

## North Gibson Multifaceted Identification Protocol

Multifaceted ID Plan Components	Description
<b>District Mission Statement for High Ability Program</b>	North Gibson School Corporation recognizes that some students perform at, or show the potential to perform at, an outstanding level of accomplishment in the core academic areas of language arts and mathematics. These students are found in all socio-economic, cultural, and ethnic backgrounds, and North Gibson School Corporation recognizes the need to identify such students through systematic, on-going procedures. The high ability program provides a supportive learning climate that will enrich learning so students can maximize academic potential and develop emotionally and socially in order to be contributing members of society.
<b>District Definition of High Ability Student</b>	North Gibson School Corporation defines a high ability student as one who performs at, or shows the potential for performing at, an outstanding level of academic accomplishment in math, language arts, or both, when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests.
<b>District Services for High Ability Students</b>	<p>Elementary: Acceleration by grade level:            Early entrance to kindergarten will be considered on an individual basis by a child study team consisting of the school psychologist, school administration, and assistant to the superintendent.</p> <p>Grade skipping:            A referral for consideration for skipping a grade can come from any source familiar with the performance or development of the child. Such decisions will be considered on an individual basis by a child study team.</p> <p>Service Options for students identified as having high ability in one or both domains of math and language arts:            Kindergarten - 5: Identified students are placed in a self-contained classroom or a cluster group in the same classroom with a teacher who has or is seeking licensure in gifted education. Curriculum is planned and differentiated for all grade levels served so that all identified students can receive a planned extension of grade level standards in an articulated sequence in math and/or language arts according to their identification.</p>

	<p>Middle: In grades 6-8, students identified as having high ability in the general intellectual domain are placed in the same class for math and language arts. Students who are high ability in language arts only join the students identified in the general intellectual domain for language arts instruction. Students identified as high ability in math only join the students identified in the general intellectual domain for math instruction. In grade 6 all students are assessed for algebra placement with the Orleans Hanna Algebra Prognosis test. Students who exhibit readiness for algebra are placed in algebra in grade 7 or in grade 8.</p>		
	<p>High School: In grades 9-12, students who are identified as having high ability are encouraged to take honors courses and Advanced Placement courses when possible. Using the AP Potential tool students are identified and encouraged to pursue advanced math up through Calculus AB or BC, advanced science including biology, chemistry, physics, and AP biology (or chemistry or physics depending on staff availability), AP English Language and Composition and AP English Literature. Other students are admitted to those courses through self or teacher nomination.</p>		
<b>Multifaceted ID Plan Components</b>	<b>Grade Levels</b>	<b>Measures</b>	<b>Selection Procedures</b>
<p><b>Norm-Referenced Aptitude Measure (also referred to as ability or intelligence measure)</b></p>	<p>Elementary K and 2<sup>nd</sup></p>	<p>Cognitive Abilities Test</p>	<p>96%tile or higher (using local norms and with consideration of the standard error of measure)</p>
	<p>Middle</p>	<p>Cognitive Abilities Test</p>	<p>96%tile or higher (using local norms and with consideration of the standard error of measure)</p>
	<p>High School</p>	<p>PSAT scores</p>	<p>Use AP Potential tool to generate list of students likely to earn 3, 4, 5 on AP exams</p>
<p><b>Norm-Referenced Achievement Measure (or other evidence of ability to</b></p>	<p>Elementary K and 2<sup>nd</sup></p>	<p>Iowa Tests</p>	<p>85%tile or higher (using national norms and with consideration of the standard</p>

<b>perform <u>above</u> grade level)</b>			error of measure)
	Middle	Iowa Tests	85%tile or higher (using local norms and with consideration of the standard error of measure); Consistently high grades on previous report cards
	High School	Grades	
<b>Qualitative Indicators</b>	Elementary	K and 2: Scales for Identifying Gifted Students	Scoring 130 or above (with consideration of the standard error of measure)
	Middle	Scales for Identifying Gifted Students	Scoring 130 or above (with consideration of the standard error of measure)
	High School	Teacher or Self-nomination	Supporting evidence for other measures
<b>Multifaceted ID Plan Components</b>	<b>Description</b>		
<b>Appeals Procedure</b>	<p>An appeal process is in place in the event the identification team does not place a child in services and a teacher, parent, or other person close to the child challenges this decision. The following steps clarify the appeal process:</p> <ol style="list-style-type: none"> <li>1. The petitioner contacts the building level consultant who provides an appeal request form.</li> <li>2. Appeal request form is completed and delivered to high ability coordinator.</li> <li>3. Coordinator reviews student profile and requests alternative assessments which may include: <ul style="list-style-type: none"> <li>• Iowa, Acuity, M:Class, SIGS, SRI</li> <li>• Approved classroom work samples</li> </ul> </li> <li>4. Building level identification team reconvenes to consider new data. This meeting may include an interview with the student and/or petitioners.</li> <li>5. Identification team reports results to coordinator.</li> <li>6. Coordinator reports results to petitioner</li> </ol>		

<b>Exit Procedure</b>	<p>If a student, parent, or teacher believes a high ability placement for services is no longer appropriate, he or she may:</p> <ol style="list-style-type: none"><li>1. Arrange a conference with the parties involved, including the parent and the teacher providing services. This conference may be a telephone conference.</li><li>2. Parent, student, and teacher examine issues of concern and discuss interventions that may be implemented.</li><li>3. Participants agree on a probationary period not less than one semester to implement interventions.</li><li>4. At the end of the probationary period, the parent, student, and teacher meet to review progress and determine whether or not the student should exit services.</li><li>5. If an exit is deemed appropriate, the parent signs permission to “de-flag” student for high ability placement and services.</li><li>6. Parent permission for exit and documentation of meetings/ interventions are sent to the high ability coordinator.</li><li>7. High ability coordinator removes high ability flag for student in database.</li></ol>
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