



OGDEN
Community Schools

High School 515-275-4034
Middle School 515-275-2912
Elementary 515-275-2795

OGDEN COMMUNITY SCHOOL DISTRICT

2017-2018

EXTENDED LEARNING PROGRAM

NOTICE OF NONDISCRIMINATION

The Ogden Community School District offers career and technical programs in the following areas of study:

Heavy Industrial Equipment; Business; Agriculture (Boone); Hospitality, Tourism & Management

It is the policy of the Ogden Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Jennifer Peter, Ogden High School, 732 W. Division St., Ogden, IA 50212, 515-275-4034, jennifer.peter@ogden.k12.ia.us."

Vision

All identified gifted students will receive services and curriculum that match their needed challenge level to accommodate growth.

Mission Statement

The purpose of the Ogden Community School District (CSD) Extended Learning Program (ELP) is to provide a differentiated education for students identified from grades K-12. The program will provide an environment in which the full potential of the talented and gifted learner is recognized, encouraged, and nurtured. Each identified ELP student will be provided with a qualitatively differentiated curriculum, appropriate support and challenge, and the foundation necessary for becoming a lifelong learner.

The Ogden CSD ELP program is designed to meet the needs of the identified population through the use of a partial pull-in program utilized through a resource room concept, independent study, career exploration seminars, college classes, enrichment, acceleration, and in class with regular education teachers.

Beliefs

(We believe...)

1. Gifted students demonstrate abilities and potential significantly beyond those of age peers, therefore, a sound assessment system, with a focus on pre-assessment, is an integral part of determining a gifted learner's instructional level.
2. Gifted students need opportunities to explore their passions and interests beyond the confines of the standard curriculum as possible in order to develop their talents, promote self-direction, and encourage life-long learning.
3. Extended learning programming is best when it's integrated within the Ogden CSD educational system through collaborative efforts. Administrators, ELP teachers, classroom teachers, support staff, parents, and community share responsibility for meeting the needs of gifted learners, which requires appropriate professional development.
4. Gifted students require qualitatively differentiated curriculum and instruction in all areas of the Iowa Core that includes, but is not limited to, increased rigor and appropriate pace.
5. Extended learning programming should adapt to meet the unique social/emotional and learning needs of gifted learners.
6. Gifted learners learn best in the company of their intellectual peers. Learning peer/team collaboration is crucial to increase problem-solving skills.

The State of Iowa's Definition of Gifted Students

Gifted talented 257.44 Gifted and talented children defined. "Gifted and talented children" are those identified as possessing outstanding abilities that are capable of high performance. Gifted and talented children are children who require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. Gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any of the following areas or in

combination: 1. General intellectual ability. 2. Creative thinking. 3. Leadership ability. 4. Visual and performing arts ability. 5. Specific ability aptitude. 89 Acts, ch 135, §44.

Program Goals

Program Goal 1: *The Ogden CSD ELP program will provide effective programming options to meet students' unique cognitive and affective needs. (Aligns to belief statement #1, 2, 3, 5, 6)*

Indicators:

- **Personalized Education Plan (PEP) development**
- **Parent participation**
- **Communication**
- **Progress toward Personalized Education Plan goal attainment**
- **Appropriate learning environment**

Measurement Plan:

- **Parent survey**
- **Student survey**
- **Personalized Education Plan records**

Program Goal 2: *The Ogden CSD ELP program will provide on-going professional development to teaching staff in differentiation strategies and programming options for gifted students. (Aligns to belief statement #3, 4)*

Indicators:

- **Multi-faceted approach to professional development**
- **Presentations to each grade level staff on programming options**
- **Traditional professional development**
- **Teacher (talented and gifted and general ed) participation in workshops**
- **E-mail/Newsletter**
- **Ogden course offerings**
- **Implementation of strategies taught**

Measurement Plan:

- **Staff development calendars**
- **Class attendance lists**
- **Implementation logs**
- **Personalized Education Plan update records**
- **Teacher surveys**

