

ISSUE NO. 1 // VOLUME NO. 1 // DEC 2017

HLS GIFTED

HAMILTON LOCAL SCHOOL DISTRICT



COMPREHENSIVE GUIDE



HLS GIFTED OVERVIEW

**Allyson Price, Hamilton Local Gifted Coordinator and
Director of Alternative Programs**

Contact: aprice@hlsd.org

Gifted students do not always color inside the lines. Sometimes they do, but often their unique way of thinking or performing guides them away from the usual or expected way of how something is done. Their uniqueness isn't seen in shades of gray but rather colorful bursts that call our attention. At Hamilton we are committed to recognizing how our gifted students stand out and to giving them ways to color the world.

Our gifted education program seeks to support the academic and emotional needs of our gifted students through challenging curricula, engaging activities, encouragement, and guidance. We maintain our focus on several important components of gifted education, including:

- Aligning to Ohio Gifted Operating Standards and the Department of Education Guidelines
- Reviewing best practices and research and follow a continuous improvement model
- Building educational capacity within our teachers working with gifted students
- Analyzing data to determine the best curricular and programming options for our gifted students
- Improving our communication with all stakeholders

The different colors throughout this guide remind us of our commitment to recognize the unique, varied talents of our gifted students and to give them ways to express and grow their abilities.





REFERRAL AND IDENTIFICATION

HAMILTON LOCAL SCHOOLS GIFTED PROGRAM

During the 2016-17 school year, the referrals by Hamilton Local teachers for gifted assessment increased dramatically. Their commitment to meet the needs of students "who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment" allowed our district psychologists and gifted coordinator to accurately identify a large number of gifted students. Our gifted population increased from less than 2 percent to more than 6 percent of our district students. We continue to refer and accurately identify students who are eligible for gifted services. Our referral and identification process is highlighted below.

1

Referral

Teachers refer twice a year; Students & Parents anytime

2

Permission

Parent must agree to gifted assessment

3

Assessment

Students are tested within 60 days of permission to test

4

Results

Shared with student and parent within 30 days of gifted testing; WEP & Services meeting scheduled

5

Service

Services provided by gen ed teachers; Quarterly updates on goals given to parent





EQUITY ASSURANCE

HAMILTON LOCAL SCHOOLS GIFTED PROGRAM

We are committed to ensuring the fair and equitable referral and identification of students who demonstrate signs that gifted services are appropriate to their abilities. Research reveals that some groups of students in the United States have been unduly underrepresented in the referral and identification of gifted students. At HLSD we are taking the following steps to assure the equitable referral and identification of students and the continual delivery of high-quality services to our gifted students.

- Provide basic training focused on eliminating conscious and unconscious bias in identifying potentially gifted students.
- Discuss ways giftedness sometimes manifests in different cultures and contexts.
- Use whole grade levels screenings in second and fifth grades.
- Gifted identification assessments are chosen to fit the student's needs.
- Direct teachers to look intentionally for giftedness indicators that may not be apparent through achievement testing only.
- Encourage teachers and administrators to consider possibility that a student's behavioral issues may reveal the need for gifted assessment.
- Ensure gifted program communication to district students, parents, and staff.
- Challenge all students with a rigorous curriculum that yields accurate data for determining students' abilities relative to the abilities of their peers.
- Use data to identify, document, and monitor student abilities and progress.
- Allow ODE-approved scores from multiple and outside tests as well from any attained grade level, even when given from outside of the school district.
- Continually monitor equity of gifted service for each gifted student.





GIFTED STUDENT ACCELERATION POLICY

HAMILTON LOCAL SCHOOLS GIFTED PROGRAM

"The Board believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments and instructional interventions more commonly provided to older peers." (Hamilton Local School District Board of Education Policy IKEB)

Academic Acceleration

Students considered for whole-grade acceleration are evaluated using an ODE-approved acceleration process. Students considered for individual subject acceleration are evaluated using a variety of data sources, including state learning standard-aligned assessments in the subject area and the student's maturity.

Early Entrance to Kindergarten

Students considered for early entrance to kindergarten are evaluated using an ODE-approved acceleration process.

