

Ore City Independent School District

An Educational Program for the Gifted and Talented

Kindergarten – 12th Grade

TABLE OF CONTENTS

Topic	Page
Preface	3
Definition of Gifted and Talented Students	3
Philosophy	3
Program Goals	3
Program Objectives	4
Program Description	4
Identification	5
Nominations	5
Screening	5
Furloughs	6
Reassessment	6
Exiting	6
Transfer Students	7
Appeals	7
Parent and Community Involvement	7
Program Evaluation	8
Professional Development	8
Curriculum	8
Program Design	9
• Ore City Elementary	9
• Ore City Middle	9
• Ore City High	9
Explanation of Terms	10

ORE CITY INDEPENDENT SCHOOL DISTRICT

Gifted and Talented Program

POLICIES AND PROCEDURES

Preface

Ore City Independent School District is committed to providing the curriculum to meet the needs of the gifted student. This document presents the official policies, processes, and procedures for organizing, operating, and evaluating the Gifted and Talented Program at Ore City ISD. The appendices contain the instruments and forms that will be used to implement and maintain the program components.

Definition of Gifted and Talented Students

“Gifted and talented student” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual, creative, or artistic area, possesses an unusual capacity for leadership, or excels in a specific academic field. [Texas Education Code ( 29.121)]

Philosophy / Rationale

Ore City Independent School District is committed to an education program that recognizes the unique value, needs, and talents of the individual student. A program for academically excellent students is an integral part of this commitment. This document presents the official policies, processes, and procedures for organizing, operating, and evaluating the Gifted and Talented Program at Ore City ISD. The appendices contain the instruments and forms that will be used to implement and maintain the program components. 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 students 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 capitalize on flexibility and adaptability, yet add stability in adhering to the goals and objectives of continuous progress through the regular curriculum.

The philosophy of Ore City Independent School District reflects an understanding of the uniqueness of individual students. Because the learning characteristics of gifted and talented students dictate learning experiences that differentiate from those provided for them in the regular school program, the district recognizes that special provisions must be made for these students in order to stimulate and maximize their achievement.

Ore City Independent School District recognizes that gifted and talented students are found in all cultures, socioeconomic groups, geographic locales, and environments. Ore City ISD will serve the needs of those students who demonstrate above average achievement through multiple and specific criteria.

Program Goals

The Ore City Independent School district's belief is that the needs exhibited by a gifted and talented student be addressed. According to research and experience, gifted and talented students 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 Gifted 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 situation.

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 of others in the Gifted and Talented Program.

The Ore City Independent School District will provide the opportunity for gifted and talented students to:

- increase creative thinking and problem solving skills;
- develop skills in logical reasoning and critical thinking;
- extend skills in research/independent study;
- provide an array of challenging learning opportunities and;
- provide an opportunity to accelerate in the areas of strength.

Program Objectives

The Ore City Independent School District will:

- Assure all students equal opportunities to be assessed, identified, and served in the Gifted and Talented program;
- Utilize a differentiated program that will meet the diversified needs of the identified students;
- Provide curriculum and instruction that meets the needs of gifted/talented students by modifying the depth, complexity, and pacing of the general school program;
- Develop the skills for initiating, planning, and conducting independent research;
- provide opportunity for academically talented students to associate with and share with peers of similar intellectual abilities;
- Encourage community and family participation in services designed for gifted/talented students.

Program Description

The Ore City Independent School District Gifted and Talented Program is designed for students who are identified as gifted and talented according to Ore City ISD's identification procedure.

Emphasis will be placed on providing a learning environment and differentiated activities that foster the development of higher order thinking skills, creative thinking skills, problem solving skills, and

communication skills. Students will be exposed to experiences and information that are outside the bounds of the regular curriculum and will be encouraged to develop advanced level products and performances. In addition, each student will be assisted in the development of a healthy self-concept and relationship with peers.

The district shall provide an array of learning opportunities for gifted and talented students in kindergarten through grade 12 and shall inform parents of the opportunities.