Program Goal 3: *The Ogden CSD ELP program will be a collaboration among administrators, the ELP teacher, classroom teachers, support staff, parents, and community to serve students with general intellectual ability, creativity, and/or specific aptitude in the areas of math, language arts, and/or science. (Aligns to belief statement #3)*

Indicators:

- **Personalized Education Plan documents**
- **Referral information from Ogden staff**

Measurement Plan:

- Comparison of sub-group data to Talented and Gifted data
- Student achievement data

Student Goals

Through ELP, the student will:

1. Understand giftedness and how it affects self and others.
2. Develop advanced thinking strategies, including the ability to gather, organize, analyze, and apply information, in order to generate differentiated products and to transform knowledge.
3. Develop the skills appropriate to interact effectively with peers, siblings, parents, and other adults in a culturally diverse world.
4. Expand the student's knowledge base through the use of community resources.
5. Develop and enhance responsibility; creativity; and independent, self-directed learning behaviors.

Identification of ELP Students

Target Population

The Ogden CSD accepts the concept of equality of educational opportunity for all. ELP is a program designed to identify and provide services for students K-12 who display exceptional:

- General intellectual ability
- Creative thinking
- Specific ability aptitude

Definitions of areas served in the Ogden CSD ELP program:

- **General Intelligence-** refers to students who can learn at a faster pace, master higher levels of content, and handle abstract concepts at a significantly higher level than expected given the student's chronological age and experiences. ☐
- **Creative Thinking-** refers to students who have advanced insight, outstanding imagination, and innovative reasoning ability. Such students possess outstanding ability to integrate seemingly unrelated information in formulating unique ideas, insights, solutions, or products. ☐
- **Specific Academic Ability-** refers to those students who have exceptionally high achievement or potential and a high degree of interest in a specific field of study.
Iowa Code - 281—59.2(257)

Identification Process

In line with requirements in Iowa Code, Ogden CSD identifies students for ELP services in grades K-12.

Step 1: Screen to establish a candidate pool:

K-3 identification is on an individual basis. (See Step 2 for identification procedure.)

The first whole grade screening for ELP services will occur at the end of third grade with services beginning in fourth grade. Whole grade screening measures include results from the Iowa Assessment, Cognitive Abilities Test. Students who are not included in the candidate pool based on Iowa Assessment or CogAT scores may be referred for ELP services by teachers, parents, and/or self. Appropriate referral forms will be made available for this purpose at each of Ogden's three school buildings and on the Ogden CSD web page.

Subsequent whole grade screening will occur at 6th grade. Those students who have scored at least the 97th percentile on Iowa Assessments will take the CogAt.

Between 3rd and 6th grade and after 6th grade and at any grade level for students new to the district, identification decisions will be made on an individual basis for students demonstrating significant needs.

Step 2: Diagnostic Assessment/Information Gathering

Students K-3 are referred by the classroom teacher based on classroom assessments and performance that are significantly beyond the expectations for success at that grade level. The specific data used include common assessments used in the general education classroom, student motivation, and parent recommendation (forms available at each building).

End of third grade whole grade screening candidate pool:

More information will be collected on the students in the candidate pool to determine who (in the areas of the target population) demonstrates unmet needs.

The ELP teacher will gather information on each nominated student from a variety of sources including, but not limited to:

- **Iowa Assessment Test (standard score corresponding to the 97 percentile and above using the norms and conversion guides from the Iowa Testing Program on the reading, math, and science subtests and/or composite score)**
- **CogAT (Standard Age Score 120 and above), Verbal², Quantitative², Nonverbal²**
- **STAR Reading and Math Assessments**
- **Portfolios including student work samples**
- **Teacher observations of creativity, problem-solving, and leadership qualities**
- **Above-level assessments (e.g., EXPLORE at upper elementary or ACT at middle school as part of a talent search)**

Step 3: Placement Decisions

Those recommended for ELP in grades K-12:

Analysis of the data collected in Step 2 provides a profile of the student to determine the need for services. Students who demonstrate ability or show potential ability significantly beyond that of age peers will be placed for ELP services. Placement and programming decisions, including acceleration, differentiation in the regular classroom, and enrichment time with the ELP teacher are made using the diagnostic data collected in Step 2 (see above).

