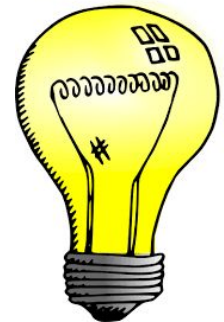


# Gifted Program Handbook

Grades 3-8



Lexington R-V School District  
2323A High School Drive  
Lexington, MO 4067

660-259-4369

**Board Approved June 2019**

### **Gifted Education Defined:**

The state of Missouri defines gifted children as “those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum.”

**\*\*It is important to note that differentiated educational programs for gifted students are not designed for the typical superior student who is frequently an excellent scholar, can earn “A” grades, and achieve academic honors. The academic needs of these students should be met by existing school programs. See [Appendix H](#) for Bright Child vs. Gifted Learner Checklist.**

### **Rationale:**

The Gifted Education Program supports the Lexington R-V School District’s commitment to academic and personal success for every student. Gifted students come from all socioeconomic and cultural backgrounds and possess unique abilities and/or potential and are, therefore, a unique segment of the district’s student population. In order to meet the needs of this unique and diverse population of students in our schools, the Lexington R-V School District is working towards establishing a viable, researched-based program that will nurture students who exhibit gifted and talented characteristics in one or more of the following domains: intellectual, artistic, creative, or content-specific.

Gifted students’ abilities differ from their peers to such a degree that differentiated curricula and instructional techniques are needed from grades K through eight to nurture growth and development. In order to meet the unique needs of gifted students, the Lexington R-V School District offers gifted programming and interdisciplinary curriculum that is qualitatively different from the regular school curriculum by the degree of complexity of content, process, products, and learning environment to challenge gifted students to achieve their highest potential.

### **Program Goals:**

The program will advocate, accommodate, and educate all stakeholders: students, teachers, caregivers, administration, and community members on gifted and talented students and the district’s program itself. This population of students will be an equitable representation of our student demographics, thus all students in the Lexington R-V School District will be given the opportunity to demonstrate gifted and talented characteristics.

The Lexington R-V Gifted Education Program will provide a continuum of options to address specific needs of many different types and levels of giftedness development from 3<sup>rd</sup>-8<sup>th</sup> grades. The program will enhance the student’s educational experience with minimal disruption to their regular school routine. The program will offer challenging and high-end activities that support standard curriculum as well as enrichment opportunities that make a personal connection with the student, promote inquiry, and utilize problem-solving skills.

## **Program Design:**

### *Advisory Team, Curriculum & Acceleration*

Those students being identified will receive an educational plan (curriculum) that tailors to their academic and affective needs. This could include acceleration of either whole-grade or content. The Iowa Acceleration Scale will be used to determine whole-grade acceleration. Content area acceleration will be determined by achievement scores on content-specific assessments. In addition to the academic support for the gifted student, the program will also support the social and emotional needs of the student through an affective needs curriculum.

### *Support for families/Professional Development for District Staff*

The caregivers of identified students will also receive support services for raising a gifted and talented student. Administration and classroom teachers will be included in the development of the educational plan in addition to receiving ongoing professional development on how to teach gifted and talented students in a regular classroom setting. This will be a collaborative effort to meet the needs of the gifted and talented population within our school district.

### *Interventions*

Students in grades three through eight will participate in a “pull out” program. A certified gifted teacher will facilitate the learning. Students will receive 80-150 minutes of weekly instruction and may require cross-grade grouping. Students who are not identified as “gifted and talented” but who are acknowledged as being under challenged by the current curriculum may be given interventions within the regular classroom setting.

### *Evaluations*

As students transition between buildings and programs, exit interviews with students and caretakers will be administered to gather feedback. [Program evaluations](#) by the gifted teacher will be conducted every 2 years to hold the district accountable and initiate change when necessary to ensure a quality program.

## **Gifted Screening/Identification Process:**

Benchmarking data collected periodically in grades K-2 will help identify potentially gifted students early on (see [district assessment plan](#)). To support programming in grades 3-8, a universal screener, OLSAT 8®, will be administered in the fall of 2nd grade to all students in addition to data collected from benchmarks in previous years. The OLSAT 8® is the Otis-Lennon School Ability Test that will assess a student’s verbal, nonverbal, and quantitative ability.

Students selected for the gifted program are not selected as a reward for either good performance or model behavior but because they have special needs. Therefore, the goal of the identification process is to apply comprehensive, unbiased, and research-based procedures to find students who

possess superior abilities and/or potential in the areas of general intellectual ability and/or specific ability aptitude.

