training will occur at the start of each school year by the building principal or designee regarding policies and procedures governing records and confidentiality of personally identifiable information in accordance with applicable laws and regulations.

All parents of students enrolled in LCSD 2 receive an annual confidentiality notice in accordance with FERPA regulations. This includes informing parents of their right to:

1. Inspect and review the student's education records;
2. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the student education record rules authorize disclosure without consent;
4. File with the US Department of Education a complaint concerning alleged failures by the school district or public agency to comply with the requirements of the Family Educational Rights and Privacy Act; and
5. Obtain a copy of the school district's or public agency's Student Education Records Policy.

Section V. Frequently Asked Questions (FAQ)

Questions about LCSD 2 Gifted Program.....33

FAQ:

1. **Question:** If my child was identified gifted in another state or a different Wyoming district are they automatically identified in LCSD 2?
Answer: All identified gifted students should be brought to LCSD 2's attention for a referral process, but being identified in other districts is not an automatic identification or receiving services with LCSD 2.
2. **Question:** Will my child be "reevaluated" or dismissed from being identified gifted?
Answer: Once identified with LCSD 2, the district does not evaluate for "continued gifted identification" and a child will never be "unidentified as gifted."
3. **Question:** If my child is identified gifted do they receive gifted services?
Answer: Being identified does not automatically mean services will be provided. Services will be offered and parents must sign consent to receive those offered services.
4. **Question:** Do parents have to give consent every year for services?
Answer: Updated consent for services are required when students are changing buildings. For example, 3rd graders entering 4th-6th grade buildings, 6th graders entering SVMS. Parents of newly identified gifted students must give consent to participate in gifted services.
5. **Question:** If my student has previously received gifted services, do they have to continue receiving gifted services every year?
Answer: No, parents can withdraw consent for services at any time.
6. **Question:** What if my child is struggling in the gifted cluster classroom?
Answer: Schools or parents may withdraw services if the type of programming is not what's best for the child.
7. **Question:** Will my child receive special classes or enrichments if I consent to gifted services?
Answer: Services are limited to what can be offered given the smaller size of LCSD 2. Our LCSD 2 respects the parent and student's desire for specific educational programming that would not be part of the gifted programming. Should parents have specific requests for teachers, elective classes, grade level teams, etc., that would not fit with the gifted programming offered by LCSD 2, it is the parent's choice to consent to gifted programming as offered, or withdraw consent if other programming outside of gifted is their priority.

Section VI. Best Practices in Gifted Education

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Best Practices for Gifted Learners:

- 1) **Good curriculum and instruction for gifted learners begins with good curriculum and instruction.** It's difficult, if not impossible, to develop the talent of a highly able student with insipid curriculum and instruction. Like all students, gifted learners need learning experiences that are rich. That is, they need learning experiences that are organized by key concepts and principles of a discipline rather than by facts. They need content that is relevant to their lives, activities that cause them to process important ideas at a high level, and products that cause them to grapple with meaningful problems and pose defensible solutions. They need classrooms that are respectful to them, provide both structure and choice, and help them achieve more than they thought they could. These are needs shared by all learners, not just those who are gifted. But good instruction for gifted learners must begin there.
- 2) **Good teaching for gifted learners is paced in response to the student's individual needs.** Often, highly able students learn more quickly than others their age. As a result, they typically need a more rapid instructional pace than do many of their peers. Educators sometimes call that "acceleration," which makes the pace sound risky. For many gifted learners, however, it's the comfortable pace-like walking "quickly" suits someone with very long legs. It's only "fast" for someone with shorter legs. On the other hand, it's often the case that advanced learners need a slower pace of instruction than many other students their age, so they can achieve a depth or breadth of understanding needed to satisfy a big appetite for knowing. Pretests must be given to know the exact level of curriculum that needs to be taught to a gifted learner.
- 3) **Good teaching for gifted learners happens at a higher "degree of difficulty" than for many students their age.** In the Olympics, the most accomplished divers perform dives that have a higher "degree of difficulty" than those performed by divers whose talents are not as advanced. A greater degree of difficulty calls on more skills—more refined skills—applied at a higher plane of sophistication. A high "degree of difficulty" for gifted learners in their talent areas implies that their content, processes and products should be more complex, more abstract, more open-ended, more multifaceted than would be appropriate for many peers. They should work with fuzzier problems, will often need less teacher-imposed structure, and (in comparison to the norm) should have to make greater leaps of insight and transfer than would be appropriate for many their age. Gifted learners may also (but not always) be able to function with a greater degree of independence than their peers.
- 4) **Good teaching for gifted learners requires an understanding of "supported risk."** Highly able learners often make very good grades with relative ease for a long time in school. They see themselves (and often rightly so) as expected to make "As," get right answers, and lead the way. In other words, they succeed without "normal" encounters with failure. Then, when a teacher presents a high-challenge task, the student feels threatened. Not only has he or she likely not learned to study hard, take risks and strive, but the student's image is threatened as well. A good teacher of gifted students understands that dynamic, and thus invites, cajoles and insists on risk—but in a way that supports success. When a good gymnastics coach asks a talented young gymnast to learn a risky new move, the coach ensures that the young person has the requisite skills, and then practices the move in harness for a time. Then the coach "spots" for the young athlete. Effective teachers of gifted learners do likewise.

