

Deer/Mt. Judea School District Gifted and Talented Policies

4.0 **COMMUNITY INVOLVEMENT**

A key element in any successful program for students is the continuing communication and mutual support among the school staff and administration, the parents, the students, and the community. This can be accomplished by having an active parent group and annual parent meetings. To enhance our curricula, parents and community members are solicited as mentors, coaches, resources, and audiences for student product/projects presentation. The Deer Mt. Judea District Gifted Program is committed to promoting parent and community communication and involvement.

4.01 The parents and community are given ongoing opportunities for awareness and involvement in the gifted program and activities through the school website, media, and meetings. Evidence of these opportunities is collected and filed.

4.02 Parents and community members are informed annually of program opportunities, allowing parents/community members the opportunity to ask questions, make suggestions, and gain information about our program. Meeting agendas and other communications are kept on file.

4.03 An advisory committee including parents and community members is established each school year. The advisory committee is an effective tool to help the program serve the needs of gifted students. The district suggests that the role of the advisory council is threefold – awareness, advocacy, and advisory. The coordinator will keep on file the list of members of said advisory committee, sign-in sheets, and the minutes from each meeting.

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5.00 STAFF DEVELOPMENT

5.01 and 5.02

The Deer Mt. Judea School District provides ongoing and continuous opportunities for professional growth in the area of Gifted and Talented by organizing a flexible and varying program to meet the individual needs of school personnel. The gifted and talented annual professional development plan is based on feedback from the stakeholders, including professional growth plans, program evaluation report, and overall school professional development plan. Areas of gifted training appropriate for the entire school staff could include: (1) characteristics and needs; (2) identification procedures; (3) curriculum and teaching strategies; (4) creativity; (5) utilization of community resources; (6) program evaluation; (7) district's philosophy and program model for gifted; and (8) overview of state requirements.

The District G/T Coordinator is responsible for staff development through a variety of venues which may include: formal sessions, faculty meetings, participation in professional learning communities, handouts and professional literature. The coordinator will also make arrangements for consultant services and provide information about regional and state workshops and conferences. Training for the teacher of the gifted will be provided as needed.

Less formal staff development is encouraged by adding books and journals on gifted education to the school's professional library; placing reprints of pertinent articles in teacher boxes; presenting short, specific classroom demonstrations and teaching techniques at regular building-level faculty meetings; and sharing gifted students' projects with all staff.

The coordinator and facilitator is encouraged to attend regional, state and national workshops and conferences which provide staff

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development opportunities for the G/T facilitator(s) and other interested staff members.

The staff is encouraged to attend staff development sessions that are conducted by professionals with special training in gifted education.

Opportunities to increase knowledge of the education of gifted and talented students will be provided for new and continuing school board members, school and district administrators, teachers and support staff on a continuing and regular basis.

Documentation of staff development kept on file will include an annual plan, certificates of attendance, rosters, and programs.

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6.00 PERSONNEL

6.01 6.02 6.03

The Deer Mt. Judea School District acknowledges that personnel who teach homogeneously grouped gifted students and personnel who coordinate and/or administrate the district gifted and talented program must have the appropriate certification as listed in standards. Administrator/Coordinator will keep all certificates (and transcripts with ALP when necessary) on file.

6.04 The selection of administrators, coordinators, and teachers of the gifted is defined clearly in accordance with the Deer Mt. Judea Public School's employment policies and practices. A potential employee completes an online application. Upon completion of the application, a notification is sent to the superintendent. The potential employee, if applicable, is interviewed by a committee. The committee's hiring recommendation is presented by the superintendent to the school board. The school board's approval of the potential employee is the final part of the hiring process. Qualities such as the ability to be flexible of time, pace, materials, instructional patterns will be considered. Personnel should be accepting of diverse ideas and populations. Personnel hired to work with gifted students should possess a genuine concern for gifted children and youth.

6.05 A written job description for the administrator, coordinator and/or teacher(s) is kept on file.

6.06 The Deer Mt. Judea School District provides Gifted Coordinators/Administrators with regularly scheduled time for duties other than direct services to the identified students. A copy of the coordinators schedule is kept on file. In addition to time spent in planning the overall structure of the district gifted program and direct services to gifted students, the coordinator/administrator will perform

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a variety of duties that promote integration of the gifted program with the regular education program. These duties might include:

- a. working with classroom teachers and other personnel;
- b. locating resources;
- c. arranging mentorships and other out-of school learning experiences;
- d. supervising independent studies and mentorships;
- e. leadership of the identification process;
- f. conducting community awareness activities;
- g. conducting staff development activities;
- h. program documentation;
- i. development of appropriate curriculum; and/or
- j. involvement in Advanced Placement and/or International Baccalaureate program planning and implementation.