Per state guidelines, the district must use three of the four following criteria to determine student placement.

1. **General Mental Ability**-intelligence test scores at or above 125 (K-BIT)
2. **Academic Ability**- use of norm-referenced tests at or above the 95<sup>th</sup> percentile (score of  $\geq 125$ ) (SAGES-II) in the majority of the core subjects: Math, Science, Social Studies, and English Language Arts.
3. **Creativity, Reasoning, and Problem-Solving Ability**- (SAGES-II) (score of  $\geq 125$ )
4. **Other**- documented evidence in a general academic area, a fine arts area, or another area related to the design of the gifted program. Evidence includes student work, MAP test scores, etc. (score of  $\geq 35$ , [Appendix C](#))

**\*See [APPENDIX A: Testing Protocol Continuum for the Lexington R-V School District](#)**

The intent of the screening procedure is to be inclusive when identifying students who demonstrate, or have the potential to demonstrate, a high level of performance. As part of the screening process, the total district population in grades 3-8 is considered using the criteria mentioned above, including underrepresented student populations such as minorities and twice exceptional students.

**Nominations: ([Appendix B](#))**

Students may be referred to the gifted program for screening by a teacher, administrator, parent/guardian, or community member familiar with the student. Nominations may be submitted anytime during the year.

Nomination forms are available at each building from the gifted teacher or school secretary. Nomination forms can also be downloaded from the district's website.

Nominated students will require parent/guardian permission for testing ([Appendix D](#)). The evaluation process will be completed within 60 days of receiving parent/guardian permission. Results of the evaluation will be communicated to the parent/guardian in person by the gifted teacher ([Appendix E](#)).

Student referral, assessment, and placement documentation will be kept in the student's permanent file.

**Re-evaluation Protocol:**

Students who do not meet the entrance criteria for the Lexington R-V Gifted Program are eligible for re-evaluation after one full calendar year has elapsed.

**Private Testing Criteria:**

Families may seek outside testing at their own expense if the student's initial Full Scale IQ score is 120 or higher on the intelligence test administered by Lexington R-V School District

personnel. Outside testers must be a certified psychological examiner, school psychologist, or licensed psychologist. Once outside testing is complete, the examiner should send a letter to the gifted coordinator providing a brief summary of the students' test results in addition to a copy of the completed protocol. Note, only one category of the program's identification process can be satisfied through outside testing. (See Gifted Screening/Identification Process)

### **Transfer Student Protocol:**

Students who are newly enrolled in the Lexington R-V School District are eligible for participation in the gifted program. The following criteria must be met before admission:

- Active participation in a state-assisted gifted program
- The student meets or exceeds current selection criteria for Lexington R-V's program
- The student and parents/guardians agree to such placement

Parents/Guardians are responsible for informing the gifted coordinator that their child was in a previous program.

### **Appeals:**

The appeal process begins at the building level. The parent/guardian or staff member must submit to the principal and gifted coordinator a written request to appeal a student's placement decision ([Appendix G](#)). The gifted coordinator or principal arranges an appeals meeting. The purpose of the appeal meeting is to allow the person or persons advocating student admission to submit additional information that was not available during the original screening. The appeal will be heard by the following staff: building administrator, gifted coordinator, counselor, teacher(s), special services director, parent/guardian and student, if appropriate. Every new consideration of the data will be made. The review team's decision will be communicated to the party bringing the appeal within one week. If the data submitted during the appeal is more than one year old, it will not be considered.

### **Program Withdrawal:**

If a student or parent/guardian requests withdrawal from the gifted program, the following actions will take place:

- A formal conference is held with the parent/guardian, student, principal, and gifted teacher where a Withdrawal Request Form is completed ([Appendix F](#)).
- A plan to provide continued support to the student in his/her regular education program is developed.

Should a student be withdrawn from the gifted program, exiting should be accomplished in such a manner as to avoid adding undue pressure to the student or parent/guardian. Students who withdraw from the program will remain eligible for participation at a later date. However, the student must qualify under the current criteria of the program.

### **Program Transparency:**

The gifted education facilitator will present a yearly report to the Board of Education each September. Information included in that report will be:

- number of gifted students in the program at each grade level

- comparison of the demographics of the district to those in the gifted program to highlight potentially underrepresented student populations
- End of previous school year benchmarking data as well as any state assessment data received by that time
- program evaluation results, if applicable
- exit interview feedback
- program successes
- proposed changes/recommendations to the program, if any, including legislative updates

This information will also be available on the district’s website along with the Gifted Handbook.

