

Cedarville public School

Cedarville, Arkansas

Gifted and talented

Policies and procedures

Cedarville Public School

Gifted and Talented Program Plan

Program Philosophy

Cedarville Public School holds the fundamental belief in serving the needs of all students as unique individuals. Gifted and talented children have special characteristics and learning styles and their potential for accomplishment is such that they require special provisions, experiences, and services that may not be provided in the regular instructional program.

Cedarville Public School is committed to providing a program for identifying and meeting the needs and interests of our gifted and talented students. The identification and placement of these students is based on documented objective and subjective evidence of above average intellectual ability, creative ability, cognitive skills, products, task commitment, and motivation.

Gifted and talented students are outstanding consumers and producers of knowledge and ideas. They have potential abilities in general intelligence, creative or productive thinking, leadership, and specific content areas. 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 content that challenges their abilities and encourages them to expand their abstract thinking, problem-solving, reasoning, and research abilities.

Maximizing the potential of gifted and talented students requires a commitment and collaboration between school, community, and home and is essential for progress to be actualized. The gifted and talented program is designed to cultivate within the student a desire for achievement and a sense of productive responsibility to self, family, school, community, and to our changing society.

Cedarville Public School Definition of Gifted

Cedarville Public School defines gifted and talented as any child or youth of high potential or ability whose 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 the interaction of above average intellectual ability, task commitment and/or motivation, and creative ability

Cedarville Public School Goal for Gifted/Talented Services

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that are advanced in relation to students in similar age, experience, or environment and that reflect individuality and creativity. High school graduates who have participated in services for gifted students will produce products and performances of professional quality as part of their program services.

Cedarville Public School Goals of the Gifted and Talented Program

1. IDENTIFICATION: Identify students in grades K-12 who demonstrate an academic need for gifted services using the criteria established by the district, approved by the board, and in compliance with the state mandates.
2. SELF-DIRECTED LEARNERS: Develop the students’ capacities to become self-directed and to be confident in their ability to research and process information and to create and communicate their findings as they produce and present advanced-level products or performances as well as products and performances of professional quality at the high school exit level.
3. COMPLEX THINKING SKILLS: Enhance and refine the abstract and complex thinking and reasoning of these students through more sophisticated creative and critical thinking activities as they reflect and refine their own thinking processes.
4. APPROPORATE INSTRUCTIONAL STRATEGIES: Provide students with multiple opportunities to participate in learning experiences using advanced content (within the four core areas) which are defensibly differentiated in depth, complexity and range through modification to content and/or process and/or product. Student will be able to work independently, with groups of other gifted students, and with groups of non-gifted peers.

Cedarville public school Identification Procedures and Processes K-12:

Cedarville Public School has board approval on the identification procedures and processes of students K-12 for Gifted/Talented services. These procedures meet state requirements of the Standards of Accreditation adopted by the State Board of Education February 22, 1984, and have been effective since June 1, 1987 and revised June 1999, 2009. Arkansas Code Annotated §6-42-102 (Repl. 1993).

Referral and Testing Process

1. Any student can be referred by a teacher, parent/guardian, administrator, community member, or they can refer themselves
2. A referral form must be filled out and returned to the G/T Coordinator/Teacher (this can be found online <http://cedarvilleschools.org/113970_2>, by request from any principal’s office, or through the child’s teacher).
3. Parents/Guardians must sign a Permission to Test letter before a student can be assessed.
4. The following criteria will used to assess the student: a creativity test, a cognitive abilities test, a reasoning test, state test scores, and parent/teacher checklists. Other data may also be considered.
5. There are two testing windows, one in the spring and one in the fall. However, nominations can take place at any time. Students may only be referred and tested once per school year.
6. The G/T Placement Committee, comprised on five licensed educators, which will include one administrator, and chaired by a G/T Coordinator, will review relevant data and make a placement decision based on assessment results. Committee review is anonymous and no one criteria can prevent a student from being placed in the G/T Program.
7. Parents/Guardians will receive a letter informing them of the committee’s placement decision.
8. Parents/Guardians must sign a Permission to Participate letter in order for their child to be placed in the program.

Appeal Process:

Parents/guardians of students who were tested but not placed in the G/T program by the Placement Committee must appeal the decision in writing within 10 business days of their being informed of the placement decision. Parents/guardians will first meet with the G/T Coordinator to review assessment procedures, identification procedures, and their child's assessment results. If the parents/guardian wishes to continue with the appeal process, test results will be reviewed for accuracy. The G/T Placement Committee, which will include one administrator, will then review all results again. A final decision will be made within 10 business days of the appeal: parents/guardian/guardian will be informed by letter. Students who are not placed in the program at this time may be referred and tested the following school year.

