

**GIFTED AND TALENTED  
HOLLAND PATENT CENTRAL SCHOOL DISTRICT**

**Statement of Procedure Pertaining to  
Referral, Evaluation, Placement and Programming  
Of Gifted/Talented Students**

**I. Definition of Giftedness**

Gifted and talented children are those children in whom intellectual ability, creativity, and task commitment appear to interact to a high degree, making possible a favorable prediction as to future achievement in the range of excellence. Such children appear to possess the potential for adult unique productivity in specific fields of interest and would seem in need of special services in order to enhance the opportunities for such behaviors to emerge.

**II. Screening and Placement**

A. In accordance with New York State Regulations, all students new to the district are checked for need of gifted services. Students whose previous school records or Kindergarten screening show indications of giftedness are further evaluated by the SBIT.

B. All students in grade 2 are screened for giftedness. This screening includes results obtained from these instruments:

1. Achievement tests, part of the district's testing program (STAR). Students who demonstrate 90% or above on STAR will be evaluated for Gifted & Talented.
2. Other students may also be tested further at the request of a teacher, parent, or other agency.

C. Further testing for students who score in the 90 percentile includes results obtained from these instruments:

1. Otis Lennon School Ability Test, a group test
2. Renzulli-Hartman Scales for Rating the Behavioral Characteristics of Superior Students: Part I Learning Characteristics, Part II Motivational Characteristics, Part III Creativity Characteristics, and Part IV Leadership Characteristics, to be completed by classroom teachers and parents.
3. Williams Exercise in Divergent Thinking, a creativity measure administered by a teacher
4. Other input as appropriate for specific circumstances (i.e., Resource room teacher, classroom teachers from previous years, schools previously attended, etc.)
5. Students who score in the 9<sup>th</sup> stanine will be considered for services through SBIT.

D. The teacher compiles this information on a matrix and presents the results to the building SBIT. The SBIT decides how the needs of each child can best be met. The committee may determine:

1. The child's needs can be met by the classroom teacher, or
2. The child should receive some enrichment services, or

3. The child needs to receive gifted services in a pullout program with an AIS teacher. About five percent of any grade level are identified for this service. This is usually indicated by a total matrix score above 9
  4. A combination of the above.
- E. The Principal solicits from teachers each spring recommendations for re-evaluation of the placement of students in grades 3-7. Re-evaluation will also be done at the request of parents, the Committee on Special Education, a SBIT, the students themselves, or others. Re-evaluation will consist of updating testing information, completing current checklists, adding any other new information, and refiguring the matrix score.
- F. Notification is sent to parents stating the recommendation of the SBIT. Such notification indicates that parents may have access to the data upon which the recommendation is based. Parents must sign a consent form for students to participate in the 5% pullout program.
- G. A notice will be placed in the permanent folder of identified students.

### **III. Services**

Services are provided by the AIS teacher to students in grades 3-8 who have been identified by the SBIT, and to students in grades K-2 in exceptional cases.

- A. Services may consist of accelerated content, critical and creative thinking skills, independent research skills, enriched content, and self-awareness activities, in small groups or for individuals, according to the needs of the students and based on the goals of the program.
- B. Program goals and course content are listed separately and attached.
- C. Classroom teachers, assisted by the AIS teacher, will make revisions in curriculum and instruction to meet the needs of identified gifted students.
- D. Every identified student will have an annual plan for G/T services.
  1. Students identified during the regular screening process (Grade 2), will have a plan in place by the close of the first semester of grade 3. This will allow the AIS teacher to incorporate assessment results, teacher input and student responses to initial activities into the plan development
  2. After the initial year of the plan, plans will be updated no later than the close of the first making period of each school year.
  3. Students new to the district will have a plan developed as soon as possible once adequate information has been compiled and Holland Patent staff input is available. A plan should be in place no later than 20 weeks after initial inclusion in the program.

### **IV. Enrichment**

Enrichment services are provided by the AIS teacher to students who have specific needs beyond the regular curriculum.

A. Academic enrichment for students in grades K-8 may include:

1. Consultation and materials supplied to classroom teachers
2. Lessons taught by the AIS teacher

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GRADE	GIFTED SERVICES	ENRICHMENT SERVICES
K		Individually as needed; classroom based differentiated instruction
1		Pull-out groups: classroom based differentiated instruction
2		Pull-out groups: math, ELA, science, social studies; classroom based differentiated instruction
3	Pull-out groups: emphasis on research skills, reading comprehension, math, science, social studies	Pull-out groups: Math, ELA, science, social studies; In-class differentiated instruction
4	Pull-out groups: emphasis on research skills, reading comprehension, math, science, social studies	Pull-out groups: Math, ELA, science, social studies; In-class differentiated instruction
5	Pull-out groups: emphasis on research skills, reading comprehension, math, science, social studies	Pull-out groups: Math, ELA, science, social studies; In-class differentiated instruction
6	Scheduled class	Mandarin Chinese; Makers Space; STEAM
7	Scheduled class	Mandarin Chinese; Makers Space; STEAM
8	Scheduled class	Mandarin Chinese; Makers Space STEAM; Algebra I – CC; LOTE
HS		Honors; AP courses; MVCC

\*Acceleration to the next grade level for specific classes or full year is based on an individual need where pull out and/or enrichment service alone is not deemed as comprehensive enough for a child.

