



Juneau School District

July 1, 2007 – June 30, 2012

Extended Learning Program Plan

The Juneau School District acknowledges and appreciates the dedicated staff and community members who volunteered their time to serve on the Committee to Revise the Extended Learning Plan and developed the following program plan.

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Introduction

The Juneau School District, in partnership with our families and community, will provide students with the skills, knowledge, and attitudes to be contributing citizens in a changing world. As stated in the Juneau School District Strategic Plan for 2007, the goal is success for **ALL** students through rigor, relevance, and relationships. The strategy areas are:

- **Rigorous and Relevant Curriculum and Teaching:** Research and identify best practices, in district and elsewhere, for rigorous and relevant teaching and learning that advances high expectations and meets the individual needs of students. Recommend ways to support teachers and staff in implementing these practices with their student for instruction guided by the district goals.
- **Relationships:** Identify ways to strengthen and expand multiple positive, committed relationships at all building levels. Recommend ways to support schools in maximizing and maintaining the relationships students have with the staff and community and that schools have with the home.
- **Responsive Intervention:** Identify effective academic and social-emotional intervention programs and recommend ways to support schools in employing responsive interventions in all grades at the earliest sign of student need.

[Gifted](#) students in the Juneau School District receive educational support and services that provide opportunities directed to their unique needs. These services include a [differentiated](#) instructional program that teaches higher level, creative thinking processes in a flexible and responsive learning environment that is respectful of the uniqueness of the individual student and is conducive to risk-taking and the exploration of new ideas.

The Extended Learning Program Plan that is detailed below is divided into the following sections:

For information on the [legal rationale](#) for the extended learning program, please refer to **page 1**.

The [Juneau School District Board policy](#) on gifted and talented students is also found on **page 1**.

For information on the [philosophy](#) of the extended learning program please refer to **page 2**.

The overall structure or [program design](#) of extended learning is described in Section 1 beginning on **page 3**.

Information on [program administration and management](#) begins on **page 7**.

Information on the processes and assessments that are used to determine [student eligibility and identification](#) begins on **page 9**.

The [curricular and instructional](#) approaches supported by the extended learning program begin on **page 17**.

The section addressing the [social and emotional development](#) of gifted students begins on **page 20**.

Ongoing and targeted [professional development](#) is a critical element for student success; this section begins on **page 22**.

Strategies to help ensure open and active [involvement with parents and community](#) begins on **page 24**.

The essential elements for the [evaluation of the extended learning program](#) may be found on **page 26**.

A [glossary](#) of frequently used, but perhaps unfamiliar, terms begins on **page 27**.

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I. LEGAL RATIONALE FOR THE EXTENDED LEARNING PROGRAM

Alaska State Law (AS 14.30.352) provides the legal basis for programs for gifted children.

Article 3A. Education for Gifted Children

Sec. 14.30.352. Programs for gifted children.

(a) Every school district shall establish educational services for gifted children that provide for student identification, student eligibility, student learning plans, and parental and student participation, including an appropriate review process, consistent with regulations adopted by the department.

(b) State reimbursement for transportation of gifted children shall be as provided for transportation of all other pupils, except that eligibility for reimbursement is not limited to transportation between the child's residence and the school, but shall also include transportation between a school and another location of instruction as routinely required by the gifted education program of the district.

II. JUNEAU SCHOOL DISTRICT BOARD POLICY 1464

Gifted and Talented Students

The Board of Education recognizes its responsibility for the provision of educational opportunities for [gifted](#) and talented students. To that end, the Board directs that such students be identified and offered appropriate instructional programs.

For purposes of this policy, "gifted and talented students" are those students who, by virtue of outstanding abilities, require [differentiated](#) educational programs and services beyond those normally provided by the regular school program in order to realize their potential contributions to self and society. The capacities of such students may be manifested as general intellectual ability, specific academic aptitude, creative and productive thinking, leadership ability, or artistic talent.

The individualized educational programs offered gifted and talented students should not only encourage and challenge them in the specific areas of their outstanding abilities, but may also address special needs which result from their giftedness. Special programs may not replace the basic instructional program of the various grades of this district. Programs for the gifted and talented should be periodically evaluated for their continuing efficacy and adjusted accordingly. An individualized education plan shall determine the student's instructional program and/or services.

The parent or guardian of any student identified as gifted or talented shall be consulted regarding any program designed to address his or her particular needs as prescribed by Alaska State Law and the Juneau School District Special Education Procedural Manual.

III. PHILOSOPHY

The Juneau School District asserts that outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor. Therefore, students among all ethnic, racial, and socioeconomic groups should be provided with an education that enables them to achieve excellence, developing their abilities to the fullest.

A [gifted](#) person is someone who shows, or has the potential for showing, an exceptional level of performance in one or more areas of expression and requires modifications in teaching, counseling, and parenting.

IV. EXTENDED LEARNING PROGRAM ELEMENTS

The extended learning program elements are presented in a series of two-column tables. The columns to the left, titled "Essential Elements," will be implemented commencing the 2007-2008 school year.

The columns to the right, titled "Exemplary Elements," will be incorporated and implemented when additional resources (e.g., monies, human, etc.) become available.

SECTION 1: PROGRAM DESIGN

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners

Essential Elements

- a) Plan includes intellectual component that exceed state standards**
1. Modified curricula based on the Alaska State Content and Performance Standards extends the [Grade Level Expectations](#) based on best practice recommendations for gifted learners
- b) Plan incorporates expert knowledge**
1. Program is aligned to expert knowledge from NAGC (National Association for Gifted Children) and the NRC /UConn (National Research Center at the University of Connecticut)
 2. Curriculum for Children of Poverty based on the work of Dr. Ruby Payne (Frameworks for Understanding Poverty) and Dr. Paul Slocumb (Removing the Mask: Giftedness in Poverty) is reflected in the plan
 3. Research and expertise on other underrepresented populations (e.g., Alaska Native, English Language Learners, [twice- or multi-exceptional](#)) is reflected in the plan
- c) Aligns with schools, staff, parents, and community**
1. Plan is available to community and stakeholders for review and comment
 2. The plan reflects the community and stakeholder interests and values

Exemplary Elements

- a) Speaker Series**
1. Speaker Series provided for parents and teachers on topics such as social emotional needs of the gifted and underachieving gifted.
 - i) These sessions will be provided on regularly scheduled (e.g., monthly, quarterly, annually) intervals