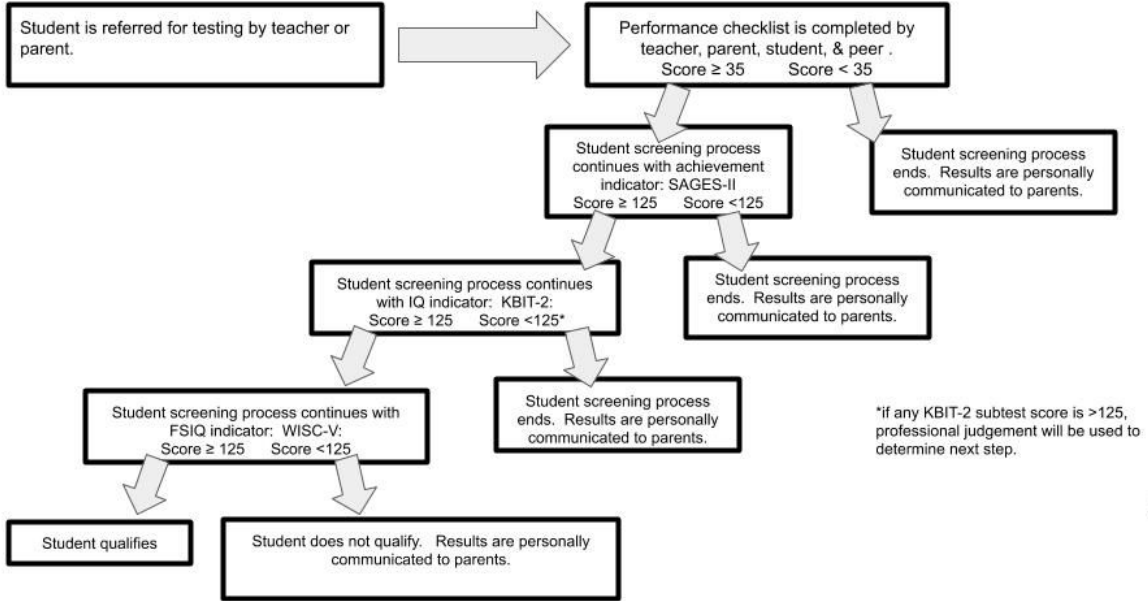
**Forms:**

- Testing Protocol (**Appendix A**)
- Student Referral/Nomination Form (**Appendix B**)
- Teacher/Parent Observation Checklist (**Appendix C**)
- Permission to Test Form (**Appendix D**)
- Evaluation Results Form (**Appendix E**)
- Withdrawal Request Form (**Appendix F**)
- Appeals Form (**Appendix G**)
- Bright Child vs. Gifted Learner Chart (**Appendix H**)
- Student/Peer Observation Checklist (**Appendix I**)

Appendix A

**Lexington R-V School District  
Gifted Education Program  
Testing Protocol**

### Gifted Qualification Continuum



Appendix A

Appendix B

**Lexington R-V School District  
Gifted Education Program  
Student Referral Nomination Form**

**\*Now available electronically on a [Google Form](#)- (link available on District's website)**

Date: \_\_\_\_\_  
Student's Name: \_\_\_\_\_ DOB: \_\_\_\_\_  
Grade: \_\_\_\_\_ School: \_\_\_\_\_  
Parent/Guardian's Names: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zipcode: \_\_\_\_\_  
Phone Number(s): \_\_\_\_\_  
Name of Nominating Party: \_\_\_\_\_  
Relationship to Student: \_\_\_\_\_  
Has this student been evaluated for this program before? \_\_\_\_\_ NO \_\_\_\_\_ YES (Date \_\_\_\_\_)

Have you, the nominator, read through the attached reference sheet comparing a bright student to a gifted student? \_\_\_\_\_ NO \_\_\_\_\_ YES

Please use the space below to describe the specific characteristics you think this student demonstrates. Feel free to attach student work samples or any other evidence to this nomination form.

