

Big Horn County School District #2
Gifted Education Procedures

Screening and Referral Process

1. Schools will take measures to protect student confidentiality and the sensitivity of all students and parents of the district.
2. Schools will meet the unique individual needs of all students in primary grades through the school's MTSS framework. Students will be screened and identified for gifted education services initially during the spring semester of 2nd grade and gifted education services will be provided for identified students beginning in the 3rd grade.
3. Identification will be limited to students who show evidence of high intellectual capabilities **and** a high aptitude in areas such as creativity, artistic ability, leadership capacity, or in specific academic subjects. Students who possess exceptional learning capacity or performance in the fine and performing arts or other non-core school programs will not be identified unless they also meet the eligibility criteria established in these procedures.
4. **Screening:**
 - a. Identification of gifted students will interface with the district's MTSS framework.
 - i. The district will implement a process to screen all students in order to find those who may be gifted, including those who are not performing well academically. Schools will screen all students using the Gifted Rating Scales (GRS) in the 2nd and 4th grades. Students in the 7th grade will be tested through the teacher referral process. Furthermore, all students who are new to the district will be screened using the GRS within a reasonable time following their enrollment. The teacher administering the GRS should know each student well prior to administering the screener. The school's principal, in consultation with team members (i.e. Building Leadership Team, school psychologist, other school or district personnel) will determine the process for administering the GRS. (Related documents: GRS Schedule and Gifted Education Identification Timeline)
 - ii. Through the school's MTSS framework, students participate in the MAP assessment. Student scores are analyzed and those who score at or above the 85th percentile will receive a comprehensive data review to determine the most appropriate educational services for the student. These students will also receive progress monitoring.

- iii. As schools progress monitor individual students who are high achieving (at or above the 85th percentile), data will be analyzed to determine whether a student should be referred/evaluated for gifted services.
5. **School Referrals:** Before a child can be evaluated for gifted education eligibility, a referral must be provided by a teacher of the child or a PLC team. The recommendation shall be submitted to the building principal using the Referral, Notice and Consent for Evaluation for Gifted Services form (BGH2 Gifted Services Form G1).
6. **Parent Referrals:**
- a. Parents can initiate a referral for gifted education services by submitting a letter to the building principal including:
 - i. The parent’s intent to initiate a parent referral on behalf of their child for gifted education evaluation; and
 - ii. A rationale and any supporting data suggesting potential eligibility for services according to the district’s established criteria.
 - b. Parents who initiate a referral shall receive a written response from the school within a reasonable amount of time following the school’s receipt of the written referral.
 - c. The decision for gifted education evaluation resides with the building principal.
 - d. When the parent disagrees with the principal’s decision, the parent may appeal the decision to the Superintendent. The Superintendent’s decision is final.
7. **Principal Authorization for Evaluation:** No student shall be evaluated for gifted education services without the expressed written authorization of the building principal. The building principal shall indicate authorization and then sign the Referral, Notice and Consent for Evaluation for Gifted Services form (BGH2 Gifted Services Form G1). Before determining authorization, the building principal may consult with team members. The completed form shall be mailed or presented to the parent/guardian for review.
8. **Parent Consent for Evaluation:** Before a child can be evaluated for gifted education eligibility, the school must receive written consent from the parent. Said consent should also include parent permission for gifted education services, should the child meet eligibility requirements.

Evaluation and Eligibility Criteria

- 1. Students who are referred and authorized by the building principal for a gifted education evaluation are evaluated using valid and reliable measures.
 - a. Assessments will be administered and interpreted by trained and qualified personnel.

2. **Eligibility Criteria:** A sliding scale will be used to determine an appropriate IQ cut score in relation to the child’s academic performance. Following is the criteria used by the district for the identification of students who are eligible for gifted education services:

IQ	Achievement	Designation
Score of 135 or higher on the Verbal Comprehension or Fluid Reasoning index or comparable domains/scales.	No Requirement	Uniquely Gifted
GAI or Full Scale Score of 130 or higher	No Requirement	Intellectually Gifted
GAI or Full Scale Score of 125 or higher	Score at or above the 95 th percentile in at least one domain (reading, writing, language, science or math) on a standardized achievement test.	Academically Gifted