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7.00 **IDENTIFICATION**

Because Arkansas Gifted Standards require identification of gifted students, the Deer Mt. Judea School District considers the task of identifying gifted students extremely important. The district also maintains that it is the parents' right to be included in the process and informed of the outcomes which could affect their child. The process for identifying students has several stages. School personnel, teachers, parents, students, and community members are provided with information concerning the identification process, including characteristics of the gifted through handouts, handbooks and the district gifted website.

Procedures for Identification: (7.01, 7.02)

1. **Referrals:** Referrals are accepted from teachers, school personnel, parents, students, and community members. The coordinator can also use the review of student assessment scores to refer students, along with the data retrieved from enrichment. Although the district might set specific times for placement testing or the requesting of referrals, referrals are encouraged and accepted at all times during the school year (7.09). Placement for services can be made at all times during the school year. It will be the responsibility of the gifted coordinator to seek these referrals and begin the identification process in a timely manner. A referral form should be completed on each individual and submitted to the gifted coordinator. Referral forms are available on the district website.
2. **Permission:** Once the referral form is completed and submitted to the coordinator, the coordinator notifies the parent by letter. At this point, the parent/guardian is asked to sign the permission to assess and collect data form (7.08). Permission is requested to collect relevant data, administer various tests, and share pertinent data with a professional placement committee. This permission must be granted before the data collection process can begin.

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3. **Data Collection:** Once parental/guardian permission is obtained, the data collection process begins. As standards require, the use of at least two objective measures (one of which must assess creativity) and two subjective measures, must be used in the identification process. Data collection includes, but is not limited to current standardized test scores, an ability test, grades, creativity test, data collected through enrichment, and parent and teacher checklists. It is the objective of the school district to ensure that the gifted and talented identification procedures are non-discriminatory with respect to race, culture, economic background, religion, national origin, sex, or handicapping (7.06). The coordinator is responsible for collecting data, overseeing any assessments given, and compiling the results in an orderly fashion to be shared with the placement committee (7.04).
4. **Placement Committee:** The placement committee of at least five members, chaired and trained by the gifted coordinator and including administrators, teachers, and/or counselors, will review the compiled data collection of the referred student. The list of committee members is kept on file annually (7.03). All current data is used to determine the placement of a child according to the appropriate program options. It is important to note that student placement decisions are based on multiple criteria. No single criterion or cut-off score is used to include or exclude a student from identification (7.05). The placement committee will make professional decisions on the identification and placement of students (7.03).
5. **Dissemination of Information:** After the decision of the placement committee is made, parents (7.08), teachers, and school personnel are notified of the placement committee results. If placement in the gifted and talented program is recommended, parental permission for participation in the program must be obtained. If placement in the gifted and talented program is not recommended, parents are informed of that decision and provided with contact information for questions or an

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appeal. Instructionally useful information about individual students obtained during the identification process is communicated to the appropriate instructional staff through personal contact, regardless of final placement decision (7.07). This communication usually comes in the form of email, informal conferences or PLCs.

6. **Placement Appeals:** Parents/Guardians may appeal placement decision through the following process (7.08):
 - A. Request an initial conference with the GT coordinator regarding the placement decision. Those included in this conference would be the parent/guardian questioning the committee decision and the GT Coordinator.
 - B. After this informal meeting, if the parent/s still believes gifted services are needed then a placement committee meeting will be scheduled.
 - C. The Gifted Coordinator will collect any further data that might help in the identification process.
 - D. The decision of the placement committee must be based on multiple criteria (7.05). As standards require, the use of at least two objective measures (one of which must assess creativity) and two subjective measures, must be used in the identification process. Data collection includes, but is not limited to current standardized test scores, an ability test, grades, creativity test, data collected through enrichment, and parent and teacher checklists. The decision of the placement committee will be communicated in writing to the parent/guardian making the appeal. This decision concerning placement at this time will be final.

7. **Annual Review:** Identification of gifted and talented students is an ongoing process extending through grades 12 by the GT Coordinator/Teacher. Each identified student's placement will be reviewed at least annually and/or when specifically requested to update or modify the students' educational plans by the gifted coordinator. If

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evidence indicates that placement decisions may not meet the needs of the student, then exit procedures will be followed. (7.00 #12 B)

- 8. Exit Policy** - A student with signed parental permission to no longer participate in the program will be allowed to exit program without committee decision. Although attention is given to carefully placing students in the program due to evidence that they need qualitatively differentiated educational services, situations may arise when placement in the program is no longer meeting the needs of the student. Emphasis will be placed on meeting the needs of the student. As with determining placement in the gifted program, multiple criteria will be used in determining if exiting the program is in the best interest of meeting the student's needs. One factor will not cause a student to be excluded from the program. (7.05)

If the exit was initiated by the school, then all pertinent data (including at least two objective measures and two subjective measures) will be compiled and presented to the placement committee of at least five professional educators, chaired by the gifted specialist. The placement committee will review the data and make a decision about what best meets the needs of the student.

Parents may appeal the exit decision. Procedures for appeals of placement decisions will then be followed.