Signature of Nominator: \_\_\_\_\_ Date: \_\_\_\_\_



**Appendix C**

**Lexington R-V School District  
Gifted Education Program  
Teacher/Parent/Student/Peer Observation Checklist (Grades 3-4)**

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_  
School: \_\_\_\_\_ Classroom Teacher: \_\_\_\_\_  
Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

By observation, please rank the student using the following criteria:

**3-almost always**

**2-occasionally**

**1-seldom**

**0-never**

- \_\_\_\_\_ 1. The student's academic work seems advanced by 1-2 years (maybe demonstrated in reading, math, vocabulary, etc.)
- \_\_\_\_\_ 2. The student asks many complex questions, wants to know the causes and reasons for things.
- \_\_\_\_\_ 3. The student is quick to recognize relationships and understand meanings.
- \_\_\_\_\_ 4. The student has a tendency to figure out what is wrong with an activity and figure out a better way to do it (may be in a manner that is not tactful).
- \_\_\_\_\_ 5. The student may exhibit boredom with routine tasks and have no time for anything other than all-consuming interests.
- \_\_\_\_\_ 6. The student has the tendency to give refreshing twists even to old ideas, looks at things differently, and displays a mature or adult sense of humor.
- \_\_\_\_\_ 7. The student is recognized by peers as "being smart".
- \_\_\_\_\_ 8. The student exhibits exceptional long-term memory (accurately recalls facts, events, details of stories, directions, etc.)
- \_\_\_\_\_ 9. The student has rapid insight into cause-effect relationships, tries to discover the how and why of things, asks many provocative questions (as distinct from informational or factual questions), wants to know what makes things or people "tick".
- \_\_\_\_\_ 10. The student has a ready grasp of underlying principles and can quickly make generalizations about events, people, or things.
- \_\_\_\_\_ 11. The student recognizes or looks for similarities and differences in events, people, and things (seems to make connections).
- \_\_\_\_\_ 12. The student is a keen and alert observer, usually "sees more" or "gets more" out of a story, film, etc. than same age peers.
- \_\_\_\_\_ 13. The student tends to worry and often considers the "what-if".
- \_\_\_\_\_ 14. The student is impatient with repetitive lessons and instructions; may interrupt or finish sentences for the teacher or parent.
- \_\_\_\_\_ 15. The student does not avoid problems that are difficult or complex; may prefer lessons or activities that allow for more than "one correct response".
- \_\_\_\_\_ 16. The student demonstrates creativity in play, art, or thinking.

**Please write any additional comments on the reverse side of this form.**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Lexington R-V School District**  
**Gifted Education Program**  
**Teacher/Parent/Student/Peer Observation Checklist (Grades 5-8)**

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_  
School: \_\_\_\_\_ Classroom Teacher: \_\_\_\_\_  
Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

By observation, please rank the student using the following criteria:

**3-almost always**

**2-occasionally**

**1-seldom**

**0-never**

\_\_\_\_\_ 1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; had verbal behavior characterized by “richness” of expression, elaboration, and fluency.

\_\_\_\_\_ 2. Possesses a large storehouse for information about a variety of topics (beyond the usual interests of youngsters his/her age).

\_\_\_\_\_ 3. Has quick mastery and recall of factual information.

\_\_\_\_\_ 4. Has rapid insight into cause-effect relationships. Tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things or people “tick”.

\_\_\_\_\_ 5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.

\_\_\_\_\_ 6. Is a keen and alert observer; usually “sees more” or “gets more” out of a story, film, etc. than others.

\_\_\_\_\_ 7. Reads a great deal on his/her own, usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias or reference books.

\_\_\_\_\_ 8. Becomes absorbed and truly involved in certain topics or problems and is persistent in seeking task completion; is sometimes difficult to get him/her to move onto another topic.

\_\_\_\_\_ 9. Is easily bored with routine tasks; may express or display boredom with regular classroom activities, assignments, and tasks.

\_\_\_\_\_ 10. Needs little external motivation to follow through in work that initially excites him/her.

\_\_\_\_\_ 11. Strives towards perfection; is self-critical; is not easily satisfied with his own speed, products, or performance.

\_\_\_\_\_ 12. Prefers to work independently; requires little direction from teachers.

\_\_\_\_\_ 13. Is interested in many “adult” problems such as religion, politics, gender, and race (more than usual for his/her age level).

\_\_\_\_\_ 14. Often is self-assertive (sometimes even aggressive); stubborn in his/her beliefs.

\_\_\_\_\_ 15. Likes to organize and bring structure to things, people, and situations.

\_\_\_\_\_ 16. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgement on events, people, and things; displays an extreme sense of justice.

\_\_\_\_\_ 17. Displays a great deal of curiosity about things; is constantly asking questions about anything and everything.

\_\_\_\_\_ 18. Generates a large number of ideas or solutions to problems and questions; displays strengths in fluency.