Placement K-3 is fluid due to the nature of a child's development a given point in time. Placement after 3rd grade is reviewed through whole grade screening at 6th grade and as needed on an individual basis.

New students to Ogden CSD will be monitored and their prior testing data reviewed. If a student has been served in ELP at their past school, their student records will be reviewed by an ELP committee to make placement decisions in May and December of each school year or at other times throughout the school year if needed.

Parents may request their child be considered for ELP. The ELP committee may make decisions for placement at other times throughout the school year if needed.

Letters will be sent to parents notifying them of their child qualifying for ELP. Parents will be offered to be a part of placement decisions. A parental signature is required on this form, which is returned to school to be placed in the student's ELP folder.

Differentiated Program

The learning needs uncovered in the identification process will drive the programming developed for individual students. Programming options and placements are outlined in the charts below which are delineated by grade spans, K-4, 5-8, and 9-12.

Grades K-3

Area of Identification	Placement	Service	Person(s) Responsible
General Intellectual	<ul style="list-style-type: none"> ● Regular classroom ● Pull in 	<ul style="list-style-type: none"> ● Enrichment ● Independent research & projects 	<ul style="list-style-type: none"> ● Classroom teacher ● ELP teacher
Reading / LA	<ul style="list-style-type: none"> ● Flexible grouping 	<ul style="list-style-type: none"> ● Enrichment/extension (through HOTS) 	<ul style="list-style-type: none"> ● Classroom teacher
Math	<ul style="list-style-type: none"> ● Pull in 	<ul style="list-style-type: none"> ● Enrichment/extension 	<ul style="list-style-type: none"> ● ELP teacher

Grade 4

Area of Identification	Placement	Service	Person(s) Responsible
General Intellectual	<ul style="list-style-type: none"> ● Pull-in class 	<ul style="list-style-type: none"> ● Independent research project in areas of interest 	<ul style="list-style-type: none"> ● ELP teacher ● Support from teacher librarian and/or community members
Reading / LA	<ul style="list-style-type: none"> ● Pull in ● Regular classroom 	<ul style="list-style-type: none"> ● Extension/enrichment ● Extension/enrichment 	<ul style="list-style-type: none"> ● ELP teacher ● Classroom teacher
Math	<ul style="list-style-type: none"> ● Regular classroom ● Pull in 	<ul style="list-style-type: none"> ● Acceleration (Accelerated Math) ● Enrichment 	<ul style="list-style-type: none"> ● Classroom teacher ● ELP teacher
Science	<ul style="list-style-type: none"> ● Pull in 	<ul style="list-style-type: none"> ● Independent projects - student choice/interest 	<ul style="list-style-type: none"> ● ELP teacher

Grades 5-8

Area of Identification	Placement	Service	Person(s) Responsible
General Intellectual	<ul style="list-style-type: none"> ● Pull in 	<ul style="list-style-type: none"> ● Independent projects - student choice/interest ● Use of advanced organizers ● Field trips 	<ul style="list-style-type: none"> ● ELP teacher
Reading / LA	<ul style="list-style-type: none"> ● Pull in 	<ul style="list-style-type: none"> ● Independent projects - student choice/interest ● Use of advanced organizers ● Field trips 	<ul style="list-style-type: none"> ● ELP teacher
Math	<ul style="list-style-type: none"> ● Cluster group in regular classroom 	<ul style="list-style-type: none"> ● Acceleration (Accelerated Math) ● Enrichment (from Math Curriculum) ● Field trips 	<ul style="list-style-type: none"> ● Classroom teacher ● ELP & classroom teachers
Science	<ul style="list-style-type: none"> ● Pull in 	<ul style="list-style-type: none"> ● Independent projects - student choice/interest ● Use of advanced organizers ● Field trips 	<ul style="list-style-type: none"> ● ELP teacher

Grades 9-12

ELP teacher collaborates with students, school counselor, principal, and general education teachers to provide guest speakers in areas of talent and career interest/exploration.