- 9. Transfer students** will be evaluated and considered for participation, but not automatically placed. Records will be requested and the placement committee will determine whether a decision can be made with existing records or if further testing will be needed. If further testing is needed, parental permission will be required and the identification procedures will be followed (7.01-7.09). The only exception to this process will be the transfer of a previously identified gifted student, due to active military duty. This military-transfer student will be

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placed immediately upon entering when the records indicate previous identification. (Act 146 - 2013)

- 10. Record Keeping:** The Gifted and Talented Coordinator will keep all records of placement decisions and data on each student referred and placed in the program. Records are kept and appropriate confidential destruction of the records will take place upon graduation from the school district. Transcripts and all permanent records of identified gifted students will reflect participation in the program.

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8.00 PROGRAM OPTIONS

Gifted children are as different from each other as they are from other children. They have needs for differing amounts of homogeneous grouping, and at various stages of development their interests differ. The gifted program is systematically organized, with the long-range goal of providing a rigorous and relevant education in preparing our gifted students to become college and career ready. This goal is designed to guide the development of gifted students from the time they are identified through graduation from high school. Annual goals and/or objectives are developed based on the program evaluation. Evidence is kept on file. (8.01)

A table of organization is developed which clearly delineates roles, responsibilities and coordination procedures. A copy of the table of organization is on file. (8.02)

Identified students' placement in program options is based on their abilities, needs and interests, and resources of the district. Evidence of student assessment data is kept on file. (8.03)

Because no single program option can ever meet all of the needs of all gifted children, the Deer Mt. Judea School District tries to vary the programming options that are best suited at each campus. These programming arrangements are designed to promote interaction among gifted students and both their intellectual and chronological peers (8.04). All identified gifted students in grades 4 - 6 will receive at least 150 minutes per week of direct instruction (8.05). The Deer/Mt. Judea School District currently meets the needs of the gifted population through a variety of documented program options including: whole group enrichment, pull-out program, Pre-AP, AP Secondary Classes, Concurrent Credit as well as other options. The Deer/Mt. Judea Gifted Program is designed to identify and to meet the

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needs of those students that are identified as needing specially designed instruction beyond that provided in the regular classroom to meet their educational needs. Placement in the Deer/Mt. Judea Gifted Program is intended to focus attention on the special educational requirements of each identified gifted student.

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9.0 CURRICULUM 9.01, 9.02, 9.03

The Gifted and Talented curriculum is designed to extend and/or replace the regular curriculum and is based on the adopted scope and sequence including 21st Century skills and themes. This scope and sequence along with state standards provide the foundation for an aligned curriculum. The curriculum developed for all programs is designed to extend or replace the regular curriculum and is differentiated in content, process, and/or product. Documentation of curriculum happens in a variety of ways including; units of study, lesson plans, checklists, content differentiation documentation, etc. Gifted curriculum should demonstrate the overall ideas of cross-curricular, project-based, and technology infused student work

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10.0 EVALUATION 10.01 -10.07

The gifted coordinator is responsible for conducting an extensive evaluation of the gifted program that provides accurate, timely, and relevant information to decision-makers for improving program options offered gifted students (10.01). This evaluation will be based on program goals and/or objectives (10.02). Annual evaluation data will provide the data for the required evaluation report. The purpose of this evaluation is two-fold, including both a determination of the program's effectiveness and assessment of student growth.

- A. All components of the gifted program are evaluated, including identification, staff development, program options, program goals and objectives, curriculum, community involvement, program expenditures, and the evaluation process/plan (10.03). Data for consideration are obtained from a variety of instruments procedures, and informational sources. Input should come from students, teachers, administrators, parents, school board members, other community members, statistical analysis of enrollment, and achievement data. All stakeholders are given an opportunity to participate in the evaluation process using a variety of procedures because different components of the program call for different techniques and access to stakeholders vary. Some procedures that might be used include surveys, focus groups, questionnaires, charts, anecdotal data, checklists, and/or informal discussions (10.04). Evaluation findings are compiled, analyzed, and communicated by the Gifted Coordinator to the appropriate audiences. The overall program evaluation is shared with the ADE Office of Gifted and Talented as required in the program approval application. This evaluation is also shared with the other stakeholders in a variety of ways and provides the data for goals and/or objectives for the program. (10.05)
- B. Evaluation of student growth is based on appropriate and specific criteria and includes self-appraisal, teacher appraisal, and criterion

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referenced and/or standardized instruments (10.04). Student progress is assessed, with attention to mastery of content, higher level thinking skills, creativity, and affective growth (10.06). The Deer/Mt. Judea School District realizes that a gifted student's progress cannot be fully assessed by standardized tests only. (10.06) Although student assessment does not always come in the form of letter grades given, especially for elementary students in pull-out, student progress is reported to parents and teachers. (10.05) Participation in the gifted program is noted on student transcripts and permanent records. (10.07)