SECTION 1: PROGRAM DESIGN

1:2 The program extends the depth and complexity of the general education programs

Essential Elements

- a) Continuity within the gifted program and with general education:**
1. Gifted students are provided with curricula based on [Alaska Content and Performance Standards and Alaska Grade Level Expectations \(GLEs\)](#) that are modified to develop depth and complexity
 2. Extended Learning program services and targeted needs are incorporated into each school's Site Accountability Plan
- b) Program is comprehensive between, within, and across grade levels:**
1. General education and teachers of the gifted have regular access to ongoing professional development to facilitate and support the development of and provision for modified and/or [differentiated](#) curriculum and instruction
 2. Trimester meetings of all staff whose primary teaching/counseling responsibility is teaching gifted students for the purpose of seamless and transparent vertical integration of curricula and instruction for gifted students
 3. Regular (i.e., monthly or more frequent as need arises) grade level, house/learning team or department, meetings with general education and the teacher/counselor of the gifted to review and address targeted, assessed needs

Exemplary Elements

- a) Support Services**
1. Intervention Support for gifted at-risk students in elementary, middle and high school

SECTION 1: PROGRAM DESIGN

1:3 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners

Essential Elements

a) Primary (Kindergarten–Grade 2)

1. Weekly, in-class [Talent Development & Search \(TaDS\)](#) program for all students in grades Kindergarten through grade 2
 - i) These services will be provided by the site Extended Learning teacher and are intended to supplement and extend general education instruction
2. Flexible grouping and services for reading and mathematics, may be considered, in response to readiness levels, interest, and learning profiles
 - i) These services will be provided by the site Extended Learning teacher and are intended to supplement and extend general education instruction

b) Intermediate (Grade 3–Grade 5)

1. When possible, identified gifted students served in general education classrooms are [cluster grouped](#) such that there are no “singletons”
 - i) Building administration will make the final determination on all classroom placements for students
2. Collaborate with general education teachers to modify and /or differentiate curriculum
3. Flexible, [pull-out](#) services in response to readiness levels, interest, and learning profiles will be provided in reading for students in grades 3 through 5
 - i) These services will be provided by the site Extended Learning teacher and are intended to supplement and extend general education instruction
4. Flexible, pull-out services in response to readiness levels, interest, and learning profiles will be provided for students in grade 3–4 for mathematics instruction
 - i) These services will be provided by the site Extended Learning teacher and are intended to supplement and extend general education instruction

Exemplary Elements

a) Additional Program Options

1. Elementary
 - i) Program options for leadership, creative ability, and visual and performing arts are provided
 - ii) Summer Enrichment Camp
2. Middle School
 - i) Program options for leadership, creative ability, science, social science, and visual and performing arts (e.g., Advanced Drama, Advanced Art, Speech, Debate and Leadership) are provided
 - ii) Summer Enrichment Camp
 - iii) Electives in middle school support specialized needs and passions of gifted students.
3. High School
 - i) Additional program options for leadership, creative ability, and visual and performing arts are provided
 - ii) [International Baccalaureate](#) or equivalent program provided
 - iii) Summer Enrichment Camp
 - iv) Geometry Bridge summer course offering

b) Participation not limited by logistics

1. Participation in program elements is not limited by logistics
2. Access to program offerings is available to all identified gifted students

<p>5. Daily, replacement, pull-out services in response to readiness levels, interest, and learning profiles will be provided for grade 5 students in mathematics</p> <p>i) These services will be provided by the site Extended Learning teacher</p> <p>6. One series of School-wide Enrichment Model units will be developed and implemented for grades 3 through 5 beginning the 2008-2009 school year at each site</p> <p>i) These services will be provided by the site Extended Learning teacher and are intended to supplement and extend general education instruction</p> <p>c) Middle School</p> <p>1. When possible, identified gifted students in core academic classrooms (i.e., language arts, science, social studies) are cluster grouped such that there are no “singletons”</p> <p>i) Building administration will make the final determination on all classroom placements for students</p> <p>2. Advanced level classes and/or advanced level learning opportunities will be provided in language arts</p> <p>3. Advanced level learning opportunities and/or classes will be provided in science</p> <p>4. Advanced level classes will be provided in mathematics</p> <p>5. Students identified as gifted in visual arts have scheduling priority for access to visual arts course offerings</p> <p>d) High School</p> <p>1. Honors and/or Advanced Placement level classes and/or learning opportunities in core subjects including English, mathematics, science, social science in grades 9-12</p> <p>2. After exhausting all appropriate courses within a discipline or for a field of study not offered, access to university courses will be provided through the College Connection program</p> <p>3. Through the open enrollment process and under the guidance of the site Extended Learning counselor, gifted students have scheduling priority to self-select from the above offerings</p> <p>4. Students identified as gifted in visual arts have scheduling priority to access visual arts course offerings</p> <p>5. Extended Learning Internships</p> <p>6. Education Enrichment Endorsement (E³) for the high school diploma</p>	
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SECTION 2: PROGRAM ADMINISTRATION AND MANAGEMENT

2:1 The plan identifies program personnel

Essential Elements

- a) **Elementary Extended Learning Teachers**
 - 1. 6.0 FTE (1.0 FTE at each regular elementary school)
 - i) Provide direct support and services to students
 - ii) Provide staff development to increase general education teacher and specialists' capacity in meeting the needs of gifted and other high ability students
 - iii) Collaborate with general education teachers to support the differentiation of curricula and instruction
 - iv) Facilitate identification of gifted students
 - v) Develop and monitor student learning plans
- b) **Elementary Extended Learning Art Teacher**
 - 1. 0.5 FTE
 - i) Collaborate with general education teachers to differentiate the elementary art curriculum
- c) **Middle School Extended Learning Teachers**
 - 1. 1.8 FTE
 - i) Provide direct support and services to students
- d) **Middle School Extended Learning Counselor**
 - 1. 1.0 FTE (0.5 FTE at Floyd Dryden and 0.5 FTE at Dzantik'I Heeni)
 - i) Provide staff development to increase general education teacher and specialists' capacity in meeting the needs of gifted and other high ability students
 - ii) Provide logistic, social, and course selection guidance to identified gifted students
 - iii) Collaborate with general education teachers and specialists to support the differentiation of curricula and instruction
 - iv) Facilitate identification of gifted students
 - v) Develop and monitor student learning plans
 - vi) Provide transition counseling and services to grade 8 students