- a. This method provides an avenue for students who are “academically gifted” to be eligible, even if their IQ scores fall between 125 and 129. This method also sifts out those students who are very bright and/or academically high performing, but not truly gifted. Finally, this provides an important measure for twice-exceptional, at-risk or disadvantaged students who may struggle in school, but are gifted. Overall, this method should produce between 3 and 5% of the student population for eligibility.
 - b. The determined cut scores used by BGH2 in making eligibility determinations are “true” or actual scores and shall not take into consideration confidence intervals.
3. **Transfer Students:** Students who transfer into BGH2 having been identified in another district or state will be considered for eligibility pending an objective review of existing evaluation data. If the existing evaluation is determined to be valid and the child met comparable criteria established by BGH2, the student will be determined to be eligible for services. If the existing evaluation does not meet this standard, the school can:
- a. administer the Gifted Rating Scales (GRS) screener;
 - b. decide whether to recommend the child for a new evaluation; or
 - c. monitor the child’s performance through the district’s MTSS framework with no obligation to recommend the child for an evaluation.
4. **Reevaluation:** Once students are identified, there will be no requirement for a re-evaluation or to revisit eligibility for services. However, at the discretion of the building principal, the school may conduct a re-evaluation to determine whether the child should continue to be eligible for gifted services in BGH2. A re-evaluation must include valid and reliable measures and align with the evaluation criteria and eligibility criteria established by BGH2. If a student is referred and evaluated, but does not qualify through the eligibility criteria as defined above, the student can be referred again through the teacher or parent referral process after one full calendar year has lapsed following the gifted education evaluation.

Provision of Services

1. **Gifted Ed Support Staff:** The District will appoint a gifted education coordinator and instructional facilitator to oversee school systems that ensure implementation and fidelity of gifted services.
2. **Individualized Learning Plan (ILP):**
 - **District ILP Systems:**
 - i. **ILP Format:** The District uses a standard Individualized Learning Plan that is developed for each student who is determined to be eligible for gifted education services.
 - ii. **Alignment of ILP Services:** A review process will be used to ensure consistency of services among schools. It is important that we clearly understand the impact of services from one building to the next, as well as one teacher to the next.
 - i. **Annual Review:** The provision of services for identified students will likely change from time to time throughout the child's years of enrollment in BGH2 due to the unique educational needs of the student. For this purpose, the student's Individual Learning Plan shall be reviewed annually.
 - ii. **ILP Transition:** The District will coordinate the process to transition the ILPs from one building to the next. The School Level Gifted Education Plan identifies the processes used for these processes.
 1. **Grade/Building Level Transition Meetings:** Teachers will identify students coming in with a Gifted ILP. They will share ideas and insights that will best continue the student's education.
 2. Any student on a Gifted ILP will be reviewed at the beginning of each school year to determine academic needs as defined by the ILP. This process will be defined at the school level.
 - iii. **Program Evaluation:** The District will annually evaluate the effectiveness of the gifted education program.
 - **School ILP Systems:**
 - i. **ILP Teams:** The school will establish ILP teams to develop and ensure implementation of the ILP for each identified student. The team will include at a minimum:
 1. Certified school representative (i.e., counselor)
 2. Content/grade level teacher
 3. Student
 4. Parent/guardian
 - ii. **ILP Monitoring:** The school will define the process for the ILP team to monitor the progress of each gifted student.

- iii. **School-to-School Communication:** The school will have a process to ensure inter-building communication in the event that the ILP services impact the next school level.
 - iv. **ILP Transition:** The school will coordinate the process to transition the ILPs from one grade level to the next.
3. **Gifted Education Services:** Each school will be responsible to develop and annually update a list of services that will be available for gifted students. These services will be defined on the ILP to provide opportunity for gifted students to maximize his/her learning potential.
- **Academic Services:** The school plans will include opportunities for students to:
 - i. Work at their own pace and accelerate through the curriculum
 - ii. Work on rigorous tasks (i.e., inquiry/research, problem solving, experiments, creative projects, and presentations) that challenge their intellect
 - iii. Work in groups with other gifted or academically high achieving students
 - iv. Make choices relating to content and learning activities
 - v. Utilize high quality materials and technology to support advanced learning
 - vi. Demonstrate mastery or proficiency in alternative ways
 - **Supplemental Services:** In addition, the following services will be defined at a school level to provide support to the academic services listed above.
 - i. Leadership opportunities in the school/community
 - ii. Counseling and/or psychological services
 - iii. Mentoring and advocacy by an adult in the school/community
 - iv. Academic and career counseling
 - v. Non-academic support for at-risk gifted students: These are factors that may interfere with a student's successful academic performance. Examples are executive functions such as manage time, pay attention, switch focus, plan and organize.
 - vi. Other services deemed appropriate for the student
4. **Professional Development:** (to be determined)
5. **Confidentiality:** (district statement on confidentiality that will be included on the three school plans)
6. **Information & Support:** The district will maintain a Gifted Education webpage on the District Website. (the facilitator will maintain this page)

Related Documents:

GRS Schedule: The following is a six-year schedule to identify the screening process using the Gifted Rating Scales. This document supports Section 4.a.1 of the Screening and Referral Process (p. 1).

