

# WASHINGTON LOCAL SCHOOLS GIFTED SERVICES RESOURCE ROOM GUIDELINES

## 1. CURRICULUM

The gifted program (LEAP) is part of the regular education program. According to Ohio Administrative Code 3301-51-15 (January 2000) the gifted child can receive services in a resource room that provides a differentiated curriculum related to high level thought including critical thinking, divergent thinking, abstract thinking, logical reasoning and problem solving. A written educational plan shall be created for each student identified and served under section 3324.03 of Revised Code.

## 2. ATTENDANCE

Attendance is required once a child is identified and parent permission is obtained. Absence is reported to the home school by phone by 9:30 a.m. on the day it occurs. Exiting the gifted program happens upon parent request.

## 3. HOMEWORK AND ASSIGNMENT RESPONSIBILITIES

Students accepted into the gifted program will not be required to make up daily work or homework assigned in the home school class on the student's LEAP day. Teachers should introduce new concepts on days other than LEAP day. Students should be told if a test is scheduled on the day after LEAP. Any work that is completed in class or assigned that day does not count against the student. Exceptions will be long term projects and assignments. The classroom teacher shall accommodate the LEAP student's weekly absence. The classroom teacher and students share the responsibility for ongoing communications about classroom assignments.

## 4. GRADING

Teachers are advised to make direct contact with students regarding any assignments collected on the day that a child has attended LEAP. Students should not be penalized for in-class work assigned or completed on LEAP days. Projects should be accommodated in a reasonable manner that allows the LEAP students' maximum success.

## 5. STUDENT ACTIVITIES AND FIELD TRIPS

LEAP participation should not exclude a student from participating in ongoing student activities such as guarding and student council membership. Home school field trips should be scheduled on a non-LEAP day whenever possible. Home school teachers should communicate with the gifted program if conflicts arise.

6. **SPECIAL CLASSES**

Scheduling of art, music and physical education classes should be designed to accommodate the LEAP student as much as possible. These special area classes should be scheduled on a non-LEAP day by grade level whenever possible. In the event that a conflict exists, the LEAP student should be excused from his/her classroom on another day to attend the special area class missed. Clustering LEAP students in one homeroom class may help facilitate scheduling.

7. **COMMUNICATIONS**

Home school teachers and the LEAP teachers are encouraged to communicate concerns expressed by LEAP students and/or parents regarding the progress of LEAP students. The LEAP gradecard is included with the quarterly gradecard from each home school. The home school teachers are encouraged to send a copy of their gradecard to LEAP.

8. **CONFERENCES**

Parent-teacher conferences and/or meetings specifically for gifted students will be held twice a year for each grade level. Gifted classes will be cancelled to accommodate the conferences.

Revised November, 2005

**LEAP Resource Room Weekly Schedule:**

3<sup>rd</sup> Grade – Monday  
4<sup>th</sup> Grade – Tuesday  
5<sup>th</sup> Grade – Wednesday  
6<sup>th</sup> Grade – Thursday  
Curriculum Development - Friday