<p>e) High School Extended Learning Teachers 1. 1.4 FTE i) Provide direct support and services to students</p> <p>f) High School Extended Learning Counselor 1. 1.0 FTE for SY07 i) Provide logistic, social, and course selection guidance to identified gifted student ii) Facilitate identification of gifted students iii) Develop and monitor student learning plans iv) Provide career and college counseling services v) Provide transition counseling and services to grade 8 students</p> <p>g) High School Extended Learning Classified Staff 1. 1.0 FTE i) Provide clerical support for the administration and implementation of the Extended Learning program</p> <p>h) District Coordinator 1. 0.1 FTE i) Oversee the implementation of the Extended Learning program including program elements such as staff development, program evaluation, budget, staffing and communication</p> <p>i) District Extended Learning Classified Staff 1. 0.5 FTE i) Provide clerical support for the administration and implementation of the Extended Learning program</p>	
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SECTION 3: ELIGIBILITY AND IDENTIFICATION

A parent, guardian, teacher, or staff member may refer a student by completing a referral form available from the site's Extended Learning teacher/counselor. The student's parent or guardian must give permission before the child is assessed. Testing to determine student eligibility for the extended learning program will be conducted during the regular school day.

Grades K-2

There will be no testing to determine eligibility in Kindergarten through second grade. However, observation data, using a district-identified instrument (e.g., Kingore Observation Inventory), will be formally collected and considered for referral purposes.

Grades 3-5 Academic

Extended Learning Teacher will:

1. Discuss referral with classroom teacher.
2. Review and copy student test scores, observational data (e.g., Kingore Observation Inventory or KOI), and other data in cumulative file.
3. Consider the need for a SCoTs meeting on an individual basis.
4. Send referral/authorization for evaluation form home to parents to be completed, signed, and return before testing can take place.
5. Inform staff of all students who will be tested prior to the start of testing.

For students in grades 3-5 group or individual testing will occur as needed for referred students using the following procedures:

1. As signed Authorization for Evaluation forms are received, the student is placed on the Extended Learning teacher's testing schedule.
2. District achievement test scores may be used as long as these scores are less than one year old. If scores are older, then the student must be given an achievement test. The broad scores from the achievement tests are used in the Eligibility Matrix to determine eligibility. Students must be given all of the subtests in a given section that are required to determine a broad score. The student may be given other subtests for informational purposes, but those scores are not included on the Matrix.
3. All three areas of the cognitive test will be administered.
4. The Extended Learning teacher will complete the electronic Eligibility Matrix and will notify parents of test results. If parents cannot meet with the teacher, the scores may be discussed over the phone.
5. The Extended Learning teacher will electronically enter all DNQ and Q Eligibility Matrices into the electronic database.
6. Classroom teacher will complete a Characteristics of Giftedness Checklist.

Grade 5 Visual Arts

Through the District Elementary Art Program, Elementary Art Teachers will continually evaluate student work to identify exceptional visual arts ability using a district-identified instrument (e.g., Elementary Visual Arts Evaluation Rubric). Performance on this evaluative instrument will be formally collected for students during their fifth grade year and will be used for identification purposes. Students identified as gifted in visual arts at the end of fifth grade will be eligible for priority access to middle and high school visual arts offerings through grade 12.

Grades 6-12 Academic

Extended Learning Teacher will:

1. Discuss referral with teacher(s).
2. Review and copy student test scores and other data in cumulative file.
3. Consider the need for a SCoTs meeting on an individual basis.
4. Send referral/authorization for evaluation form home to parents no later than two weeks prior to each testing date.
5. Request parents to complete, sign, and return before the first day of testing.
6. Inform staff of all students who will be tested prior to the start of testing.

For students in grades 6-12 group or individual testing will occur as needed for referred students using the following procedures:

1. As signed Authorization for Evaluation forms are received, the student is placed on the Extended Learning teacher's/counselors testing schedule.
2. A positive recommendation for participation is received from the student's teacher.
3. District achievement test scores may be used as long as these scores are less than one year old. If scores are older, then the student must be given an achievement test. The broad scores from the achievement tests are used in the Eligibility Matrix to determine eligibility. Students must be given all of the subtests in a given section that are required to determine a broad score. The student may be given other subtests for informational purposes, but those scores are not included on the Matrix. Achievement testing will take place during the first and fourth quarters. Students who miss the fall test date will be scheduled for testing fourth quarter.
4. All three areas of the cognitive test will be administered. Group cognitive testing will take place during the first and fourth quarters. Students who miss the fall test date will be scheduled for testing fourth quarter.
5. The Extended Learning teacher/counselor will inform parents of test dates through at least three forms of school-parent communication such as Parent Teacher Association, school newsletter, teacher newsletter, school calendar, or school website.
6. The Extended Learning teacher/counselor will complete the electronic Eligibility Matrix and will notify parents of test results. If parents cannot meet with the teacher, the scores may be discussed over the phone.
7. The Extended Learning teacher/counselor will electronically enter all DNQ and Q Eligibility Matrices into the electronic database.
8. Academic core teacher(s) will complete a Characteristics of Giftedness Checklist.

Grade 6-12 Visual Arts

Through the District Art Program, Art Teachers and Art Specialists will, in the course of instruction, evaluate student work to identify those with exceptional visual arts ability using a district-identified instrument (e.g., Elementary Visual Arts Evaluation Rubric). Performance on this evaluative instrument will be formally collected for students and will be used for identification purposes. Students identified as gifted in visual arts will be eligible for priority access to middle and high school visual arts offerings through grade 12.

District Extended Learning Review Team

A district Extended Learning Review team meeting may be called if a student has not met all of the eligibility requirements, but there are other compelling factors and indicators of a student's need for gifted services. The Review Team should meet within two weeks after all testing has been completed and scores finalized.

Membership of the Review Team include Extended Learning teachers/counselors, student's current teacher(s), principal, school psychologist, district Extended Learning administrator, and others as needed or as appropriate.