Inappropriate Instruction for Gifted Learners:

- 1) Instruction for gifted learners is inappropriate when it asks them to do things they already know how to do, and then to wait for others to learn how. Many advanced learners regularly complete assignments calling on materials, ideas and skills they have already mastered. Then they wait for peers to catch up, rather than being pre-assessed and assigned more advanced materials, ideas and skills when they demonstrate competency.
- 2) Instruction for gifted learners is inappropriate when it asks them to do "more of the same stuff faster." Reading more books that are too easy and doing more math problems that have ceased being a challenge are killers of motivation and interest.
- 3) Instruction for gifted learners is inappropriate when it cuts them loose from peers and the teacher for long periods of time. Asking a highly able student to sit at a desk in the back of the room and move through the math book alone ignores a child's need for affiliation, and overlooks the fact that a teacher should be a crucial factor in all children's learning. It also violates the importance of meaningful peer interaction in the learning process, as well as in the process of social and emotional development.
- 4) Instruction for gifted learners is inappropriate when it is structured around "filling time." Highly able students are often asked to go write a play, complete a puzzle, or do classroom chores because they have completed required tasks that take others longer. It would be difficult to defend such practices as a high-quality use of educational time.
- 5) Instruction for gifted learners is inappropriate when they spend substantial time in the role of tutor or "junior teacher." All students need to be colleagues for one another, giving a hand or clarifying procedures when needed. That's quite different from when advanced learners spend chunks of time on a regular basis teaching what they already know to students who are having difficulty. Some educators suggest that doesn't harm highly able learners because their test scores remain high. That begs the question of the extended learning these students might have garnered had the same amount of time been spent in pursuit of well-planned new ideas and skills.
- 6) Instruction for gifted learners is inappropriate when it is rooted in novel, "enriching" or piecemeal learning experiences. If a child were a very talented pianist, we would question the quality of her music teacher if the child regularly made toy pianos, read stories about peculiar happenings in the music world, and did word-search puzzles on the names of musicians. Rather, we would expect the student to work directly with the theory and performance of music in a variety of forms and at consistently escalating levels of complexity. We would expect the young pianist to be learning how a musician thinks and works, and to be developing a clear sense of her own movement toward expert-level performance in piano. Completing word-search puzzles, building musical instruments and reading about oddities in the lives of composers may be novel, may be "enriching," (and certainly seems lacking in coherent scope and sequence, and therefore sounds piecemeal). But those things will not foster high-level talent development in music. The same hold true for math, history, science, and so on.

It's Actually Simple-In Theory

What it takes to teach gifted learners well is actually a little common sense. It begins with the premise that each child should come to school to **stretch and grow daily**. It includes the expectation that the measure of progress and growth is competition with oneself rather than competition against others. It resides in the notion that educators understand key concepts, principles and skills of subject domains, and present those in ways that cause highly able students to wonder and grasp, and extend their reach. And it envisions schooling as an escalator on which students continually progress, rather than a series of stairs, with landings on which advanced learners consistently wait.

It's not so hard to articulate. It's fiendishly difficult to achieve in schools where standardization is the norm, and where teachers are supported in being recipe followers, rather than flexible and reflective artisans. In schools where responsive instruction is a carefully supported indicator of professional growth, the capacity to extend even the most capable mind is a benchmark of success.

"You are the master of your own destiny. Use your strengths well. They are the keys to your destiny and success in life. Once you know yourself and take action to realize your dreams, you can unlock the doors to your own potential.

Good Luck. And may the success you want in life one day be yours."

-Neil Somerville-

by Carol Ann Tomlinson, Ed.D, The University of Virginia. This article reprinted from the May 1997 issue of *Instructional Leader*, with permission from the [Texas Elementary Principals and Supervisors Association](#).

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Student _____ Wiser ID _____ Date _____
School _____ Grade _____ Person completing form _____
How long have you known this child? _____ months

A horizontal number line with arrows at both ends. It is marked with the integers 1, 2, 3, 4, and 5 from left to right.

Almost Always or Strongly Agree

Gifted Characteristics Checklist
LCSD#2 Gifted Services Form #1- Updated: April 18, 2019

LINCOLN COUNTY SCHOOL DISTRICT #2

	1	2	3	4	5
Part III Creativity Characteristics					
1. Has imaginative, original, or inventive thinking ability					
2. Is intellectually playful; has a willingness to fantasize and manipulate ideas					
3. Generates a large number of or varied ideas or solutions to personal and universal problems and questions					
4. Has ability to come up with unusual, unique, or clever responses					
5. Has creative (unusual and divergent) ways of solving math problems					
6. Has the ability to adapt, improve, or modify objects or ideas or creates a new design					
7. Displays a keen sense of humor					
8. Has a tendency to see humor in situations that may not appear to be humorous to others or that others miss					
9. Is adventurous and speculative; is not afraid to take intellectual and emotional risks in expressing or trying out original ideas					
10. Is unusually aware of his or her impulses and more open to the irrational in himself/herself (e.g., free expressions of feminine interest for boys; greater than usual amount of independence for girls)					
11. Is sensitive to beauty; attends to aesthetic characteristics of things					
12. Has a nonconforming or individualistic attitude; does not fear being different					
13. Has a high tolerance for disorder or ambiguity					
14. Is not interested in or may be impatient with details or restrictions					
15. Has strong opinions and intense feelings that he/she may be uninhibited in expressing					
16. Is unwilling to automatically accept ideas or statements of authority figures without close examination first					
17. Interrupts or ignores class activities to pursue interests					
18. Is viewed as unrealistic or "crazy"					
19. Has messy handwriting due to thinking quicker than he or she can write					
20. Is disruptive and out of step					
21. Is intolerant or critical of others					
Part IV Leadership Characteristics					
1. Initiates projects					
2. Has responsible behavior; can be counted on to follow through on activities or projects					
3. Is self-confident with peers and adults					
4. Is cooperative with teachers and classmates					
5. Has the ability to articulate ideas and communicate well with others					
6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed					
7. Is sociable and seems to enjoy being around other people					
8. Seems to be well-liked by his/her classmates; may be seen as charismatic					
9. Seems to be respected by others for his or her extensive knowledge base and/or abilities					
10. Has a tendency to direct an activity when he or she is involved with others					
11. Participates in most social activities connected with the school; can be counted on to be there					
12. Has the ability to organize and bring structure to things, people, and situations					
13. Has high expectations of self and others					
14. Is strong-willed					
15. Exhibits impatience with self and others					
16. Verbally challenges teachers and peers about ideas and values; may question teaching procedures					
17. Is considered bossy; may dominate others because of abilities					
18. Is often judgmental about people, events and things					
19. Is able to use words effectively to manipulate					

Adapted and consolidated from the following: Renzulli-Hartman Scale: Placer County School District Gifted/Characteristics Checklist (1988); Renzulli-Hartman Online Scale; Clark (1992); Seagoe (1974); Janice Szabo's Gifted Learner E; Suzanne Richert's Characteristics of Gifted Students Including Negative or Problem Traits; Characteristics of Intellectually Able Youth (unknown author); Scales for Rating Behavioral Characteristics of Superior Students-Revised Edition (Renzulli, et al., 2002)

Gifted Characteristics Checklist
LCSD#2 Gifted Services Form #1- Updated: April 18, 2019

**Referral, Notice and Consent for Evaluation
for Gifted Services
Lincoln County School District #2**

Name of Student	DOB	Grade	Date

Section A. Referral

(Student) is being/has been referred to the school's Building Intervention Team (BIT) as a student suspected of being gifted.