Area of Identification	Placement	Service	Person(s) Responsible
General Intellectual	<ul style="list-style-type: none"> • Outside the school day • DMAAC and Hunziker Center • Pull in & in the community 	<ul style="list-style-type: none"> • Contests and competitions • Dual enrollment, PSEO • Mentorship • Independent projects - student choice/interest 	<ul style="list-style-type: none"> • Science teacher • School counselor, gen. ed. teachers • ELP teacher & community members
Reading / LA	<ul style="list-style-type: none"> • DMAAC and Hunziker Center 	<ul style="list-style-type: none"> • Dual enrollment, PSEO 	<ul style="list-style-type: none"> • School counselor, gen. ed. teachers
Math	<ul style="list-style-type: none"> • DMAAC and Hunziker Center 	<ul style="list-style-type: none"> • Dual enrollment, PSEO 	<ul style="list-style-type: none"> • School counselor, gen. ed. teachers
Science	<ul style="list-style-type: none"> • DMAAC and Hunziker Center 	<ul style="list-style-type: none"> • Dual enrollment, PSEO 	<ul style="list-style-type: none"> • School counselor, gen. ed. teachers

In-Service Design and Professional Learning

On a yearly basis, professional development will be implemented at each building level based on the needs of the classroom teachers. The ELP teacher will be responsible for providing the K-12 teaching staff with professional development based on district goals and achievement procedures. Possible topics may include, but are not limited to: the identification process of ELP students, differentiation, accelerations options, characteristics of TAG students, and emotional/social needs of the students. Scheduled attendance at grade level team meetings to share information about gifted students, instructional strategies appropriate for them, and the ELP program (grades K-12) is an opportunity to further the learning and support the work of classroom teachers.

The ELP teacher will develop personal learning through conferences at the state and local levels. Support may be accessed through the Heartland AEA 11 Gifted Educational Consultant and through informal communication and collaboration with gifted education colleagues from other school districts, and subscribing to the Belin-Blank gifted listserv.

Staffing and Job Description

The ELP teacher position is .6. The ELP teacher will hold the State of Iowa Talented and Gifted endorsement as required by the Iowa Code.

The program coordinator/teacher will provide leadership in all activities that pertain to the program. Personnel assignments and responsibilities are more specifically defined as follows:

- Share the responsibility for effective programming for the Ogden ELP program
- Assume a role of facilitative leadership for carrying out programming
- Facilitate and supervise staff planning; develop cases, plan programming modifications, locate resources
- Support staff efforts to organize and carry out enrichment and acceleration opportunities for all students
- Assist in developing and carrying out mentor or community resource opportunities
- Assist staff in documenting student progress
- Assist staff in curriculum planning and compacting
- Facilitate ongoing professional development
- Coordinate plans for program evaluation
- Attend workshops, conferences, area meetings, and keep informed of any innovations in gifted and talented education
- Review research, literature, and current educational practices related to gifted and talented students in an effort to continuously improve the Ogden CSD ELP programming options for students

Personalized Education Plans for Students

Individual programming is planned for students identified for ELP and is based on student cognitive and affective needs and/or learning passions. Progress will be measured in terms of the student's established goals. The ELP teacher will provide a quarterly summative report of student progress toward the student's PEP goals.

A portfolio will be established for each student involved in the ELP pull-in program. The student PEP (personalized educational plan) will include specific programming forms which will be updated regularly, samples or illustrations of the students' work and products, copies of contracts or learning agreements, independent study folders, project reports, and documentation of project outcomes or results. Short and long-term goals will be included in the portfolio as will assessment and identification data. The PEP is shown below.