Before the meeting the Extended Learning teacher/counselor will:

1. Contact parents/guardians to request a letter of support.
2. Explain to the parents/guardians that the Review Team could determine that a student is:
 - a. Eligible, and could be placed in Extended Learning
 - b. Not eligible, and could be retested the following year
 - i. These students may be invited to participate if need suggests and if space and time allow
 - c. Not eligible, but further information is needed. An intelligence test may be requested.
 - i. Ask the parent for permission for a possible intelligence test. Document parent approval at the bottom of the Authorization for Evaluation form.
 - ii. If a student has a broad score in academics at the 97th percentile or above and did not meet cognitive criteria he would need a Full Scale Score of 130 or above. A score of 140 on the WISC-IV enters a student into the program without the academic criteria.
3. Meet with classroom teacher(s) to explain what evidence the teacher should present at the meeting.
4. Administer any additional testing the student may need.
5. Gather appropriate evidence and ensure paperwork is complete.
6. Schedule the meeting.

During the meeting the Extended Learning teacher/counselor will:

7. Facilitate the meeting and complete the paperwork.
8. Make presentations to the team including all the information gathered.

During the meeting, the discussion will be focused on the student's assessment results, work and behaviors that give evidence of giftedness. The team will work for group consensus although unanimity is not required.

Following the meeting the Extended Learning teacher/counselor will:

9. Notify parents of the results of the Review team meeting. Record contact date on Review Team Determination sheet.
10. If the Review Team has determined that an intelligence test is required for eligibility determination, then the Extended Learning teacher will:
 - a. Make copies of the Authorization for Evaluation and Review Team Determination forms
 - b. Deliver the copy of the Authorization for Evaluation, along with the original Review Team Determination form to the school psychologist.
11. Electronically record the Review Team Determination and student Eligibility Matrix in the Extended Learning database.

SECTION 3: ELIGIBILITY AND IDENTIFICATION

3:1 The nomination/referral process is ongoing and includes students K-12

Essential Elements

a) All children are eligible

1. All students in Kindergarten–grade 2 are screened for possible identification using the [Talent Development & Search \(TaDS\)](#) program
2. Any student in grades 3-12 may be referred for possible identification

b) Traditional and non-traditional instruments

1. District uses Cognitive Abilities Test (CogAT), Achievement Measure (e.g., Woodcock-Johnson III or WJ III), Torrance Test of Creativity and WISC IV scores, teacher and parent input for assessment tools (See attached Identification Matrix)

c) Referrals sought from teachers and parents

1. Students in grades 3-12 may be referred by teachers, parents, self, or other district personnel for consideration
2. Referral forms are available at the district office, on the district webpage and from all site teacher/counselor of the gifted
3. Referrals from underrepresented populations are sought through the Talent Development & Search (TaDS) program and through work with individual educators
4. Twice- or multi-exceptional students are identified and served

d) Students may be nominated more than once

1. Students who do not meet eligibility criteria may be referred for assessment and evaluation the following year
2. District maintains data on all students in an electronic database and uses this data when reassessing students

e) Training for administrators, teachers, and support personnel

1. Training in characteristics and identification of gifted children is provided for administrators, teachers, and support personnel by Extended Learning teachers and/or counselors
 - i) Administrators are provided training at Administrative Council meetings
 - ii) General education teachers, specialists, and support personnel are provided training through site-based staff development days and through an embedded staff development model

<p>f) Permissions and Parental Consent</p> <ol style="list-style-type: none"> 1. Parent/guardian consent is required before a student’s program is changed from that offered in regular education classrooms (this includes signing any required forms for the Extended Learning Program) 2. Referral and/or Authorization for Evaluation to be signed by parent/guardian and received prior to the start of eligibility assessments <p>g) Identification process in place</p> <ol style="list-style-type: none"> 1. Students who are assessed by school psychologists based on a special education referral and are found to have superior ability are referred to the Central Office Extended Learning administrator and to the site Extended Learning teacher/counselor for possible gifted identification <p>h) District maintains nominees and includes data in reassessing</p> <ol style="list-style-type: none"> 1. A database is maintained with all data collected to be integrated with the district management system <ol style="list-style-type: none"> i) Data is accessible to authorized personnel until students graduate from high school 	
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SECTION 3: ELIGIBILITY AND IDENTIFICATION

3:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students

Essential Elements

- a) Multiple sources of data are considered for identification**
1. Cognitive Abilities Test (CogAT), Achievement Measure (i.e., Woodcock-Johnson III or WJ III), Torrance Test of Creativity and WISC IV scores are used to identify students for the Extended Learning Program
 2. Parent behavior checklists are available in the multiple languages (e.g., Spanish, Vietnamese, Russian, and Chinese) and referral forms are available on the district webpage and at each school site
- b) Notification**
1. Parents of assessed students receive notification by mail of the results of their child's assessment
 2. Principals and teachers of all screened students receive written notification of the results of the assessment
- c) Extended Learning Program Review Team make final determinations**
1. A district-level Extended Learning Review Team meeting may be called if a student has not met all of the eligibility requirements but when there are other indicators of student's need for gifted services
 - i) Members may include teacher(s) of the gifted, current general education teacher(s), building and/or district administrator(s), educational psychologist(s), counselor(s), and others as needed or appropriate
 - ii) The team will work for consensus although unanimity is not required—a simple majority will make the final determination
- d) Transitions and In-District Transfer students**
1. The sending school's Extended Learning teacher/counselor will automatically forward the students' work files by the last teacher work day to the receiving school's Extended Learning teacher/counselor
 2. When an identified student leaves a building to go to another building in the district, the sending school will notify the receiving school's Extended Learning teacher/counselor and transfer the work file on or before the next calendared Extended Learning teacher/counselor meeting

Exemplary Elements

- a) Timely changes in ID tools and procedures**
1. The district constantly researches the latest assessment tools and information about all groups of students to ensure that the instruments and the procedures used are responsive to the needs of the student population

<p>e) Out-of-district transfer students</p> <ol style="list-style-type: none">1. Out-of-district transfer students may be referred to the site Extended Learning teacher/counselor for consideration and identification as soon as enrolled in the district<ol style="list-style-type: none">i) Identification results will be provided to parents/guardians in a timely manner <p>f) Student identification and eligibility tools reflect district's population</p> <ol style="list-style-type: none">1. The Talent Development & Search (TaDS) program, Cognitive Abilities Test of Non-verbal skills, Torrance Test of Creativity, and parent and teacher input support the identification of diverse students2. The district's identification instruments and procedures are reviewed annually to ensure that diverse populations are increasingly represented in the identified Extended Learning population, particularly in the historically underrepresented populations	
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SECTION 3: ELIGIBILITY AND IDENTIFICATION

3:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the students and is periodically reviewed

Essential Elements

- a) Parents and students provided information and orientation**
 - 1. Parents of identified gifted students are provided with written information and orientation to the Extended Learning Program through the District webpage, through Extended Learning Parent Advisory Committee meetings, and through regular contact with the site Extended Learning teacher/counselor
- b) Students identified as gifted remain identified**
 - 1. Students who are identified gifted remain gifted throughout their school career even though program placements may vary
- c) Student Non-Participation**
 - 1. Identified gifted students who are unable or elect not to participate in Extended Learning Program services may later return to the program and retain full eligibility through grade 12 without retesting
- d) Students not withdrawn from program without documented interventions, and meeting with parents**
 - 1. Struggling gifted students are referred to building-level Staff Collaboration Team (SCoT)
 - i) Students are not removed from the program unless parents make a choice to remove the program services
 - 2. The Extended Learning teacher/counselor will work with teachers of struggling students to develop intervention supports and strategies

Exemplary Elements

SECTION 4: CURRICULUM AND INSTRUCTION

The gifted student's program is determined collaboratively with parents through the Student Learning Plan (SLP) process. The plan below establishes common program components available for a student's learning plan in all schools. Within these commonalities, specific program design is determined at the site.

4:1 A <u>differentiated</u> curriculum is in place, responsive to the needs, interests, and abilities of gifted students	
<u>Essential Elements</u> a) Differentiated curriculum meets and exceeds CORE <ol style="list-style-type: none">1. Disaggregated data provides evidence of achievement levels of gifted and targeted high achieving students in relation to the Alaska Grade Level Expectations as measured by the Standards Based Assessment2. Curriculum-embedded assessments allow for continuous assessment of progress in the CORE curriculum b) Differentiated curriculum provides for balanced development of critical, creative, problem solving, research skills, etc. <ol style="list-style-type: none">1. Learning activities are in response to pre-and post-assessment data and readiness levels that allow for curriculum compacting, pacing, and acceleration<ol style="list-style-type: none">i) Students are encouraged to use sophisticated and advanced information and skills c) Differentiated curriculum focuses on depth and complexity, acceleration, and novelty <ol style="list-style-type: none">1. All Extended Learning teachers/counselors have been trained in the elements of depth, complexity, acceleration and novelty2. Each year at least three full-day articulation sessions for Extended Learning teachers/counselors focus on appropriate methods for extending/enriching/compacting core subjects for identified gifted students	<u>Exemplary Elements</u>

<u>Essential Elements</u>	<u>Exemplary Elements</u>
<p>d) Differentiated curriculum helps develop ethical standards and positive self-concepts</p> <ol style="list-style-type: none"> 1. All gifted and targeted high achieving students are provided the opportunity to self-select biographies and autobiographies of scholars who are role models 2. Gifted and targeted high achieving students are given planning and organizational skills training as part of the everyday procedures and CORE curriculum <p>e) Alignment of CORE program with differentiated curriculum</p> <ol style="list-style-type: none"> 1. CORE programs provide options for differentiated curriculum that include extensions, advanced literature recommendations, independent investigations, enrichment, scientific investigations and experimentations, and mathematics problem solving extensions 	

SECTION 4: CURRICULUM AND INSTRUCTION

4:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources

Essential Elements

- a) **The differentiation of curricula is an integral part of the day**
1. Differentiated curricula and instruction are provided in elementary grades through the various programs noted in [Program Design Section 1:2 and 1:3](#)
 2. Differentiated curricula and instruction are provided in courses in middle school and high school
- b) **Differentiated curriculum is taught with appropriate instructional models**
1. Teachers learn models of differentiation through the District professional development sessions and then make appropriate choices of instructional delivery in relationship to the Alaska Content and Performance Standards, [Alaska Grade Level Expectations](#), and student needs
- c) **Differentiated curriculum is supported by appropriate resources and technology**
1. Purchase of materials and resources that support the differentiated curricula are made on a regular basis
 2. When district-level curriculum purchases are made, representatives from the Extended Learning program will be consulted to determine necessary resources to meet the needs of gifted students
 3. Extended Learning teachers integrate technology into the curriculum through the use of software, Internet access for research, and Webquests
 - i) Students are encouraged to organize and present information using software such as *Inspiration*, *PowerPoint*, etc.
- d) **Differentiated curriculum utilizes a variety of teaching and learning patterns**
1. Extended Learning teachers use large and small group instruction, homogeneous and heterogeneous grouping, teacher-and student-directed learning, literature circles, Socratic Seminar, project based learning, community service learning, and independent study as an integral part of the differentiation of the core curricula

Exemplary Elements

- a) **Differentiated curriculum utilizes a variety of teaching and learning patterns**
1. Students participate in off-campus learning trips that align with Alaska Content and Performance Standards and Alaska Grade Level Expectations (GLEs)
 2. Students are grouped and regrouped based on readiness levels for remedial, basic and accelerated instruction in mathematics through leveling at the fifth grade level

SECTION 5: SOCIAL AND EMOTIONAL DEVELOPMENT

5:1 Actions to meet the affective needs of gifted students are ongoing

Essential Elements

- a) Teachers, administrators, and parents will receive information and training about characteristics of gifted**
 - 1. Information and training is provided to teachers, parents, administrators, and counselors
 - 2. Lists of characteristics of gifted students and their social and emotional needs are available in multiple languages for all teachers, administrators, and parents and are listed on the district website
- b) Teachers are trained and knowledgeable regarding social and emotional development of gifted students**
 - 1. General education teachers will receive training through site-based staff development days and through an embedded staff development model on the social and emotional needs of the gifted
 - 2. Site-based, staff development in differentiation highlight programmatic responses to the social and emotional needs of the gifted
- c) Student Learning Plans**
 - 1. All identified gifted students will have social-emotional goals highlighted in their Student Learning Plans with details on how staff, student, and parents work together to achieve targeted goals
- d) School counselor(s) and extended learning teacher(s) will meet**
 - 1. The school's counselor(s) and the extended learning teacher(s) will collaborate at monthly meetings to focus efforts to meet the unique needs of extended learning students