Name of person making the referral	Reason for referral (include supporting data from testing, which may include MAP/ACT % scores)

Section B. Prescribed Interventions, Actions, and/or Determinations (optional)

The school has reviewed this referral, including a review of existing information pertaining to your child's performance in school. Following is a summary of prescribed interventions, actions, and/or determinations:

Interventions, Actions, Determinations	Date	Results

Section C. Proposed Evaluation

The school proposes to evaluate your child for Gifted. ☐ YES ☐ NO

1. Areas the school proposes to evaluate.
<input type="checkbox"/> Academic Performance <input type="checkbox"/> None (provide reasons in box 2 below) <input type="checkbox"/> General Intelligence <input type="checkbox"/> Other: _____
2. Description of the proposed evaluation process or reasons for not evaluating.

Section D. Parent Consent for Evaluation

Complete this section and return this form.

Please check one box below to indicate your preference:

- ☐ I **CONSENT** to the proposed evaluation.
- ☐ I **REFUSE** consent for the proposed evaluation. I understand that my child will not receive gifted services.

Parent Signature _____ Date _____

LINCOLN COUNTY SCHOOL DISTRICT #2

PSYCHOEDUCATIONAL EVALUATION

April 17, 2016

CONFIDENTIAL

Name:	Student	DOB(CA):	09/09/2002 (13-7)
Parent(s):	Parents	Grade:	Grade Level
Address:	Address	Language:	English
City/State/Zip:	Bedford, Wyoming 83112	Psychologist:	Psychologist Name
Phone:	(307) 888-8888	Nurse:	School Nurse
Ethnicity:	Caucasian	Assessment Date:	04/09/16, 04/13/16

REFERRAL INFORMATION

Student was referred by his general education teachers for a psychoeducational evaluation in order to assess eligibility for services in the district's gifted program.

ASSESSMENT METHODS

Record Review
Observations
Interviews (parent and student)
Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V)

BEHAVIORAL OBSERVATIONS

TESTING OBSERVATIONS	
Rapport	<i>Established</i>
Affect	<i>Appropriate</i>
Speech	<i>Organized</i>
Thoughts	<i>Organized; coherent</i>

Student presented with a friendly and polite demeanor during testing. He was willing to comply with all tasks presented to him, and appeared to be confident in most aspects of the test. Student put forth his best effort and did not rush through any of the assessments. He responded to the examiner's attempts to converse over topics unrelated to the assessment and even initiated some conversations. Student was attentive,

DOB: 09/09/02

Student Name

maintained good eye contact and listened carefully during the assessment session. He did not require any adaptations or modifications to the standardized procedures and testing occurred over two sessions due to time constraints. Student did not wear glasses during testing and his visual acuity appeared to be adequate for each of the assessment tasks. Overall, the results of the present testing and evaluation procedures may be considered valid for the purpose of assessing his overall intellectual ability.

INTERVIEWS

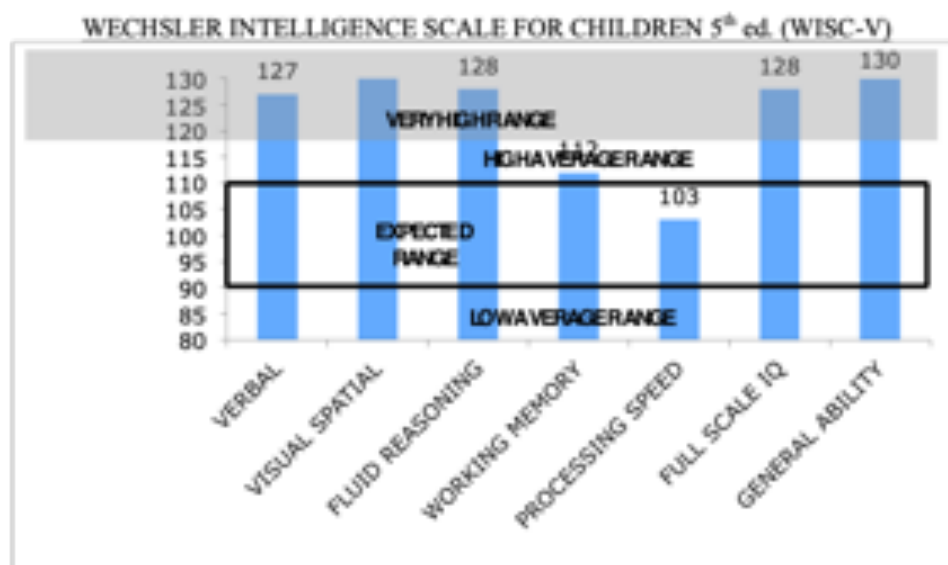
Student was interviewed on Date

Interests/Strengths: *I really enjoy doing puzzles- mind games- things that mess with your mind. Exploring- I like to explore places. I like to go out in the woods-there are a couple of forests here. I like to read- fantasy. Math and science- I want to be a rocket scientist when I grow up and I strive really hard to do that.*

School: *Some things are pretty easy but others are a little harder. I don't really like English, which doesn't mean it's harder but because I don't like it I probably don't do as well.*

Kind of bored sometimes. I feel like we were a year ahead in my previous school.