- **proceed to back of checklist**

- \_\_\_\_\_ 19. Offers unusual or “out there”, unique, clever responses; displays originality.
- \_\_\_\_\_ 20. Is able to embellish or change ideas and products; readily adds elaborate details to ideas and/or products; manipulates ideas; displays strength in elaboration.
- \_\_\_\_\_ 21. Is a high risk-taker; is adventurous and speculative.
- \_\_\_\_\_ 22. Is cautious and worries about what could or might happen.
- \_\_\_\_\_ 23. Displays intellectual playfulness; fantasizes; imagines (“I wonder what would happen if...”).
- \_\_\_\_\_ 24. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.
- \_\_\_\_\_ 25. Is sensitive to beauty; attends to aesthetic characteristics of things.
- \_\_\_\_\_ 26. Nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.
- \_\_\_\_\_ 27. Criticizes (constructively though perhaps not tactfully); is unwilling to accept authoritarian pronouncements without critical examination.
- \_\_\_\_\_ 28. Makes seemingly “careless” errors or does not complete school assignments that reflect material and skills that you know the student has mastered.
- \_\_\_\_\_ 29. Prefers open-ended assignments that require thought and allow a variety of responses (as opposed to assignments that require one correct and expected response).
- \_\_\_\_\_ 30. Seems to prefer adult conversation or company; is comfortable with older children; prefers the intellectual company of those more mature than most age peers, (while may or may not be comfortable with age-peers in a social setting).
- \_\_\_\_\_ 31. Seems reflective, pensive, and deep-thinking.
- \_\_\_\_\_ 32. Exhibits exceptional long-term memory; readily recalls information, data, details, or experiences from the past.

**Comments can be written below. Artifacts or student samples may also be attached.**

Signature \_\_\_\_\_ Date: \_\_\_\_\_

Appendix D

**Lexington R-V School District  
Gifted Education Program  
Permission to Test**

Student's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Grade: \_\_\_\_\_ School: \_\_\_\_\_  
Parent/Guardian's Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_  
Phone Number(s): \_\_\_\_\_

- I GIVE permission for my child to be evaluated as part of the Lexington R-V Gifted Program screening process.
- I DO NOT give permission for my child to be evaluated as part of the Lexington R-V Gifted Program screening process.

Please indicate if your child has the following: \_\_\_\_\_ IEP \_\_\_\_\_ 504

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return this form to the office of your child's school using the enclosed envelope.

Jamie Lynn  
Gifted Education Teacher  
660-259-4369 ext. 1013  
660-909-5768 (cell)  
jlynn@lexington.k12.mo.us

Appendix E

**Lexington R-V School District  
Gifted Education Program  
Evaluation Results Form**

\_\_\_\_\_ was evaluated for the Lexington R-V School District's Gifted Education Program. Below are the results of the screening process:

<b>Assessment Tool (in order)</b>	<b>Score needed to proceed</b>	<b>Actual Score</b>	<b>Parent/Guardian Contact Notes</b>
<b>Teacher Checklist</b>	<b>35</b>		
<b>SAGES-II</b>	<b>125</b>		
<b>KBIT-2</b>	<b>125</b>		
<b>WISC-V</b>	<b>125</b>		
<b>OTHER</b>			

Student **does/does** not qualify for the Gifted Program at this time. (circle)

Signature of Parent/Guardian \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Gifted Instructor \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

Appendix F

**Lexington R-V School District  
Gifted Education Program  
Withdrawal Request Form**

**A conference between the parent/guardian, student, principal, and gifted education teacher must take place before a student can be formally withdrawn for the Gifted Program.**

Date of Conference: \_\_\_\_\_

Persons in Attendance:

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**Current grades:**

Math	
Reading	
Writing	
Science	
Social Studies	
Other	

Reason(s) for request:

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Plan for continued support in regular education classes:

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Parent/Guardian Signature(s): \_\_\_\_\_ Date: \_\_\_\_\_

Gifted Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Classroom Teacher(s) Signature(s): \_\_\_\_\_ Date: \_\_\_\_\_



Appendix H

**Lexington R-V School District  
 Gifted Education Program  
 Bright Student vs. Gifted Learner Reference Sheet**

<b>Bright Student</b>	<b>Gifted Learner</b>
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
6-8 repetitions for mastery	1-2 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 design
enjoys school	enjoys learning
absorbs information	manipulates information
technician	inventor
good memorizer	good guesser
enjoys straight-forward sequential presentation	thrives on complexity
is alert	is keenly observant
is pleased with own learning	is highly self-critical

*by Janice Szabos, Gifted Child Quarterly*