Exemplary Elements

- a) Teachers and guidance personnel are trained to collaborate in implementing intervention strategies for at-risk gifted**
 - 1. Teachers and guidance personnel have access to the Speaker Series that includes:
 - i) Underachieving Gifted
 - ii) Social and Emotional Needs of the Gifted
 - iii) Emotional Intensity
- b) Additional Program Options**
 - 1. Gifted students are provided with career and college information through:
 - i) AVID
 - ii) Student Support Centers to provide support for academic, college, career, social, psychological, and health services

SECTION 5: SOCIAL AND EMOTIONAL DEVELOPMENT

5:2 At-risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse)

Essential Elements

- a) Teachers are trained to recognize symptoms of [at-risk](#) behavior in gifted students
1. [At-risk](#) students are referred to staff collaboration teams (SCoTs) at each site where interventions, possible referral for special testing, and/or for referral to outside services are discussed

Exemplary Elements

- a) District develops a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies.
1. The staff collaboration team (SCoTs) process in place at each school ensures collaboration among parents and school site personnel regarding the needs of [at-risk](#) gifted students
- b) **At-risk gifted students are provided with counseling services through:**
1. Three-way contracts are used as intervention plans to meet the needs of at-risk gifted students
 - i) The plans provide interventions and are reviewed on an ongoing basis
 2. Speaker Series program provides a class in the Social and Emotional Needs of the gifted
 3. [At-risk](#), gifted students **are not dropped** from the program unless requested by parents or guardians
 4. Extended Learning teachers are well versed in the social and emotional needs of gifted students through the Speaker Series, up-to-date research articles provided by the Office of Instructional Services
 - i) As a result, extended learning teachers are able to pinpoint social and emotional needs and [twice- or multi-exceptionalities](#) quickly and seek interventions in a timely manner

SECTION 6: PROFESSIONAL DEVELOPMENT

Educators who possess an understanding of the academic, social, and emotional needs of gifted students are key to developing and fulfilling effective Student Learning Plans. Educators whose primary responsibility is teaching the gifted must, in addition to meeting the requirements for Type A Alaska teacher certification, have completed at least six (6) semester hours in gifted education (This does not constitute a state endorsement). The course work in gifted education may be completed through local- or distance-delivery. Many regular education teachers do not have educational background in gifted and talented programs so it is incumbent on the district to provide development for its staff. The goals for staff development include staying current with needs, issues, and discoveries in regard to gifted students; ensuring all staff interacting with gifted students have the opportunity to train in teaching methods specific to meeting the educational needs of the gifted; and providing opportunities for collaboration with each other to share resources, knowledge, and information.

6:1 The district provides professional development opportunities related to gifted learners on a regular basis

Essential Elements

- a) **Evaluation outcomes obtained from professional development is conducted to determine effectiveness and make improvements**
1. Based on District program evaluations and Site Accountability Plans, topics for professional development will be identified for the upcoming year (e.g., based on a 2006-07 District program and Site Accountability Plans the following topics will be included in the 2007-2008 professional development plan: Response to Intervention, Content Specific Differentiation, training in the use of and analysis with new measures used for student identification and eligibility (Woodcock-Johnson III, Torrance Test of Creativity)

Exemplary Elements

- a) **District encourages teachers to focus on gifted education as one of the areas of professional growth**

SECTION 6: PROFESSIONAL DEVELOPMENT

6:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training

Essential Elements

- a) **Administrators, counselors, and support staff participate in professional development related to gifted education**
1. Extended Learning director provides articles and research to principals and Extended Learning teachers/counselors from appropriate journals and research centers

Exemplary Elements

- a) **District promotes teacher-to-teacher professional development**
1. Substitute time is provided for Extended Learning teachers to visit other grade level Extended Learning teachers
 - i) Teachers have an opportunity to participate in a Teacher-to-teacher professional development strand where Extended Learning teachers lead in-service training on specific topics requested by other Extended Learning teachers
- b) **Administrators, counselors, and support staff participate in professional development related to gifted education**
1. Principals and Extended Learning teachers/counselors are offered the opportunity to attend the annual National Association of Gifted Children (NAGC) Conference

SECTION 7: PARENT AND COMMUNITY INVOLVEMENT

7:1 Open communication with parents and the community is maintained

Essential Elements

- a) Parents are informed of the district's criteria and procedures for identifying gifted students**
 - 1. Information regarding the district's criteria and procedures are available on the district website
 - 2. Principals are provided with information to put in their school newsletters
- b) Extended Learning Parent Advisory Committee (ELPAC)**
 - 1. ELPAC meets quarterly
 - 2. ELPAC membership representing each school will include a parent of a gifted child—these members to be nominated by each Site Council
 - 3. Attendance is open to all interested parties
- c) Extended Learning Plan is disseminated and accessible**
 - 1. Plan is available and accessible through a variety of sources (e.g., District website, Instructional Services, individual schools)
 - 2. Plan will be provided to parents/guardians upon student qualification for Extended Learning services

Exemplary Elements

- a) District provides parents of gifted students with an orientation**
 - 1. Each school with a formalized Extended Learning program holds a parent orientation meeting each year
 - 2. Parents can obtain regular updates about the program and issues related to gifted education through the Speaker Series
 - 3. Parents are invited to a district-wide orientation meeting
- b) The products and achievements of gifted students are shared in a variety of ways**
 - 1. Each school showcases the products and achievements of gifted students through school displays, family science nights, family history nights, productions, Open House, etc
- c) Parents are involved in development of school site plans**
 - 1. At each site, parents of gifted students have input into the development of the Site Accountability Plan through the School Site Council and Extended Learning Advisory Committees or subcommittees
- d) Talents of Parents of Extended Learning students and Other Community Resources supplement the core**
 - 1. At individual elementary, middle and high schools parents and community members provide ongoing resources and support
 - i) Speaking at Career Days
 - ii) Technology Support
 - iii) School Beautification
 - iv) Educational Excursions
 - v) Library Support
 - vi) Professionals provide mentoring
 - 2. Extended Learning Program partnerships with community and businesses specific to career paths

SECTION 7: PARENT AND COMMUNITY INVOLVEMENT

7:2 An active Extended Learning advisory committee with parent involvement is supported by the District

Essential Elements

a) Parents participate in ELPAC on a regular basis

1. Parent representatives from each School Site Council attend the ELPAC and communicate information to their sites and School Site Councils

b) ELPAC is informed of current research and literature on gifted education

1. The latest research is shared with parents at each ELPAC meeting through speakers and or handouts
2. The latest research or references to the research is available on the district website