Exit Process:

When considering the removal of a student from the Gifted and Talented Program, special attention is given to the reason for the exit. The exit plan includes a meeting with the student, parent/guardian, principal, counselor, and G/T Coordinator. During the meeting, if it is determined that the student should be exited from the program, district exit forms are completed and signed by all parties. This form is maintained in the student's folder for a minimum of five years. A parent/guardian who wishes to appeal this decision may appeal in writing to the building principal within 10 business days following the decision of the first appeal. Possible reasons for exit from the program include the following:

1. If a G/T teacher feels the student's needs are not being met by the program, he/she may recommend that the student be exited from the program. The G/T teacher will present data consisting of anecdotal records, copies of notes or letters to parents/guardians, etc. supporting his/her reason for recommending removal from the program. The records may include attitudes and motivation behaviors exhibited by the student, the student's inability to function with the challenges of G/T curriculum, etc.

2. The student and/or parent/guardian feel that the student's needs are being met in the regular classroom and the extra time spent in the G/T Program is creating a hardship on the student.

In order to reenter the program, the student must go through the identification and placement process again.

Transfer Students

All students who have received gifted and talented services in another district prior to enrolling in Cedarville Public School may be considered for gifted and talented services. Once records are received from the student’s previous district, the records will be examined for correspondence to Cedarville Public School Gifted/Talented criteria. If the transfer data is insufficient, Cedarville Public School will assess the student and take this data to the G/T Placement Committee to determine if the student requires gifted and talented services. A decision will be made regarding qualification within 30 school days of the receipt of the student’s Gifted/Talented assessments results from the previous district.

Opportunities for Parent/Guardian Involvement:

The success of students is dependent upon parents’/guardians’ understanding of their student’s unique needs. Additionally, parental collaboration with the G/T Coordinator, teachers, and counselors is imperative. Parents/guardians are asked to take an active role in helping to create an educational plan for their child. Parents/guardians are encouraged to contact the G/T Coordinator and ask questions and inquire about information that might benefit them and their child. Parents/guardians are also encouraged to be active participants in the Gifted and Talented Advisory Team meetings that are held at least once a year. Parental involvement is a vital component in any successful Gifted and Talented Program.

Program Options:

* Whole group enrichment provides our K-2 students with critical thinking, problem-solving, higher order thinking, and creativity building opportunities. The content, processes, and products are more in depth, student led, and challenging.
* Our pullout program for 3rd-6th graders also provides students with critical thinking, problem-solving, higher order thinking, and creativity building opportunities. Additionally, the processes utilized are often chosen by students and allow for a wider range of learning opportunities than a regular classroom. Finally, the products are more student centered, with students having input and choice. 5th and 6th grade G/T students are in classrooms with teachers that have been trained in the Teaching the Gifted in the Secondary Content Classroom workshop and/or pre-Advanced Placement training. These teachers provide quarterly evidence that they are providing differentiation in content, process, and/or product.
* The 7th-9th grade students are pulled out by the G/T teacher weekly. Students work on all types of projects and experiments that correspond with G/T curriculum. Additionally, our 7th-9th grade core content teachers have been trained in the Teaching the Gifted in the Secondary Content Classroom workshop and are all being trained in pre-AP. These teachers provide quarterly evidence that they are providing differentiation in content, process, and/or product.
* The 10th-12th grade students have the opportunity to take pre-Advanced Placement courses and Advanced Placement courses with teachers who have received pre-AP and/or AP training. Also, students have the opportunity to take distance learning courses through the local university. Additionally, our 10th-12th grade core content teachers have been trained in the Teaching the Gifted in the Secondary Content Classroom workshop and/or pre-AP or AP training. These teachers provide quarterly evidence that they are providing differentiation in content, process, and/or product.
* The following can also serve to provide G/T students with educational opportunities that meet their needs:

*Field Trips 3rd-12th grade Student Council 3rd-12th grade*

*Spelling Bee 3rd-8th grade STEM competitions 3rd-12th grade*

*National History Day 5th-12th grade Quiz Bowl 7th-8th grade*

*EAST 9th-12th grade Band 7th-12th grade*

*Choir 7th-12th grade FFA 9th-12th grade*

*FBLA 9th-12th grade FCCLA 9th-12th grade*

*Beta Club 9th-12th grade Boy’s/Girl’s State 11th grade*

*Arkansas Governor’s School 12th grade*