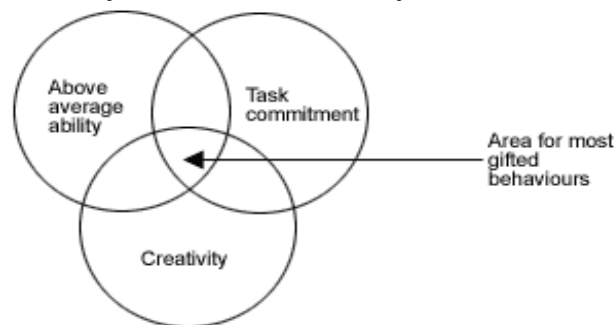


# **Hector School District**

## **Gifted and Talented Program Information for Parents**

### **Philosophy**

The programs in public schools are built on a fundamental belief in serving the needs of all our students as unique individuals. We believe that gifted and talented individuals have special characteristics and learning styles that their potential for accomplishment is such that they require special provisions experiences and services beyond the regular instructional program. We are committed to provide a program for identifying and meeting the needs and interest of our gifted and talented students. The identification and placement of these gifted and talented students will be based on documented objective and subjective evidence of above average intellectual ability, creative ability, skills, products, and task commitment/motivation. Gifted and talented students are outstanding consumers and producers of knowledge and ideas in any worthwhile endeavor. They may have potential abilities in general intelligence, creative or productive thinking, exceptional leadership and specific aptitudes. These abilities must be cultivated, nurtured and developed. Gifted and talented students must be provided opportunities to interact with their peers and to work with materials which challenge their abilities and encourage them to expand their abstract thinking and reasoning abilities. Maximizing the potential of gifted and talented students requires a commitment of school, community, and home; and commitment is essential for progress to be effective. The gifted and talented program is designed to cultivate within the students a desire for excellence and a sense of productive responsibility to self, family, school, community, and to our changing society.



### **State Definition of Giftedness**

Gifted and talented children and youth are those of high potential or ability, who's learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services. Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability.

### **Organizational Plan for GT Program**

#### **Program Options**

#### **K-2 Whole Group Enrichment**

All K-2 students receive 40 minutes of instruction weekly by a certified instructor

## **K-2 Whole Group Enrichment**

All K-2 students receive 40 minutes of instruction weekly by a certified instructor of the Gifted and Talented. Student instruction includes problem solving, creativity, technology skills, decision making and critical thinking skills. Student performances are observed and recorded by the GT instructor. Student works are periodically displayed in the hall. Students also may present programs where their learning is shared with the community and student body.

## **Resource Room (Grades 3-6)**

Gifted students participate in classes in which they receive 150 minutes of instruction by a certified instructor of the Gifted and Talented. They have the opportunity to work at the level of their abilities and in their area of interest or talent. Parents are invited to GT Parent Night Programs where students share their works. K-6 students are also invited to the GT classroom where GT students share what they have learned with their students and peers.

## **Secondary Course Content (Grades 7-12)**

The regular classroom offers differentiated instruction that extends or replaces the regular curriculum. It is differentiated in content, process, and product. Students are challenged and promoted to higher level thinking based on Bloom's Taxonomy of higher order of thinking.

## **AP and Pre-AP Class Instruction**

Approved Advanced Placement courses are offered in the four core subject areas: AP English, AP Biology, AP History, and AP Calculus. Pre-AP courses are also offered in the core areas. Teachers offer a high level curriculum instruction based upon the criteria of training received through the College Board and approved by the State Department of Education. The student will take an assessment at the conclusion of the AP class. The test score may then afford the student college credit.

## **Long Distance Learning**

College Credit is offered through Long Distance Learning classes. The classes are presented through the Early College High School program that originates at the Southeast Arkansas Educational Coop at Monticello. The classes are offered by Arkansas Tech University.

## **Identification and Selection Process**

The identification process yields information obtained through a variety of procedures and from independent sources. Procedures for obtaining information about students include at least:

- two objective assessment methods such as group and individual
- tests of ability, achievement, and creativity.

Procedures for obtaining information about students include at least:

- two subjective assessment methods such as checklists, parent and
- teacher inventories, rating scales, product evaluations and grades.

An individual student matrix is designed for the students considered and viewed by the Identification Committee through an anonymous process. A placement decision is then made. Nominations are sought from a wide variety of sources (i.e. parents, school personnel, students, and community members) to ensure that all potentially gifted and talented students from all cultural and economic backgrounds have an opportunity to be considered. The Identification Committee is chaired by the GT Teacher/Coordinator and is made up of a building principal, two classroom teachers, the counselor, and librarian.

Parent permission is required for individual testing. Parents are informed of the criteria for placement in a gifted and talented program. Parents receive written

Parent permission is required for individual testing. Parents are informed of the criteria for placement in a gifted and talented program. Parents receive written notification of placement results. Written permission for a student's participation in the program is required. Parents may appeal a placement decision with which they disagree. Procedures for appeal of placement include conference with program coordinator, parents, and building administrator if necessary.

**Withdrawal from the Program:**

If at any time withdrawal from the program is being considered, a conference will be held including parents, appropriate faculty members(s) designated by the principals and GT staff members.

**Probation:**

An identified GT student can be placed on probation for a nine week period. Should the GT teacher request probationary time for a student, the identification committee will meet and discuss the progress of the GT student in the program. A probation form may then be mailed to the parent or guardian.

**Re-entry into the Program:**

In order to be re-instated in the GT program, the student must be re-evaluated and approved by a committee. Identification of the gifted and talented students is an on-going process extending through grade twelve. Opportunities are provided for students to be considered for placement in the gifted program throughout the school experience. Review of students' placement is made annually.

**Records Retention:**

Records for all placement decisions and data on all nominated students are kept on file for a minimum of 5 years or for as long as need for educational decisions.

**Evaluation:**

Evaluation procedures are developed and implemented to determine and document the degree of success of the program for gifted and talented students. Written instruments, both subjective and objective are used for periodic evaluation of the program. All evaluation data is used to review and modify the gifted and talented program as needed.