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Hermon School Department

Gifted Education

PRE-ASSESSMENT

All students in grades three, five, and seven will be automatically referred through a system wide evaluation process. The process begins in the spring by gathering student data from a variety of sources including homeroom teachers and parents who wish to participate. Parents and homeroom teachers complete a Gifted Characteristics Checklist as the first step in the screening process. The combined scores will be averaged to obtain a final score. An eligible score allows the student to continue with further testing. By using the pre-assessment process, the Hermon School Department ensures equal access to screening and further assessment for all students.

ASSESSMENT FOR GIFTED IDENTIFICATION

Parents will receive notification and must give consent for further testing to determine eligibility for Gifted Services. To become eligible for services, students must qualify in Mental Ability and Achievement with a score of 95% or higher, or students can score 95% or higher in three out of the four test categories. One qualifying score must be in the area of Mental Ability or Achievement. Testing will occur in the spring following information gathered from the pre- assessment Gifted Characteristics Checklist.

1. **Mental Ability:** a minimum score of 95 National Percentile Ranking on the Otis-Lennon School Ability Test and/or on the Naglieri Non-Verbal Intelligence Test.
2. **Achievement:** a minimum score of 95 National Percentile Ranking on total reading, total math or complete composite on a standardized test; fours in the last two (elementary school) or As in the last three (middle school) ranking periods in at least three of the four basic subject areas; or (if the student has met the mental ability standard) 95% or higher or Exceeds the Standard on a student product or portfolio developed from a common assignment and scored by a rubric.
3. **Creativity:** a minimum score of 95 National Percentile Ranking on the Torrance Test for Creativity. .

PARENT NOTIFICATION

Parents will be informed in writing of test results and if the student has been accepted into the Gifted and Talented program. For those students accepted for mental ability and achievement, further notification the following fall will indicate in which of the following areas the student demonstrates need for curriculum modifications:

English language arts and reading	
Mathematics	
Science	(beginning fall 2009)
Social studies	(beginning fall 2009)
Visual art	(beginning fall 2010)
Music	(beginning fall 2010).

APPEAL PROCESS

1. Complaint will be filed in writing to the Hermon School Department, Gifted and Talented Education Coordinator:
Brandy St. Pierre
P. O. Box 6360
Hermon, ME 04402-6360.
2. The gifted education coordinator will address the concerns with the superintendent.
3. The superintendent will schedule a meeting with the complainant and any pertinent personnel he/she chooses to address the specific concerns and reason for the appeal. All parties will work together to find a solution.
4. If the complainant is not satisfied with the results, he/she may forward his/her concerns to the Maine Department of Education for other options and guidance.
5. The complainant has the right to legal representation throughout this process.

TRANSFER

At the request of the parent, the Hermon School Department will assess within 30 days of transfer any student from out of state in the grades being tested (3, 5, 7). Parents shall put in writing the request for gifted evaluation. Students transferring within the state of Maine will be eligible to participate in the Hermon School Department Gifted and Talented Program upon receipt of eligible scores from the sending school and their review by the gifted education coordinator.

CONTINUATION

Once students have entered the gifted program, they must continue to meet the following criteria:

1. Maintain satisfactory progress in the program for gifted by successfully completing all assignments and attendance requirements.
2. Maintain a cumulative 3.5 (elementary school) or B (middle school) average in regular education core classes.
3. Display satisfactory conduct in all school settings.

In the event that students fail to meet continuation criteria, the Gifted Education Coordinator shall implement appropriate administrative procedures, including:

1. Notifying parent(s).
2. Developing a plan for improvement, placing the student on probation for one quarter, trimester, or semester, and setting review dates.
3. Having the student continue to participate in gifted assignments and activities during the probationary period.
4. Reviewing the student's status in the program at the end of the probationary period.
5. Discontinuing services a minimum of one quarter/trimester/semester if continuation criteria are not met.
6. Resuming services without additional testing at the beginning of the quarter/trimester/semester when continuation criteria are met.

WITHDRAWAL

If at anytime a student wishes to withdraw from the gifted program or services, the request must be in writing by the parent or guardian and submitted to the gifted education coordinator. Once the request is received, a meeting will be initiated; and upon final agreement of withdrawal, notification will be put in writing.

CLASSROOM MODIFICATIONS

Identified gifted and talented students will be clustered with the support of teachers, guidance and the gifted and talented coordinator. Teachers will meet regularly with the gifted and talented coordinator to monitor modifications, discuss progress and plan how support can best be provided. Teachers will modify content, process, and/or products of the curriculum for identified students through various means approved by the teacher and the gifted education coordinator.

Such modifications emphasize problem-solving and higher order thinking skills and employ strategies such as

- to drive instruction
- more advanced, complex texts and other resources
- compacting
- accelerated pace
- double promotion in content area
- activities and assignments that require greater breadth and depth, more challenging and sophisticated content, and additional and more refined skills
- learning centers or individual or small group special projects
- learning contracts
- individual learning plan.