TEST RESULTS AND INTERPRETATION



Scale/Subtest	Standard Score	Confid. Interval	Percentile
Verbal Comprehension (VCI)	127	117-132	96
Visual Spatial (VSI)	132	122-137	98
Fluid Reasoning (FRI)	128	119-133	97
Working Memory (WMI)	112	103-119	79
Processing Speed (PSI)	103	94-112	58
Full Scale IQ (FSIQ)	128	121-133	97

Processing Speed (PSI)	103	94-112	58
Full Scale IQ (FSIQ)	128	121-133	97
*General Ability Index (GAI)	130	123-134	98

*Automatic Eligibility

SUBTEST	VCI	VSI	FRI	WMI	PSI
Similarities	16				
Vocabulary	14				
Block Design		14			
Visual Puzzles		17			
Matrix Reasoning			12		
Figure Weights			18		
Digit Span				14	
Picture Span				10	
Coding					9
Symbol Search					12

Student was administered the standard battery of the Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V) from which his composite scores are derived. The WISC-V is designed to evaluate aspects of vocabulary and verbal comprehension, visual and fluid reasoning, working memory, visual tracking and processing. The WISC-V Full Scale standard scores include the scores on the five scale composites (Verbal Comprehension, Visual Spatial, Fluid Reasoning, Working Memory, & Processing Speed). The Full Scale IQ (FSIQ) is derived from a combination of these subtest scores. Student earned a FSIQ of 128, classifying his overall intellectual ability, as measured by the WISC-V, as Very High or Superior (70th percentile). His General Ability Index (GAI) was also calculated due to the fact that his processing speed is discrepant from other composite areas such as visual spatial skills and fluid reasoning. The GAI puts less emphasis on processing and memory, and rather focuses on thinking and reasoning skills, which may give a better indicator of Student's true cognitive ability or skills. Student's GAI of 130 (98th percentile) classifies his overall intellectual ability as Extremely High or Very Superior.

Verbal Comprehension Index

The Verbal Comprehension Index (VCI) score is a measure of verbal concept formation, verbal reasoning, and knowledge acquired from one's environment. Since almost all instruction in the classroom is presented verbally, this skill influences Student's ability to achieve in most subject areas. Verbal skills are utilized both in understanding subject material and teacher instructions.

Student's verbal comprehension ability was assessed with three tasks – one required him to verbalize appropriate relationships between two objects or concepts (*Similarities, ScS=16*); another task required Student to define individual words of increasing difficulty (*Vocabulary, ScS=14*). Student obtained a VCI of 127 (95% confidence interval of 117-132), which is ranked at the 96th percentile and his performance within this index falls within the Very High range when compared to his same-aged peers. Student's verbal comprehension abilities are considered a significant strength compared to other individuals his age in the normal population.

Visual Spatial Index

The Visual Spatial Index (VSI) measures Student's ability to evaluate visual details and to understand visual spatial relationships to construct geometric designs from a model. These tasks require Student to examine part-whole relationships with attention to visual detail, as well as motor-integration. Student may encounter these tasks when asked to organize visual information, in order to solve puzzles or applied math problems for example.

Student's visual spatial skills were assessed with two tasks- one that required him to re-create a design using two-color blocks (*Block Design, ScS=14*); another task required him to select three response items that reconstruct a visual model provided (*Visual Puzzles, ScS=17*). Student obtained a VSI of 132 (95% confidence interval of (119-137), which is ranked at the 98th percentile and his performance falls within the Extremely High range when compared to same-aged peers. Student's visual spatial abilities are considered a significant strength compared to other individuals his age in the normal population.

Fluid Reasoning

The Fluid Reasoning Index (FRI) measures the one's ability to detect the underlying conceptual relationship among visual objects and to use reasoning to identify and apply rules. This index examines Student's induction and quantitative reasoning, broad visual intelligence, and simultaneous processing. These skills are required in completing any task in the classroom that involves little language; rather abstract thinking or problem solving skills, using visual models. Student may encounter this skill when asked to utilize inductive reasoning (broad generalizations from specific observations) such as completing applied math problems using models, charts, or graph. Students may utilize this skill when asked to make classification or predictions as well.

Student's fluid reasoning skills were assessed with two tasks- one that required him to select a response option that completes a matrix or series (*Matrix Reasoning, ScS=12*); another task that required him to view a scale with missing weights and to select the response option that keeps the scale balanced (*Figure Weights, ScS=18*). Student obtained a FRI of 128 (95% confidence interval of 119-133), which is ranked at the 97th percentile and is classified as Very High.

Working Memory Index

The Working Memory Index (WMI) is a measure of attention, concentration, and working memory. These skills represent Student's ability to accept, manipulate, and utilize information with his short-term memory. Working memory is a mental workspace where an individual can hold onto and manipulate information while being engaged in other related mental tasks. In the classroom, working memory is crucial for remembering the teacher's instructions, remembering information while trying to write it down, and remembering recently read information while continuing to read new words (reading comprehension).

Student's working memory was assessed with two tasks – one task required Student to repeat a series of orally presented digits in the same order and reversed order (*Digit Span, ScS=14*); another task that required him to select pictures in sequential order after viewing a stimulus page (*Picture Span, ScS=10*). Student obtained a WMI of 112, which is ranked at the 79th percentile and is classified as High Average.

DOB: 09/09/02

Student Name

Student's performance on the Working Memory Index indicates that he may perform at a slightly higher rate than his same-aged peers when holding information in his short-term memory. In the classroom, short-term memory is also used to follow instructions, take notes, and copy the teacher's modeling.

Processing Speed Index

The Processing Speed Index provides a measure of the Student's ability to quickly and correctly scan, sequence, or discriminate simple visual information. In the classroom, processing speed is demonstrated by Student's ability to understand and utilize information quickly. This may include answering questions on timed tests or responding to the instructor's prompts or queries quickly.

Student's processing speed ability was assessed with two tasks – one required him to quickly copy symbols that were paired with numbers according to a key (*Coding, ScS=9*); and the other task required him to identify the presence or absence of a target symbol in a row of symbols (*Symbol Search, ScS=12*). Student obtained a PSI of 103 (95% confidence interval of 94-112), which is ranked at the 58th percentile and is classified as Average when compared to same-age peers.

