



# **Gifted and Talented Procedures**

**Ore City  
Independent  
School District**

**Ore City**  
**SCHOOL DISTRICT**

**GIFTED**  
**AND**  
**TALENTED**  
**PROCEDURES**

## **Philosophy**

The Ore City Independent School District is committed to an educational program that recognizes the unique value, needs, and talents of the individual student. The district recognizes that gifted and talented students are found in all cultures, socioeconomic groups, geographic locales and environments. A program for academically excellent students is an integral part of the district's commitment. The Gifted and Talented Program shall reinforce and be compatible with the other programs within the district.

The guiding characteristic of the Gifted and Talented Program shall be to provide all youngsters with the extensions for learning which afford them open circuits for exploring, experiencing, and expressing. This qualitatively different program shall provide a framework into which many enriched and accelerated practices can be placed. The Gifted and Talented Program shall capitalize on flexibility and adaptability, yet add stability in adhering to the goals and objectives of continuous progress through the regular curriculum.

## **Program Goals**

The Ore City Independent School District's belief is that the needs exhibited by a gifted and talented child should be addressed. According to research and experience, gifted and talented children have needs which are not necessarily met through the regular curriculum. Ore City ISD recognizes that deficiency and offers a comprehensive and differentiated gifted and talented program for those identified students who consistently excel academically, exhibit task commitment, and demonstrate high levels of creativity. The goals of the Ore City ISD program include:

### Research Skills

The students will develop an understanding and utilization of research, problem-solving, and organizational skills commensurate with their abilities, in order to conduct independent research allowing for in-depth learning of selected topics.

### Critical Thinking Skills

The students will demonstrate an increased development of skills in logical and critical thinking through the application of the higher level thought processes of analysis, synthesis, and evaluation when dealing with real life situations.

### Affective Domain

The students will develop skills and attitudes needed to better understand themselves, to utilize their unique abilities in a productive manner, and to assist them in relating effectively to others.

### Creative Thinking Skills

The students will increase their advanced abilities in the creative thinking skills to aid them in becoming divergent thinkers who challenge existing ideas and produce new ideas.

### Written/Verbal Communication

The students will demonstrate improvement in their ability to express their advanced knowledge and abilities in written and verbal form in order to communicate their ideas effectively to others.

### Leadership Skills

The students will demonstrate leadership and decision making ability by assuming responsibilities relating to their work and the activities on others in the Gifted and Talented Program.

### **Identification and Entry**

1. Nomination
  - A. Parent
  - B. Teacher/professional personnel
  - C. Other interested persons
  
2. Screening
  - A. School Ability Test (Otis Lennon)
  - B. Group Test (STAAR or ITBS)
    1. Reading
    2. Language
    3. Math
  - C. Parent Inventory
  - D. Teacher Checklist
  - E. Student Product
  
3. Selection
  - A. Matrix developed
  - B. Parental Permission

### **Exit Policy**

Exit procedures may be initiated at any time. Once a child is taken out of the program he may be eligible for reconsideration on an individual basis after a one year interval.

1. Reasons for possible exit from program
  - A. Academic performance in regular classroom weak
  - B. Performance in program weak
  - C. Personal or social stresses
  - D. Student behavior
  
2. Referrals for possible exit
  - A. Program and/or regular classroom teacher
  - B. Parent and/or student
  - C. Administrator
  - D. Counselor
  
3. Student improvement plan
  - A. Program and/or regular classroom teacher and child conference
  - B. Program and/or regular classroom teacher and parent conference
  - C. Committee conference-three of the following

1. Teacher(s)
2. Parent
3. Administrator
4. Counselor

A period of time should be agreed upon for the student to demonstrate improvement.

- D. A file will be established in the principal's office on each child for which this step is reached in the Student Improvement Plan. The file does not become part of the cumulative folder. Copies will be released only upon specific written request of the parent.
- E. Teacher-student contract
- F. Evaluation and recommendation by committee for action to follow.

4. Dismissal from the program
  - A. Committee recommendation
  - B. Parent request
  - C. Student request

### **New Enrollees**

When a student identified as gifted by a previous district enrolls in the Ore City ISD, the student will be automatically nominated for the G/T program. The student's record shall be reviewed and the procedures for screening and selection will then be followed to determine the student's eligibility. The selection committee will make its determination within 30 days of the student's enrollment date.

### **Appeal Process**

Parents or students may appeal any final decision of the committee regarding selection for or removal from the gifted and talented program. The appeal, in written form, shall be made first to the selection committee, who will make arrangements for a conference with the person submitting the grievance.

### **Curriculum**

The curriculum for the gifted and talented students consists of the content to be learned and the processes that make learning possible. Curriculum for the academically talented must be differentiated from that in the regular classroom and congruent with the characteristics of gifted children. The curriculum will be based on the following guidelines:

1. Individual needs, abilities, and interests
2. Activities that emphasize the development of thinking skills rather than mere accumulation of knowledge
3. Development of oral and written communication skills
4. Development of higher order thinking skills
5. Divergent and creative thinking skills
6. Active involvement of the learner
7. Development of independent and self-directed learning skills
8. Development of problem solving skills, including investigation and exploration of real problems
9. Development of healthy self-concept and relationship with peers