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**Parent Communication Points:**

Initial Screening Process – STAR	<p>Upon being identified for screening, parents are provided information and asked to complete an evaluative check list.</p> <p>After screening, parents are notified of the outcome</p> <ul style="list-style-type: none"><li>• If <b>yes</b>, parent is notified and discusses possible activities with AIS teacher</li><li>• If <b>no</b>, receives notification and opportunity for conference</li></ul>
<b><u>Annual Communication</u></b> Marking Period Reports	Quarterly comment orientated report via the regular report card process
Conference with Parent	<p>Parent conference as part of spring elementary conference (or other communication option) for grade 3-5 <b>or</b> Year-end parent conferences scheduled as needed through the guidance office for grades 6-8.</p> <p>Parent may request a conference at any time through the AIS teacher or guidance staff.</p>
Annual Review Process	<p>Annual Student Plans with progress notes provided to the appropriate building principal.</p> <p>Principal reviews forms</p> <p>Principal and AIS teacher meet to discuss student progress</p> <ul style="list-style-type: none"><li>• <b>No</b> concern, development of new annual plan with AIS teacher, student and parent input</li><li>• Where concern exists, referral to building SBIT to review. Parent notified of concern and that a SBIT review will be held</li></ul> <p>Each fall, each gifted student will have an Annual Plan developed in writing no later than October 1.</p>
Request for Reconsideration	Parent, teacher or counselor may request a re-evaluation. This request should be filed in writing with the building principal. The building principal, with input from the AIS teacher will arrange for an appropriate review. Upon completion of the data collection process, the student will be re-considered by the building SBIT.





# QUARTERLY ASSESSMENT

\*AIS EDGE


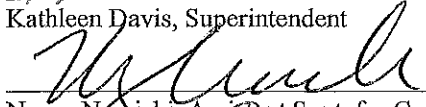
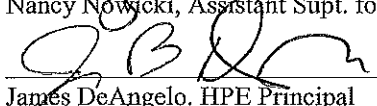
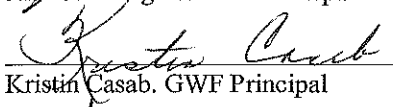
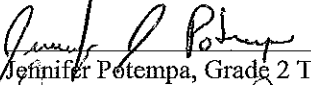

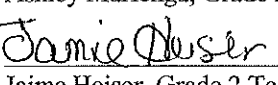
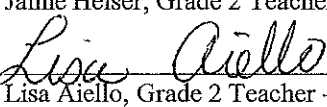
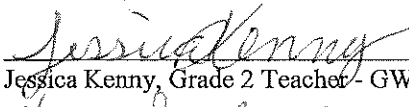
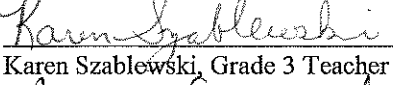
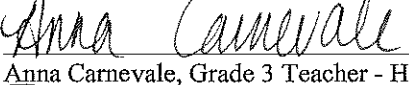
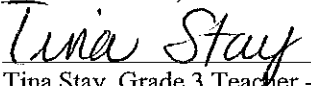
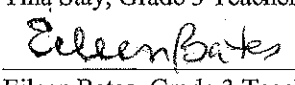
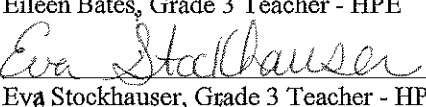
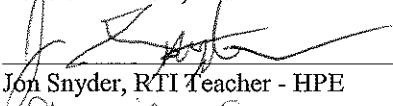

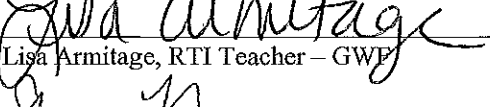
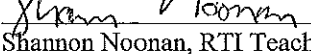
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Learning Objectives:					

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Learning Objectives:					



The Gifted and Talented Plan has been reviewed by the following committee members. Signatures indicate that the members have reviewed and accepted the Plan.

	6/6/16
Kathleen Davis, Superintendent	Date
	6/6/16
Nancy Nowicki, Assistant Supt. for Curriculum & Instruction	Date
	6/6/16
James DeAngelo, HPE Principal	Date
	6/6/16
Kristin Casab, GWF Principal	Date
	6/6/16
Jennifer Potempa, Grade 2 Teacher - GWF	Date
	6/6/16
Ashley Marlunga, Grade 2 Teacher - GWF	Date
	6/6/16
Jaime Heiser, Grade 2 Teacher - GWF	Date
	6/6/16
Lisa Aiello, Grade 2 Teacher - GWF	Date
	6/2/16
Jessica Kenny, Grade 2 Teacher - GWF	Date
	6/7/16
Karen Szablewski, Grade 3 Teacher - HPE	Date
	6/7/16
Anna Carnevale, Grade 3 Teacher - HPE	Date
	6/7/16
Tina Stay, Grade 3 Teacher - HPE	Date
	6/7/16
Eileen Bates, Grade 3 Teacher - HPE	Date
	6/7/16
Eva Stockhauser, Grade 3 Teacher - HPE	Date
	6/7/16
Jon Snyder, RTI Teacher - HPE	Date
	6-7-16
Nedra Isenberg, RTI Teacher - HPE	Date
	6/6/16
Cristy Carey, RTI Teacher - GWF	Date
	6/6/16
Shannon Noonan, RTI Teacher - GWF	Date