SUMMARY

Overall, Student's intellectual ability suggested a learning rate in which the acquisition and mastery of academic skills will most likely be obtained at a pace that is advanced when compared to those of his same-aged peers. His overall performance on the WISC-V was indicative of Extremely High or Very Superior abilities overall, with a noteworthy strength in the area of visual spatial skills. He earned a PSI of 128 and a GAI of 130, which automatically identifies him for the LCSD#2 gifted program.

Based on the results obtained on the current assessment and the information provided to the school system, Student **currently meets** district eligibility requirements for the gifted program.

School Psychologist Name
School Psychologist

Date

Gifted Evaluation Student Interview Questions

1. What are your interests? / What do you like to do for fun?
2. What are you good at?
3. Among those that know you best, what would they say you're good at?
4. What do you like to do best in school?
5. What do you not like to do in school?
6. What would you like to do when you finish school someday?
7. If you could be better at something, what would it be? Anything else?
8. If you could wake up tomorrow with one thing magically changed in your life, what would it be?
9. Who are your closest friends right now?

Gifted Evaluation Parents Interview Questions

1. Every student has strengths and weaknesses. What do you think are the strengths of your son/daughter?

2. What are some of your son/daughter's weaknesses, or areas you would like to see them improve?

3. What are some of your son/daughter's specific interests and hobbies that you would like to see them develop in more depth at school or after school?

4. Has your son/daughter expressed any future career interests at this time that teachers or counselors could help them explore further?

5. Do you have any concerns about your son/daughter's academic skills, educational curriculum, or social skills that you would like their teachers to be aware of?

6. Is there any other information you believe the teachers or the counselor need to know about your son/daughter?

**Summary of Evaluation, Eligibility Determination, and Parental Consent
for Gifted Services
Lincoln County School District #2**

Name of Student	DOB	Grade	Date

Section A. Summary of Evaluation

IQ Scores: (Check one) <input type="checkbox"/> WISC-V <input type="checkbox"/> WAIS-IV	Score	Date
Verbal Comprehension Index (VCI)	_____	_____
Fluid Reasoning Index (FRI)	_____	_____
General Ability Index (GAI) or FSIQ	_____	_____

Standardized Achievement Scores:

Name of Test	Subtest/Domain	Score	Date

Name of School Psychologist

Section B. Eligibility Criteria

If A, or B is true, this student is identified as Gifted. Please check all true statements.

- ☐ A. The student produced a score of 135 or higher on **either** the Verbal Comprehension Index or the Fluid Reasoning Index of the WISC-V or WAIS-IV.
- ☐ B. The student produced a GAI or FSIQ score of 130 or above on the WISC-V or WAIS-IV.

☐ The student does **not** qualify for gifted services.

Section C. Parent Consent for Services

Please check one box below to indicate your preference:

- ☐ I give my **CONSENT** for my child to receive gifted services.
- ☐ I **REFUSE** consent for my child to receive gifted services. I understand that my child will not receive gifted services.

Parent Signature _____ Date _____

LCSD#2 Gifted Services Form #3-Updated: April 18, 2019

Protocol for Contacting Parents About Gifted Testing:

- Your child has been referred for testing to determine if they qualify for gifted services based on the results of the *Gifted Characteristics Checklist* I completed.
- You will be receiving a notice/consent form and we would like you to sign the bottom indicating your preference to consent to or refuse consent for the evaluation.
- The evaluation consists of a student interview and an individually administered intelligence test given by _____, School Psychologist. The evaluation may also include individually administered achievement tests.
- After the testing, _____ will contact you and set up a meeting to review the results and conduct a brief interview with you.
- If your child meets the criteria, the next step will be to assign them to a class with a “gifted cluster teacher.” Parents may opt out of this.
- If the child is placed in the “Gifted Cluster class,” a *Learning Service Plan* will be completed in the fall with parent, teacher, and student input, as well as information from the evaluation.

Answers to commonly asked questions:

How long does it take? It depends on the extent of the testing required, about 2 hours for Intelligence, more if achievement testing.

When will I be contacted with results? Testing and results will be complete by May 15.

Does the testing occur every year? No. The child is tested and identified once and remains eligible for services until graduation. Programming will be discussed yearly.

Can I refuse, and change my mind at a later date? Yes, parent refusals and referrals are always accepted.

What should I tell my child? Preferably as little as possible. The school psychologists don’t even call it “testing.” If you think they need preparation in advance because they may be anxious (most won’t) the best thing to say is:

_____, OR someone else will be taking you to do some fun “activities.”

However, if you think your child may be anxious, and you do want to prepare them in advance, please coordinate with the school psychologist, so that they are not told too far in advance.

**Student Plan
for Gifted Services
Lincoln County School District #2**

Name of Student	DOB	Grade	Date

Section A. Student Learning Characteristics

1. Indicate learning strengths and weaknesses of the student.
2. Indicate learning styles of the student.

--

Section B. Learning Outcomes

Describe learning outcomes that are relevant for this student. Indicate what is important for this student to accomplish within the next year of school.

--

Section C. Services

Based on the Student Learning Characteristics and Learning Outcomes, describe interventions, services, accommodations, and/or modifications that will extend learning for this student and help this student achieve the Learning Outcomes.

--

Section D. Evaluation

Describe how the school will evaluate the effectiveness of this student's provision of services.

--

**Student Plan
for Gifted Services**
Lincoln County School District #2

Name of Student	DOR	Grade	Date
Guidance Document			

Section A. Student Learning Characteristics

1. Indicate learning strengths and weaknesses of the student.
2. Indicate learning styles of the student.

1. Describe the child's academic, social, and behavioral strengths.
2. Describe any substantial deficiencies in academic, social, and/or behavioral performance.
3. Make reference to the child's interests.
4. Indicate the specific learning styles of the student and if relevant, describe any motivational factors that may impact learning.

Section B. Learning Outcomes

Describe learning outcomes that are relevant for this student. Indicate what is important for this student to accomplish within the next year of school.