Early High School Graduation

Students considered for early high school graduation are evaluated based on past academic performance, measures of achievement based on state standards, and successful completion of Ohio graduation requirements.

The committee always considers the student's own thoughts about acceleration.

Information about Written Acceleration Plans (WAPs), Referrals and Evaluation, the Evaluation Committee, and Accelerated Placement are available in HLSD BOE Policy IKEB.





GIFTED SERVICE PLAN

HAMILTON LOCAL SCHOOLS GIFTED PROGRAM

Cognitive Superior	K-8	Gen Ed ELA or Math; +7-8 Sci, SS	9-12	Honors, AP, CCP in strength/interest
Creative Thinking	K-8	Gen Ed ELA or Math; +7-8 Sci, SS	9-12	Honors, AP, CCP in strength/interest
Reading/Writing	K-8	Gen Ed ELA	9-12	Honors, AP, CCP ELA
Math	K-8	Gen Ed Math	9-12	Honors, AP, CCP Math
Science	7-8	Gen Ed Science	9-12	Honors, AP, CCP Science
Social Studies	7-8	Gen Ed Soc St	9-12	Honors, AP, CCP Soc St
Art			9-12	Any Art Course
Music			9-12	Band or Choir Courses

1. Served K-8 gifted students are cluster grouped.
2. Cognitive and Creative Thinking placement is based on student strengths/interests, teacher and parent input.
3. High school courses that serve gifted (aligned with the respective designation) include: Honors Eng 9-11, AP Lit & Comp & CCP courses; Honors Geom, Honors Alg 2, Honors Stats, Pre-Calc, AP Calc, CCP & Alg I (for grade 9 only); Phy Sci, Honors Bio I & II, Honors Chem, AP Bio, CCP; and AP Government & CCP.
4. Educational Options, including Virtual Learning Environments, can be discussed with the gifted coordinator.





WRITTEN EDUCATION PLANS

HAMILTON LOCAL SCHOOLS GIFTED PROGRAM

Once identified, a gifted student will have a Written Education Plan (WEP) that guides the gifted services given to the student. The WEP is provided to the gifted student's parent and educators responsible for providing gifted education services.

The Written Education Plan (WEP):

- Includes a description of the services provided
- Establishes goals for the student in each service specified
- Identifies methods for evaluating progress toward achieving the goals
- Specifies methods and schedule for reporting progress to students
- Lists staff members responsible for ensuring the delivery of specified services
- States the policy for the waiver of assignments and the scheduling of tests missed while a student is participating in any gifted services provided outside the general education classroom
- Includes a date by which the WEP will be reviewed for possible revision

A vital component of creating and maintaining the WEP is our attention to ensure that the student's personal needs, interests, and learning styles guide the student's plan. It is important that we speak with the student, consider input from the student's previous and current teachers, and consult tests and inventories completed by the student. We use this important information so we can meet both the academic and emotional needs of each student while exploring appropriate placement and relevant, beneficial services.





GIFTED PROFESSIONAL DEVELOPMENT

HAMILTON LOCAL SCHOOLS GIFTED PROGRAM

"The Operating Standards for Identifying and Serving Students Who are Gifted require general education teachers who are designated providers of gifted education services to receive high-quality professional development in gifted education. This professional development must meet eight gifted education competencies and include a minimum of thirty clock hours during year one and a minimum of thirty clock hours during year two with additional clock hours in subsequent years. These teachers also receive ongoing support from an educator with gifted licensure or endorsement." (Ohio Department of Education, 2017)

GENERAL EDUCATION TEACHERS SERVING GIFTED STUDENTS RECEIVE FACE-TO-FACE AND ONLINE TRAINING

YEAR 1 30 HOURS	YEAR 2 30 HOURS	YEAR 3+ 6 HOURS
--------------------	--------------------	--------------------

Differentiate Instruction

Differentiate Curricula

Extend/Replace General Curricula

Understand Social & Emotional Needs

Respond to needs of underrepresented gifted; create safe, culturally aware environments

Use Data to Measure Gifted Growth

Analyze Assessments

Participate in WEP Development

GIFTED COORDINATOR DIRECTS AND DOCUMENTS GIFTED PD