SECTION 8: PROGRAM EVALUATION

8:1 The District provides ongoing student and Extended Learning program assessment that is consistent with the program's philosophy, goals, and standards

Essential Elements

- a) **Program is periodically reviewed by knowledgeable individuals-- results are used for continuing program development and improvement**
 - 1. The program is reviewed by the leadership teams on an annual basis
 - i) The leadership teams include District Central Office personnel and principal representatives
- b) **District uses multiple, traditional and non-traditional strategies to assess student performance**
 - 1. Elementary students are assessed on a regular basis with curriculum embedded assessments
 - 2. Middle and high school students are assessed with curriculum embedded assessment at the end of each unit of study in core subjects
- c) **Extended Learning teacher, parent, and principals surveys are developed by the Extended Learning Director and specialists who have expertise in gifted education**
 - 1. Results of the surveys are shared with the parents at Extended Learning Parent Advisory Committee meetings, with teachers at the Extended Learning teacher articulation sessions, and with principals at principal's meetings
- d) **Disaggregated district-level data allows for evaluation of the Extended Learning program**
 - 1. The data are used to make improvements to the program
 - 2. The data are used to evaluate, refine and improve the student eligibility measures and criteria

Exemplary Elements

- a) Extended Learning teachers develop common rubrics for assessing student performance at an advanced level
- b) Through the district CORE curricula in English Language Arts and mathematics, regularly scheduled curriculum embedded assessments are conducted and results are reported to the District Assessment, Research and Evaluation office for aggregating and charting
- c) These assessments are used at Academic Conferences and grade level articulation meetings at each site to inform instructional decisions and planning

V. Juneau Community Charter School

At the Juneau Community Charter School academics are embedded in a “living curriculum” where experiential activities are interdisciplinary in nature. An emphasis on the arts and humanities, in-depth study, uninterrupted daily blocks of time for study, exploration of topics for extended periods of time, implementation of Howard Gardner’s theory of Multiple Intelligences, various Waldorf approaches, developmentally appropriate practice and high parent involvement helps the Juneau Community Charter School to motivate students beyond basic academic success and instill a sense of self-confidence and capacity for life-long learning. Howard Gardner’s theory of Multiple Intelligences identifies at least 9 areas of “giftedness” in children and describes how all children have at least one of these gifts. In keeping with this approach, the Juneau Community Charter School does not allow children to be pulled out of the classroom for extended learning opportunities. The Juneau Community Charter School believes that a pull out program such as the one used in other district schools does not recognize all the gifts incorporated in the Multiple Intelligence approach to learning. In meeting the school’s responsibility for Gifted Education the Charter School will implement the following process:

- 1) Students may be identified for extended learning through a referral from the parent, the teachers, or the student.
- 2) The Juneau Community Charter School teacher will work with the District to follow the Juneau School District’s identification and referral process.
- 3) The Juneau Community Charter School teacher, parent, and child will develop a Student Learning Plan that reflects how his/her individual learning needs will be met within the Juneau Community Charter School classroom setting or in a before/after school setting.
- 4) The Juneau Community Charter School will allow for parent input and review of the Student Learning Plan on an on-going basis until the child has exited Juneau Community Charter School or the Extended Learning Program.

VI. APPENDIX

GLOSSARY

Acceleration:

A strategy of progressing through education at rates faster or ages younger than the norm. (NAGC – Glossary of Gifted Terms) It can take many forms, such as early entrance to formal schooling, grade compression, grade skipping, advanced placement, moving through material at a rapid rate or taking classes at the college level that are not available at the secondary level.

Accountability:

Holding students, teachers, administrators, and other school personnel responsible for instructional outcomes. (NAGC – Glossary of Gifted Terms)

Advanced Placement:

A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas. (NAGC – Glossary of Gifted Terms)

Aptitude:

An inclination to excel in the performance of a certain skill. (NAGC – Glossary of Gifted Terms)

At-Risk:

A term used to describe students whose economic, physical, emotional, or academic needs go unmet or serve as barriers to talent recognition or development, thus putting them in danger of underachieving or dropping out. (NAGC – Glossary of Gifted Terms)

Cluster Grouping:

A grouping assignment for students in the regular, heterogeneous classroom. Typically, students with similar needs, abilities, or interests are “clustered” in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of learners rather than just one or two students. (NAGC – Glossary of Gifted Terms) *“Cluster grouping is [when] identified gifted students at a grade level are assigned to one classroom with a teacher who has special training in how to teach gifted students. The other students in their assigned class are of mixed ability. Differentiated instructional opportunities allow gifted students to interact with their intellectual as well as their age peers. Through cluster grouping the intellectual, social, and emotional needs of the gifted students can be addressed.”* Patricia A. Schuler, "Cluster Grouping Coast to Coast," [NRC G/T 1997 Winter Newsletter](#)

Creativity:

The process of developing new, uncommon, or unique ideas. The federal definition of giftedness identifies creativity as a specific component of giftedness. (NAGC – Glossary of Gifted Terms)

Criterion-Referenced Testing:

An assessment that compares a student’s test performance to their mastery of a body of knowledge or specific skill rather than relating their scores to the performance of other students. (NAGC – Glossary of Gifted Terms)

Curriculum Compacting:

Using diagnosis and prescription, the student receives rapid delivery of regular curriculum for the purpose of grade compression and/or within grade acceleration in order to intellectually challenge the child and avoid needless repetition of skills already mastered.

Differentiation:

Modifying curriculum and instruction according to content, process, pacing, and/or product to meet unique student needs in the classroom. (NAGC – Glossary of Gifted Terms) Examples include:

Content – broadening or increasing the complexity of the subject/topic being studied;

Process – opportunity to make sense of the content through activities that key on specific learning styles, or intelligences that are chosen with input from the student;

Product – what students create to exhibit what they’ve learned may use materials, media, technology or expertise beyond what is normally provided in the classroom.

Enrichment:

The addition of disciplines or areas of learning not normally found in the regular curriculum. (NAGC – Glossary of Gifted Terms) One may also find more difficult or in depth material available on the typical curricular subjects, i.e., Future Problem Solving, Math Counts, Junior Great Books, Writer’s Workshop and research projects.