1. This section may contain goals, specific activities, and/or accomplishments that are appropriate and relevant for the child.
2. Learning outcomes should be time specific.
3. Learning outcomes should align with and address learning characteristics from section A.
4. Learning outcomes should be measurable.

Section C. Services

Based on the Student Learning Characteristics and Learning Outcomes, describe interventions, services, accommodations, and/or modifications that will extend learning for this student and help this student achieve the Learning Outcomes.

1. Describe what the teacher/school will do to help this student achieve the learning outcomes.
2. Describe when, where, how and how often the services will be provided.
3. Indicate who will be responsible for providing the service.
4. If necessary, draw a connection between the learning outcomes and the services.

Section D. Evaluation

Describe how the school will evaluate the effectiveness of this student's provision of services.

1. Describe when, where, how and how often the services will be monitored.
2. Indicate who will be responsible for monitoring and evaluating the effectiveness of the services.

**Student Plan
for Gifted Services
Lincoln County School District #2**

Name of Student	DOB	Grade	Date
Rachel Bowen	1/24/2001	5	4/20/2010

Section A. Student Learning Characteristics

1. Indicate learning strengths and weaknesses of the student.
2. Indicate learning styles of the student.

Rachel is an independent thinker who constructs complex knowledge, creatively articulates and writes ideas with depth and breadth, and descriptively expresses thoughts, ideas, and events with color. Rachel's handwriting is sloppy and she doesn't pay much attention to conventions in her writing. Rachel demonstrates leadership skills; however, she rarely has the opportunity to exercise these skills in an appropriate context.

Section B. Learning Outcomes

Describe learning outcomes that are relevant for this student. Indicate what is important for this student to accomplish within the next year of school.

Rachel will research a topic of her choosing and construct a comprehensive project (Science Fair, National History Day, etc.), producing written work that is presentable to a formal audience.

Rachel will organize a small team of peers and facilitate the development of a lesson or a mini unit of study based on a topic of choice within the curriculum. She will coordinate and facilitate the implementation of this lesson or mini unit with her class or any group of students (any grade level).

Section C. Services

Based on the Student Learning Characteristics and Learning Outcomes, describe interventions, services, accommodations, and/or modifications that will extend learning for this student and help this student achieve the Learning Outcomes.

During the 2010-2011 school year, Rachel will...

- be placed in the 6th grade gifted cluster class.
- participate in the National History Day after school program.
- have an opportunity to engage in at least one leadership activity each month.
- be given extended time during the school day to complete extended response test items and class work that requires extensive writing.

Section D. Evaluation

Describe how the school will evaluate the effectiveness of this student's provision of services.

Each time that progress reports and/or report cards are submitted to Rachel's parents, a summary of her progress toward mastery of the learning outcomes will be included.

**Student Plan
for Gifted Services
Lincoln County School District #2**

Name of Student	DOB	Grade	Date
Kyle Green	10/18/2003	3	9/28/2011

Section A. Student Learning Characteristics

1. Indicate learning strengths and weaknesses of the student.
2. Indicate learning styles of the student.

Kyle grasps concepts quickly, he demonstrates advanced vocabulary for his age/grade, and he draws inferences easily. He has excellent memory and recalls review items unusually well. He seems to learn easily through reading and listening. Kyle gets easily agitated by his peers and would rather work alone on academic tasks. He has limited friends at school and he is somewhat resistant to playing with students outside of his small circle of friends. Kyle is very interested in insects. He has a large collection at home and he is always reading related books about insects.

Section B. Learning Outcomes

Describe learning outcomes that are relevant for this student. Indicate what is important for this student to accomplish within the next year of school.

Kyle will apply given sets of social and leadership skills to contribute to small group work on academic tasks and projects in the classroom.

Kyle will organize and prepare materials to develop a mini-unit of instruction about insects or another subject of his choosing. He will use these materials to share his expertise and facilitate small group learning about the subject.

Section C. Services

Based on the Student Learning Characteristics and Learning Outcomes, describe interventions, services, accommodations, and/or modifications that will extend learning for this student and help this student achieve the Learning Outcomes.

1. Kyle will be placed in the 3rd grade gifted cluster classroom.
2. He will receive specific social and leadership skills instruction including role-plays and opportunities to transfer and generalize the skills in novel situations and across varied settings.
3. Kyle will be monitored in social and group setting and will receive specific feedback on the interactions that he has with his peers.
4. Kyle will receive afterschool support and if necessary time during the school day to develop an instructional mini-unit on insects or an appropriate subject of his choosing. This should provide him with two or more opportunities to share information and teach his peers with staff feedback following each lesson.

Section D. Evaluation

Describe how the school will evaluate the effectiveness of this student's provision of services.

Kyle's services will be evaluated based on qualitative data collected by the classroom teacher or other qualified staff. Specifically, Kyle will be monitored when he presents his mini-unit of instruction. The observer will describe Kyle's interpersonal behavior as he interacts with his peers. Kyle's classroom teacher will monitor his social behavior in the classroom and in other school settings and will provide an end-of-year summary describing his progress as it relates to the provisions of this plan.

Example of Bottom 15th and Top 25th Percent Report

2014-2015	District Bottom 15%				District Top 25%			
Common Core Standards	Fall 2014		Spring 2015		Fall 2014		Spring 2015	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
2 nd Grade	≤163	≤169	≤184	≤187	≤193	≤188	≤203	≤201
3 rd Grade	≤181	≤184	≤193	≤196	≤205	≤199	≤215	≤213
4 th Grade	≤188	≤191	≤196	≤203	≤210	≤210	≤219	≤228
5 th Grade	≤197	≤201	≤208	≤216	≤217	≤225	≤227	≤244
6 th Grade	≤203	≤211	≤211	≤225	≤223	≤228	≤232	≤242
7 th Grade	≤206	≤218	≤214	≤224	≤228	≤239	≤236	≤246
8 th Grade	≤212	≤220	≤218	≤225	≤233	≤243	≤237	≤249