Name: _____

**Ogden Community Schools Enrichment Program
Personalized Education Plan (PEP)**

Student Name _____ DOB _____ Graduation Yr. _____

Parent/s Address _____ Phone # _____

**Standardized Test Scores
Elementary**

Grade Level	Homeroom Teacher							
Kindergarten								
1 st Grade								
2 nd Grade								
	Homeroom Teacher	IA Assessment Reading	IA Assessment Math	IA Assessment Science	Fluency	CBM	ICAM	CogAT
3 rd Grade								
4 th Grade								

Middle School

Grade Level	Homeroom Teacher	IA Assessment Reading	IA Assessment Math	IA Assessment Science	Fluency	CBM	ICAM	CogAT
5 th Grade								
6 th Grade								
7 th Grade								
8 th Grade								

High School

Grade Level	Homeroom Teacher	IA Assessment Reading	IA Assessment Math	IA Assessment Science				
9 th Grade								
10 th Grade								
11 th Grade								
12 th Grade								

Personal Strength Areas

(Information transferred from student, parent, and teacher checklists by the G/T Facilitator)

Grade Level	Reading	Math	Science	Leadership	Creativity	Writing	Social Studies	Fine Arts	Other
Kindergarten									
1 st Grade									
2 nd Grade									
3 rd Grade									
4 th Grade									
5 th Grade									
6 th Grade									
7 th Grade									
8 th Grade									
9 th Grade									
10 th Grade									
11 th Grade									
12 th Grade									

Date Student Initially Identified and Placed in the Enrichment Program: _____

Date Student Exited the Enrichment Program: _____

Student Interview/s, Parent Information, Anecdotal Records, and Programming Information included inside this folder.

Exit Procedure/Process

Should the program teacher feel the student is not making acceptable progress, she/he will schedule a conference with the student and the parents to discuss the programming provided as it relates to student needs. As necessary, programming will be revised to better suit the student.

Withdrawal from the program may result from the student electing to discontinue participation or parents requesting that their child's participation cease. A written communication of intent from the parent/guardian for the discontinuation of ELP services will be required before the student may drop the program.

Program Evaluation

Program evaluation will be conducted through the use of the Self-Audit/Reflection Tool from Heartland AEA 11.

<http://www.heartlandaea.org/instructional-services/cia/gifted--talented/self-audit--reflection-tool/>

Each year, at least two sections of the Self-Audit/Reflection Tool will be completed with a focus on program improvements in those areas. The action plan at the end of the completed sections will be completed to identify improvement steps. This action plan will be revisited and monitored over the course of the school year to determine completion. Based on results and progress, the evaluation team will decide whether the goal(s) need continued attention in the following school year. Using this schedule, the entire program will be evaluated over the course of five years.

Student progress and benefit as a result of ELP programming are important to monitor. The ELP teacher will evaluate and monitor the ELP students' progress against ELP student outcomes and student performance in advanced academic settings. A variety of measurement tools will be used in gathering formative information that will aid in the evaluation process. These tools may include but are not limited to classroom assessments, ELP Progress Report, and growth on Iowa Assessments (using standard scores). The ELP teacher will keep records of activities and projects.

Identified students whose score trend line (3 years or more) continues to fall below the advanced proficiency range, will be discussed by the ELP teacher, classroom teachers that teaches the curricular discipline in question, administration, and/or the parent. This group will review multiple data sources, and make a decision regarding the student's continued need for service.

Budget

Gifted and talented is part of the regular school funding formula in Iowa. Each public school district receives a designated amount of money per student (as reported on the Certified Budget Enrollment from the previous September), which represents $\frac{3}{4}$ of the total gifted and talented budget. The district contributes the remaining $\frac{1}{4}$. These funds remain in the gifted and talented budget and may only be used to serve the needs of identified gifted and talented students.

When the teacher wants to provide materials and/or experiences to the students, a purchase order is filled out and money is provided if the request is reasonable and approved by administration. The unspent balance is carried over and added to the ELP program budget. The budgetary amounts for the ELP program may be made available by contacting the District Office at (515) 275-2894.

Revised 9/8/17