Grade	Cohort	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Senior	CL 2017	Gr 11	Gr 12				
Junior	CL 2018	Gr 10	Gr 11	Gr 12			
Sophomore	CL 2019	Gr 9	Gr 10	Gr 11	Gr 12		
Freshman	CL 2020	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	
Grade 8	CL 2021	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
Grade 7	CL 2022	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11
Grade 6	CL 2023	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10
Grade 5	CL 2024	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9
Grade 4	CL 2025	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
Grade 3	CL 2026	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7
Grade 2	CL 2027	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
Grade 1	CL 2028	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5
Kindergarten	CL 2029		K	Gr 1	Gr 2	Gr 3	Gr 4
	CL 2030			K	Gr 1	Gr 2	Gr 3
	CL 2031				K	Gr 1	Gr 2
	CL 2032					K	Gr 1
	CL 2033						K

- The grade levels coded with blue represent screening for all students.
- Grade 7 has been coded with orange as those students will be tested through a teacher referral process.

Big Horn County School District #2
 Gifted Education: Identification Process Timeline

This is a sample of the timeline used to guide the Identification Process each spring. This document supports Section 4.a.1 of the Screening and Referral Process (p. 1)

1. What students will be screened with the Gifted Rating Scale?

- Spring:
 - All second grade students.
 - Students new to the district in 2016-17: Grades 3-8
 - 7th grade students as referred by teachers

2. Yearly Action Plan

Task	Person(s) Responsible	Yearly Calendar
		Key Dates
GRS: Student Rosters: (prepared for School Psychologist) • <i>Second grade students</i> • <i>New Students: LMS principal assigns a designated teacher</i>	• Curriculum Director • Middle School Principal	March
Order GRS	• School Psychologist • Special Ed Secretary	
GRS Roll-Out: GRS designated teachers will be informed of the upcoming process. Refresher training as needed. • <i>Inform Middle School Principal</i> • <i>Contact Elementary Principal for date and the need for training.</i>	• School Psychologist • Curriculum Director	March
GRS Implementation • <i>School psychologist will assign GRS instrument for each student</i> • <i>Teachers will fill out the GRS for all students in their classrooms.</i>	• 2 nd grade teachers • LES Home room teachers for new students • LMS designated teachers for new students.	To be completed by end of 2 nd week in April
GRS Score Summary <i>School psychologist will score and verify the numbers from each student's GRS profile. A Score Summary will be generated for each student. The results for each qualifying student will be given to Curriculum Director</i>	• School Psychologist	
Gifted Ed Folder Preparation <i>Curriculum director prepares a folder for each student who meets the GRS qualifications.</i>	• Curriculum Director	
Teacher/PLC Referral Training <i>Onsite training developed to walk teachers through the referral process. This is on an as needed basis and will be scheduled by the building principal</i>	• School Psychologist • Curriculum Director	
Teacher/PLC Referral Process <i>Teachers/PLCs will make referrals for additional testing based on the GRS results, large scale testing, and classroom-based information about the student. Referrals will be made to the building principal.</i>	• 2 nd grade PLC • Other LES Grade level PLCs as needed • LMS PLC	To be completed by last week in April
Principal Authorization Process <i>The principal will review the referrals and authorize the student for evaluation. Guidance from the school psychologist and curriculum director provided as needed.</i>	• Elementary Principal • Middle School Principal • School Psychologist • Curriculum Director	To be completed by end of 1 st week in May
Parent Consent <i>The principal will sent home in writing, the authorization form which will include a written consent for evaluation and permission for gifted services.</i>	• Elementary Principal • Middle School Principal	To be completed by end of 1 st week in May
IQ Testing	• School psychologist	2 nd week of May
ILP Development	• ILP committee as established by principal • Gifted Ed Coordinator	Fall of next school year

Note: The key date for all activities is the 2nd week in May which is when the IQ testing must begin. Specific dates will be determined on an annual basis.