2015-2016	District Bottom 15%				District Top 25%			
Common Core Standards	Fall 2015		Spring 2016		Fall 2015		Spring 2016	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
2 nd Grade	≤163	≤168	≤184	≤186	≤190	≤186	≤204	≤200
3 rd Grade	≤174	≤181	≤191	≤193	≤202	≤198	≤214	≤214
4 th Grade	≤187	≤191	≤199	≤209	≤211	≤211	≤221	≤226
5 th Grade	≤193	≤201	≤205	≤208	≤218	≤220	≤226	≤238
6 th Grade	≤205	≤207	≤213	≤215	≤226	≤228	≤232	≤243
7 th Grade	≤210	≤217	≤214	≤222	≤229	≤237	≤234	≤245
8 th Grade	≤216	≤225	≤220	≤228	≤234	≤245	≤238	≤250

2016-2017	District Bottom 15%				District Top 25%			
Common Core Standards	Fall 2016		Spring 2017		Fall 2016		Spring 2017	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
2 nd Grade	≤157	≤165	≤185	≤184	≤189	≤186	≤204	≤202
3 rd Grade	≤175	≤183	≤194	≤200	≤202	≤199	≤213	≤215
4 th Grade	≤187	≤193	≤198	≤205	≤211	≤212	≤219	≤225
5 th Grade	≤193	≤203	≤207	≤216	≤218	≤223	≤227	≤240
6 th Grade	≤201	≤209	≤211	≤218	≤225	≤229	≤231	≤241
7 th Grade	≤207	≤210	≤214	≤214	≤230	≤240	≤233	≤244
8 th Grade	≤212	≤218	≤217	≤222	≤233	≤247	≤237	≤248

Example End of Year Transition Checklist for Gifted Teachers:

1. Please list your gifted students below. Share strengths, weaknesses, and concerns for each student. If you have found success with specific strategies in (organization, behavior, motivation, creativity, learning or leadership skills) please share with next year's teacher. All of this information should be on your gifted student's ILP service plan that you wrote in November. Now share the ILP. Does the ILP address what you just shared? Update the ILP service plan by making additional changes if needed. Send a revised electronic copy to the gifted facilitator.

2. *Here are some basic characteristics and traits of gifted children. It is a list intended to help us as teachers and others to provide a brief discussion of gifted traits and characteristics, which aren't always so well known, recognized or obvious. **Please discuss**, with next year's classroom teacher, **any or all of these traits when applicable** for any of your gifted students (if needed). Feel free to add any other ideas to this list.*
 - ☐ Gifted students do not always excel in school
 - ☐ Gifted students often have emotional intensities
 - ☐ Gifted students are often extremely sensitive
 - ☐ Gifted students can have learning disabilities
 - ☐ Gifted students often struggle socially
 - ☐ Gifted students develop asynchronously
 - ☐ Gifted students often have perfectionistic characteristics
 - ☐ Gifted students have unique learning needs that must be met

Section VIII. Parent Resources

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Motivation and Responsibility

1. Find some positive characteristics in your child and emphasize these. Try to mention the good things 10 times as often as the bad. Gifted children may be very sensitive.
2. Avoid the role of rescuer. Let your child experience the consequences of forgetting a note, homework or lunch money.
3. Emphasize what your child has learned, even if he or she made mistakes. If your child brings home a low grade on a paper, look first at the good points.
4. Be aware of your child's areas of intense interest and build on these.
5. Don't overload your child with activities. Choose to omit some activities so the family has time to be together.
6. Remember, children need their sleep in order to be alert in school the next day. If they are up late, their class work and attitude towards school will suffer.
7. Be aware of times your child is trying to manipulate you. Gifted children are often very good at this. Stand your ground.
8. Tell your child often, how much you appreciate him or her. They need your acceptance and appreciation, as well as academic challenges, in order to excel.

*All children need **Acceptance**, **Appreciation**, and a sense of **Accomplishment**.*

Nurturing Your Gifted Child-Tips for Parents

- The gifted child is still a child, no matter what his talent. That child needs to run and play and laugh and daydream just as other children do. Nevertheless, rearing a gifted child is a challenge, but the task becomes less fearful when the parent knows the school is a helpful partner. If you have special concerns, call and share them with your child's teacher.
- Gifted children are still children. They need love but controls; attention but discipline; parental involvement, yet training in self-dependence and responsibility.
- Don't compare your gifted child with other children. That places on the gifted one the responsibility to live up to that image all the time. All children are unique and special in their own ways.
- Listen to your gifted child. Dinner may be about to burn, and the telephone is ringing, but listen because the question may be important. If ignored, the curiosity to ask may disappear.
- Discipline is necessary for harmonious family life and comes in the same shape for all sisters and brothers. Giftedness is not an excuse for unacceptable behavior. Whenever possible talk things out with him where there has been a disciplinary lapse. He is much more amenable to rational argument than are many children and usually has a well-developed sense of duty.
- Children don't have to be gainfully employed every working minute. There should be time to daydream, to be silly, to watch T.V., read comics and to lie on an unmade bed to contemplate the ceiling. Gifted Children are usually creative children and it is difficult to be creative on a tight schedule.
- Praise your gifted child for his EFFORT and HARD WORK. Praise him for the wonderful things he does, and if his great experiment does not work out as hoped, praise him for TRYING. Inquiring minds must take intellectual risks, and risk-taking needs to be encouraged and supported.
- The role of good books, magazines, and other aids to home learning such as encyclopedias, charts, and collections should be stressed within the home.
- Encourage originality. Help them to do their thing and praise them for producing "the only one in the whole world". Develop pride in original and creative work.
- Remember the fine line between encouraging and pushing may make the difference between a happy and productive youngster and an unfilled, underachieving child.
- Respect the child and his knowledge, which at times may be better than your own. Assume he means to do right and the deviations are not intentional. Do not presume on your authority as a parent except in crises. Allow much liberty on unimportant matters.