Enriched Education Endorsement:

A Juneau high school program that recognizes students who demonstrate academic and extracurricular excellence. The enriched education endorsement is reported on Juneau School District graduation diplomas. To receive the endorsement, students must graduate with a grade-point average of at least 3.5 (B+); take a wide range of academic courses beyond the minimum; participate in after-school activities for four years; specialize in an area such as academics, sports, the arts or leadership; compile a portfolio of work and make a 15- to 20-minute presentation about it.

Flexible Grouping:

An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest. (NAGC – Glossary of Gifted Terms)

Gifted

A gifted person is someone who shows, or has the potential for showing, an exceptional level of performance in one or more areas of expression and requires modifications in teaching, counseling, and parenting.

Grade Level Expectations (Alaska Performance Standards Grade Level Expectations)

The Alaska Performance Standards Grade Level Expectations (PSGLEs) are aligned to the Alaska Content Standards. PSGLEs are statements that define what all students should know and be able to do at the end of a given grade level. Each Performance Standard Grade Level Expectation is meant to further define a content standard. There is a progression of specificity; the content standards represent broad statements, while PSGLEs are more specific. The Alaska Performance Standards Grade Level Expectations have been developed for grades 3 through 10 (reading, writing, and mathematics) and grades 3 through 11 (science) in fulfillment of the No Child Left Behind Act of 2001 (NCLB) requirements.

Grade Skipping:

After appropriate academic, social, behavioral and emotional evaluation, students “skip” an entire grade level.

Heterogeneous Grouping:

Grouping students by mixed ability or readiness levels. A heterogeneous classroom is one in which a teacher is expected to meet a broad range of student needs or readiness levels. (NAGC – Glossary of Gifted Terms)

Homogeneous Grouping:

Grouping students by need, ability, or interest. Although variations between students exist in a homogeneous classroom, the intent of this grouping pattern is to restrict the range of student readiness or needs that a teacher must address. (NAGC – Glossary of Gifted Terms)

Intelligence:

The ability to learn, reason, and problem solve. Debate revolves around the nature of intelligence as to whether it is an innate quality or something that is developed as a result of interacting with the environment. Many researchers believe that it is a combination of the two. (NAGC – Glossary of Gifted Terms)

Intelligence Quotient (IQ):

A numerical representation of intelligence. IQ is derived from dividing mental age (result from an intelligence test) by the chronological age times 100. Traditionally, an average IQ is considered to be 100. (NAGC – Glossary of Gifted Terms)

International Baccalaureate

The International Baccalaureate (IB) Diploma Program is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities. (NAGC – Glossary of Gifted Terms)

Mentor:

A community member who shares his or her expertise with a student of similar career or field of study aspirations. (NAGC – Glossary of Gifted Terms)

Multi-exceptional (see also “twice-exceptional”):

A term used to describe a student that is both gifted and disabled. These students may also be referred to as having dual exceptionalities or as being GT/LD. (NAGC – Glossary of Gifted Terms)

Multi-disciplinary Simulations:

Activities that involve re-playing situations, cooperative learning and projects including language arts, math, science, social studies, art, music and physical education. Examples would be a re-creation of an archeological dig, acting out the immigration process of Ellis Island, mock trials from world/U.S. history or creating and maintaining companies to sell a “product”.

Pull-Out Grouping:

A group of like-ability children pulled from regular classroom to work on specific projects that or may not be related to content missed in the regular classroom. This may be an accelerated or enrichment program.

School-wide Enrichment Model:

An enrichment-based model that uses high-end learning strategies and accelerated content to improve the performance of all students. Services provided by the model range from general enrichment for both wide-ranging and targeted subgroups to highly individualized curriculum modification procedures for rapid learners and first-hand investigative opportunities for highly motivated individuals and small groups. The model also includes a broad array of specific grouping arrangements based on commonalities in abilities, interests, learning styles, and preferences for various modes of expression.

Social-Emotional Needs:

Gifted and talented students may have affective needs that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves or others, and a sense of justice, moral judgment, or altruism. Counselors working in this area may address issues such as perfectionism, depression, underachievement, or career planning. (NAGC – Glossary of Gifted Terms)

Talent Development and Search (TaDS):

A push-in (as opposed to a pull-out) model where all primary students are provided in-class opportunities to develop creative, critical, and higher-level thinking skills. The model also serves to provide general education staff with professional development to assist with enriching and enhancing programs.

Twice-exceptional (see also “multi-exceptional”)

A term used to describe a student that is both gifted and disabled. These students may also be referred to as having dual exceptionalities or as being GT/LD. (NAGC – Glossary of Gifted Terms)

Thematic Units:

Activities based on a specific topic such as mammals, careers, bridges, etc. that may involve more than one school subject such as language arts and math.

Underachieving or Underachievement:

A term used to describe the discrepancy between a student's performance and their potential, or ability to perform at a much higher level. (NAGC – Glossary of Gifted Terms)

EXTENDED LEARNING ELIGIBILITY MATRIX

Name: _____	DOB: _____	Date: _____
School: _____	Teacher: _____	Grade: _____ ID#: _____

COGNITIVE SCORES	Cognitive Abilities Test (CogAT) Date: _____ Level: _____	1 Point 92-95%ile	2 Points 96-97%ile	3 Points 98-99%ile	Total:
	Verbal %ile: _____				
	Quantitative %ile: _____				
	Non-Verbal %ile: _____				Necessary: 3

ACHIEVEMENT SCORES	Woodcock-Johnson III (WJ III) Date: _____ Level: _____	1 Point 90-93%ile	2 Points 94-96%ile	3 Points 97-99%ile	Total:
	Broad Reading %ile: _____				
	Broad Writing %ile: _____				
	Broad Math %ile: _____				Necessary: 3

CREATIVITY	Torrance Date: _____	Fluency	Originality	Titles	Elaboration	Closure	Total:
	Standard Score						
	1 Point 125-129						
	2 Points 130-134						
	3 Points 135+						Necessary: 4

DETERMINATION	Determination:	Strengths:	Recommendations:
	<input type="checkbox"/> Eligible for ELP CogAT + WJ III: 3 points Cognitive AND 3 points Achievement Torrance + CogAT or WJ III: 4 points Torrance AND 2 Cognitive OR 2 points Achievement	<input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Spatial/Non-verbal <input type="checkbox"/> Creativity	<input type="checkbox"/> ELP Review Team
	<input type="checkbox"/> Does Not Qualify for ELP Comments: _____		

Parent Signature _____	ELP Teacher Signature _____
Date _____	Date _____