Options shall include:

1. Challenging learning experiences that emphasize content from the four (4) core academic areas
2. Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently. (Chapter £89.3.1)
3. A continuum of learning experiences that leads to the development of advanced-level products and performances. (Chapter £89.3.2)
4. Opportunities to accelerate in areas of strength. (Chapter £89.3.4)

Identification

Identification and selection for the gifted and talented program will be determined through a process of three steps:

1. Nomination
2. Assessment
3. Selection

Nominations will be obtained by one of the following:

1. Completion of the referral form by parents, guardian, grandparent, peer, district personnel, self or other community member.
2. Kindergarten students will be nominated at the beginning of the second semester.
3. Nominations of students in other grades will be accepted at any time during the school year.

The principal, counselor, and/or teaching staff will be responsible for disseminating and collecting the nomination forms. A list and dates of nominations will be maintained and considered by the assessment committee.

Assessment will be conducted on each student nominated for the gifted and talented program. Written parental consent shall be obtained before any special testing or individual assessment is conducted as part of the assessment and identification process.

Criteria used in the assessment process will consist of, but not limited to, a variety of the following:

- | | |
|----------------------|-------------------------------------|
| a. Ability Test | e. Student Product |
| b. Achievement Test | f. Student Interview |
| c. Teacher Inventory | g. Writing sample with illustration |
| d. Parent Inventory | |

Elementary and secondary student timeline of nominations shall be publicized in February, then assessed and identified by the last day of April with services beginning in the next school year.

A student that has been assessed and does not qualify will be eligible for re-nomination at the next cycle for assessment.

A **selection** committee, composed of at least three professional educators who have received training in the nature and needs of gifted learners, shall evaluate each nominated student according to the established criteria and shall select those students for whom gifted program placement is the most appropriate educational setting.

Furloughs

Students who are unable to maintain satisfactory performance within the structure of the gifted and talented program may be placed on furlough by the selection committee. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the selection committee. A furlough also may be granted at the request of the student and/or parent.

A student may be furloughed for a period of time deemed appropriate by the selection committee. At the end of the furlough, the student may re-enter the gifted program, be removed from the program, or be placed on another furlough. A furlough period is less than two years. A student who is out of the gifted and talented program for a period of more than two years must go through the formal identification process according to district procedures.

Reassessment

The District shall not perform routine reassessments.

Review

Upon entering the secondary level, students may be reviewed to determine their areas of strength and then provided with an array of learning opportunities that emphasize content in the four foundation curricular areas commensurate with their abilities.

Exiting

Student performance in the program shall be monitored. A student shall be removed from the program at any time the selection committee determines it is in the student's best interest. If student or parent request removal from the program, the selection committee shall meet with the parent and/or student before honoring the request. A conference shall be held with the student and the parent as soon as the selection committee perceives a problem that could necessitate exit from the program. The data and results of the conference should be recorded and placed in the student's file. If the student does not meet conditions agreed upon in the conference, exit will be recommended. Students exiting by self or parent request may re-enter the gifted and talented program only by completing the formal identification process according to district procedures.

A student may exit the gifted and talented program by a formal meeting of the selection committee. Approval for exiting the gifted and talented program may be based on one or more of the following data:

- Teacher recommendations to the selection committee is based on observations of performance or products
- Counselor recommendation to the selection committee based on interviews, observations, or developmental data on file
- Parental request for withdrawal from the gifted and talented program Student request, with parental permission, for withdrawal from the gifted and talented program Evidence of personal / social stress or student behavior which prevents self-satisfying student performance

Student improvement plan

- A. Program teacher and student conference
- B. Program 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 student for which 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 contact
- F. Evaluation and recommendation by committee for action to follow.

Transfer Students

When a student identified as gifted by a previous school district transfers into the District, the student's records shall be reviewed by the selection committee to determine if placement in the district's program for gifted and talented students is appropriate.

The selection committee shall make its determination within 30 days of the student's enrollment in the District and shall base its decision on the transferred records, observation reports of District teachers who instruct the student, and student and parent conferences.

Appeals

Parents or students may appeal any final decision of the selection 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. Subsequent appeals shall be made to the principal. If the matter is not resolved, appeals should be made to the superintendent. If the matter is still unresolved, appeals should be made to the Board (FNG (LOCAL)).