- Gifted children are sometimes impatient of conventions. Have a frank talk about the importance of conventions such as driving on the right where he can see social advantages, and then point out that other conventions of politeness, manners, courtesy and respect of others have similar bases in experiences.
- Gifted children often have acute awareness of adult problems such as death, sickness, finances, war, and future, which their lack of experiences makes them unable to solve. They may need reassurance in these areas.
- Help them with their study skills. Help them plan not only their school work, but also their own projects and responsibilities at home and in the community.
- Enjoy your gifted child. Of all the problems children have, giftedness is surely the best one. Gifted children are curious, enthusiastic, excited about new things, and able to communicate early. Enjoy them.

“Intellectual growth should commence at birth and cease only at death!”

–Albert Einstein–

Parent School Communication:

It is commonly acknowledged that one of the most important components of student achievement and success is parent involvement.

Today's parents--and families--are bombarded with growing demands, but regardless of our background or circumstances, overwhelmingly parents want what is best for their children. Parents are vital partners in their child's education and life success.

Research shows that children do better in school when parents talk often with teachers and become involved in the school. There are number of ways that parents and teachers can communicate with each other, rather than relying on the scheduled parent-teacher conferences. Close communications between parents and teachers can help the student.

LCSD 2 is committed to keeping parents informed and involved:

- 1. Parent Teacher Conferences:** Don't miss these conferences held in November and February (or March). For parents and teachers, this is a chance to talk one-on-one about the student. The parent-teacher conference is a good opportunity to launch a partnership between parent and teacher that will function during the school year.
- 2. Student Service Plan:** Gifted teachers will ask for your input on developing an individual service plan for your gifted child during the first parent-teacher conference in November annually.
- 3. Encouraged to Visit Gifted Classrooms:** Please feel free to visit our gifted classrooms. You can watch our gifted teachers using research based gifted strategies, approaches and techniques with your gifted child. Phone calls and visits to the classroom are also good ways to cooperate with teachers and keep informed about your child's progress. Discuss appropriate times and means of contact with the teacher.
- 4. Be Proactive:** If you have questions or concerns please contact the gifted teacher immediately. Don't wait for the next parent-teacher conference.
- 5. Student Inquiry:** Ask your child what they are doing in their gifted classrooms. They will be able to share how their gifted needs are being met. Talking with your child about life's everyday experiences will help each of you understand the others' viewpoints, values, dreams, and interests. Parents need not only talk, but also listen to your children. Answering questions, or helping children find the answers, will help your child develop a sense of value and self-respect.

"In this complex world, it takes more than a good school to educate children. And it takes more than a good home. It takes these two major educational institutions working together."

-Dorothy Rich-

Resources:

The following sections provide resources for anyone working with gifted students.

Questions are welcomed by all gifted team members as well as by the Director of Special Services (307-885-3811) or Crystal Engen, Gifted Facilitator, cengen@lcsd2.org (307-885-5208 Ext: 7915)

Organizations Supporting Gifted Education:

National Association of Gifted Children (NAGC)

1707 L Street NW Suite 550 Washington, D.C. 20036 Phone: 202-785-4268 Website: www.nagc.org

Periodicals:

Exceptional Children and Teaching Exceptional Children, published by Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091. For information, call 703-620- 3660.

Gifted Child Today, published every two months. For information, call 1-800-998-2208.

Gifted Child Quarterly, published by National Association for Gifted Children, 1707 L Street, NW Suite 550, Washington DC 20036. For information, call XXXXX

Journal for the Education of the Gifted, a publication of the association for the Gifted, a division of the Council for Exceptional Children. For information, contact: JEG, University of North Carolina Press, PO Box 2288, Chapel Hill, NC 27515-2288

Parenting for High Potential, and Gifted Child Quarterly, a quarterly magazine from NAGC. For information, call 202-785-4268.

Books About Gifted-Suggested Reading:

Aron, Elaine N. 2002. ***Highly Sensitive Child***. New York, NY: Three Rivers Press.

Daniels, Susan. and Michel Piechowski. 2008. ***Living With Intensity***. Tucson, AZ: Great Potential Press.

Davis, Gary A. and Sylvia B. Rimm, Del Siegle. 2010. ***Education of the Gifted and Talented*** (6th Edition). Cranbury, NJ.: Pearson.

Delisle, James. 2006. ***Parenting Gifted Kids: Tips for Raising Happy and Successful Children***. Waco, TX: Prufrock Press.

Dweck, Carol.2006. ***Mindset:The New Psychology of Success***. United States: Ballantine Books

Kerr, Barbara A, Dr. 1997. ***Smart Girls***, (Revised Edition). Tucson, AZ: Great Potential Press.

Kerr, Barbara A, Dr. 1997. ***Smart Boys***, (Revised Edition). Tucson, AZ: Great Potential Press.

Mowat, Ashley. 2005. ***Brilliant Activities for Gifted and Talented Children***. Australia: Phoenix Education Australia.

Robinson, Anne. 2006. ***Best Practices in Gifted Education***. Waco, TX: Prufrock Press.

Smith, Kenneth, Dr. 2010. ***Challenging Units for Gifted Learners***. Waco, TX: Prufrock Press.

Zeff, Ted. 2010. ***The Strong Sensitive Boy***. Queensland, Australia: Prana Publishing.

Gifted Websites:

Art of Problem Solving: <http://www.artofproblemsolving.com/Store/beastacademy.php>

Byrdseed: <http://www.byrdseed.com/>

Creative Learning Press: <http://www.creativelearningpress.com/> Future Problem Solving Program <http://www.fpspi.org/>

Hoagie's Gifted Education Page: www.hoagiesgifted.org

International Baccalaureate Organization <http://www.ibo.org/>
Johns Hopkins University (including center for talented youth (CTY)): <http://cty.jhu.edu/>

Lincoln School District 2 Website: <http://www.lcsd2.org/>

Mensa for Kids, <http://www.mensaforkids.org/>

Odyssey of the Mind, <http://www.odysseyofthemind.com/>

Prufrock Press (publisher of Gifted Child Today and Journal of Secondary Gifted Education, <http://www.prufrock.com/>

SENG (Supporting Emotional Needs of the Gifted), <http://www.sengifted.org/>

Underachievement www.sylviarimm.com

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