

# Gifted and Talented Learners

*Galesburg Community Unit School District #205*



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## **Acknowledgments**

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**We believe...**

- an effective education involves a partnership among the school, family, and community
- the district is responsible for maximizing the potential of each student
- high expectations foster high achievement and can be accomplished through structure, commitment, and encouragement
- in a culture of continuous improvement and inclusivity for all members of the school community

**Definition:**

A student is considered gifted or talented when his/her intelligence, skills, and/or abilities far outpace those of his/her peers. Through various means of assessment, a gifted or talented student has demonstrated proficiencies that warrant experiences above those traditionally offered in the student's peer and/or grade level. Outstanding talents may be present in any student.

**Galesburg CUSD #205 Board Policy**

**6:130 Program for the Gifted**

The Superintendent or designee shall implement an education program for gifted and talented learners that is responsive to student needs and is within the budget parameters as set by the Board. If the State Superintendent of Education issues a Request for Proposals because sufficient State funding is available to support local programs of gifted education, the Superintendent or designee shall inform the Board concerning the feasibility and advisability of developing a "plan for gifted education" that would qualify for State funding. The Board of Education will monitor this program's performance by meeting periodically with the Superintendent or designee to determine and/or review the indicators and data that evidence whether the educational program for gifted and talented learners is accomplishing its goals and objectives and is otherwise in compliance with this policy.

LEGAL REF.: 105 ILCS 5/14A. 23 Ill.Admin.Code Part 227. CROSS REF.: 6:135 (Accelerated Placement Program) Adopted: 4/9/2018 9:52:06 AM Galesburg CUSD 205

**6:135 Accelerated Placement Program**

The District provides an Accelerated Placement Program (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP. APP options include, but may not be limited to: (a) accelerating a student in a single subject; (b) other grade-level acceleration; and (c) early entrance to kindergarten or first grade. Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented. Eligibility to participate in the District's APP shall not be conditioned upon the protected classifications identified in Board policy 7:10, Equal Educational Opportunities, or any factor other than the student's identification as an accelerated learner. The Superintendent or designee shall implement an APP that includes: 1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student's parent(s)/guardian(s); 2. Notification processes that notify a student's parent(s)/guardian(s) of a decision affecting a student's participation in the APP; and 3. Assessment processes that include multiple valid, reliable indicators. The Superintendent or designee shall annually notify the community, parent(s)/guardian(s), students, and school personnel about the APP, the process for referring a student for possible evaluation for accelerated placement, and the methods used to determine whether a student is eligible for accelerated placement. Notification may: (a) include varied communication methods, such as student handbooks and District or school websites; and (b) be provided in multiple languages, as appropriate.

LEGAL REF.: 105 ILCS 5/14A. CROSS REF.: 6:10 (Educational Philosophy and Objectives), 6:130 (Program for the Gifted), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools) Adopted: 9/17/2018  
9:46:44 AM

### **Roles and Responsibilities**

Staff members will be expected to keep open lines of communication with the student, parents, and members of the child study team. If a concern arises, staff members will communicate this with the team and submit a written request to indicate that a meeting may need to take place. If it is determined that a meeting should take place, the building principal will set up a meeting with the child study team.

Parents will be expected to communicate with the child study team and a student's teachers if a concern arises. Parents and teachers may be able to work this out informally through communication and problem-solving. If necessary, a parent can submit a written request for a child study team meeting.

### **Referral Process**

Per (105 ILCS 5/14A-32 new), the process for referring a student allows for multiple referrers. Referrers could include the following: a child's parent or guardian, licensed educational professionals, the child, a peer, or in the case of early entrance a preschool educator, pediatrician or psychologist who is familiar with the child.

*Step 1:* Referrals must be made in writing and delivered to the building principal of the student's current or anticipated school. A referral should provide pertinent information about the student and any relevant information regarding the desire for evaluation. Unless there are extenuating circumstances, referrals must be submitted on or before April 1. Evaluations will be conducted during the month of April, which will allow for sufficient time to render recommendations prior to scheduling or programming deadlines for the following school year.

*Step 2:* The building principal will respond, in writing, to the referring party within 14 school days, providing information and dates for the evaluation procedure.

### **Evaluation Procedures**

*Step 3:* A child study team will be formed which may include the student, parent/guardian, teachers, administrators, school counselors, and school psychologists. Once the members of the team are identified, an initial meeting will be scheduled which will allow the team to review existing information regarding the student's school history and identify additional information necessary for an appropriate evaluation.

*Step 4:* Once all necessary information has been obtained, the student will be evaluated utilizing the *Iowa Acceleration Scale (IAS)*. The IAS gives the child study team a holistic view of the student, including assessments of ability, aptitude, and achievement. The child study team will consider the student's prior school experiences, academic performance, developmental factors, interpersonal skills, attitude, and available support. This evaluation will be conducted in a timely fashion.

*Step 5:* Once the evaluation has been completed, the child study team will meet for a second time. The evaluator will present copies of the IAS and any relevant supporting information to the team, who will then review the information and have the opportunity to ask questions. The child study team will then develop a proposed course of action. If it is determined that a student is recommended for gifted and/or talented programming, the team will complete the *Iowa Acceleration Scale Summary and Planning Report* which will outline the course of action for the student.

If it is determined that a student is not recommended for gifted and/or talented programming, the team will document the reason(s). Absent extenuating circumstances, subsequent referrals should be deferred until the next evaluation period (April 1 deadline.)

### **Qualification**

If it is determined that a child is eligible for gifted and/or talented programming, the team will complete the *Iowa Acceleration Scale Summary and Planning Report* and indicate the course of action for the student.

If it is determined that a child is not currently eligible for gifted and/or talented programming, the team will determine the next steps for the student. Absent extenuating circumstances, referrals should be deferred until the next evaluation period.

### **Appeals Process**

If you disagree with the results of the team's evaluation, you may file a written appeal to the building principal of the current or anticipated school within 14 school days. The reason for the appeal must be clearly stated. A written response will be delivered to the individual who filed the appeal within 14 school days.

### **Gifted and Talented Programming Options:**

The child study team will make recommendations that could include one or more of the following:

- *Whole-Grade Acceleration*
- *Single Subject Acceleration*
- *Mentoring*
- *Enrichment*

- *Other alternatives*
- *Community Opportunities and Resources*

### **Transition Plan**

The *Iowa Acceleration Scale Summary and Planning Report* will include the details of the student's transition plan and the individuals responsible for monitoring student progress. After a period of 30 school days, once the plan has been implemented, a status survey will be sent to child study team to monitor student progress. If the status survey indicates that the plan is successful, then the student will continue with the current programming. If the status survey indicates that the plan is not working, the team will reconvene to determine the best course of action.

At any time, members of the child study team may request a meeting regarding the student's educational plan. Requests should be made in writing to the building principal and will be responded to in a timely fashion.

### **Assessment Resource Reference**

Assouline, S. G. (2009). *Iowa Acceleration Scale, 3rd Edition, manual: A guide for whole-grade acceleration (K-8)*. Scottsdale, AZ: Great Potential Press.