Parent and Community Involvement

Ore City Independent School District believes that education of the academically talented requires a strong partnership between parents, community, and teachers and seeks to promote the active involvement and support of parents and community through the following measures:

- Parent and community involvement will be encouraged through newsletters and meetings.
- Information concerning the G/T program will be published in the local media.
- Identification procedures will be printed in the student handbook.
- Parents and community members will participate in the identification process by nominating prospective students for the G/T program.

Program Evaluation

The gifted program shall be evaluated annually and evaluation information shall be shared with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.

Professional Development

Staff members who work with students in the gifted and talented program will attend professional conferences and workshops for the purpose of improving competencies in instructional strategies and program development.

Ore City ISD shall ensure that:

Prior to assignment in the program, teachers who provide instruction and services that are part of the program for gifted and talented students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students. [19 TAC (89.2(1))]

Teachers without the required training who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester. Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education. [19 TAC (89.2 (2))]

Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options. [19 TAC (89.2 (4))]

Curriculum

The curriculum for 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:

- Texas Essential Knowledge and Skills (TEKS)
- Individual needs, abilities, and interests
- Activities that emphasize the development of thinking skills rather than mere accumulation of knowledge
- Development of oral and written communication skills
- Development of higher order thinking skills
- Divergent and creative thinking skills
- Active involvement of the learner
- Development of independent and self-directed learning skills
- Development of problem solving skills, including investigation and exploration of real problems
- Development of a healthy self-concept and relationship with peers

The district shall provide an array of learning opportunities for gifted and talented students and shall inform parents of the opportunities.

They shall include:

- Challenging learning experiences that emphasize content from the four (4) core academic areas.
- Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently
- A continuum of learning experiences that leads to the development of advanced-level products and performances
- Opportunities to accelerate in areas of strength

Program Design

The content of curricula for the gifted and talented should focus on and be organized to include elaborate, complex, and in-depth study of major ideas, problems, and themes across the curriculum.

- Should allow for the development and application of skills to enable students to re-conceptualize existing knowledge and generate new ideas.

- Should enable students to constantly explore information and develop the attitude that knowledge is worth pursuing in an open work place.
- Should encourage exposure to selection and use of specialized resources.
- Should promote self-initiated and self-directed learning after the instruction.
- Should provide for the understanding of one's relationship to persons, society, nature, and culture.
- Should stress higher-level thinking skills, creativity, and excellence in performance.

Ore City Elementary School

Students will be served through a pull-out program with a GT teacher that possesses the 30 clock hours of GT training in addition to maintaining the 6 hours of annual update training. A continuum of learning experiences will be provided that leads to the development of advanced-level products and/or performances.

Ore City Middle School

Students in grades 6-8 will be served through the four Academic grade level core courses (Reading/ELA, mathematics, social studies and science) using a differentiated curriculum that involves extended, higher level activities (thinking, expectations, strategies, etc.) with a GT teacher that possesses the 30 clock hours of GT training in addition to maintaining the 6 hours of annual update training. A continuum of learning experiences will be provided that leads to the development of advanced-level products and/or performances.

Ore City High School

Students in grades 9-12 will be served in the area(s) of identified strengths through Advanced classes in the four core areas (ELA, mathematics, social studies and science). These classes will offer differentiation that leads to the development of advanced-level products and/or performances. Each teacher shall possess the 30 clock hours of GT training in addition to maintaining the 6 hours of annual update.

GLOSSARY

AREA OF GIFTEDNESS	the specific ability in which a student performs or shows potential to perform at a remarkably high level of accomplishment
INTELLECTUAL	possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks
CREATIVE	possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking
ARTISTIC	possessing outstanding ability in the visual and performing arts
LEADERSHIP	possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government
SPECIFIC ACADEMIC FIELDS	possessing superior ability or potential in a specific course of study such as science, mathematics, language arts, or social studies
QUALITATIVE MEASURES	measures used to assess student needs that include observations, anecdotal records, checklists, interviews, student products, performances, etc.
QUANTITATIVE MEASURES	standardized tests that are used to assess students
FURLOUGH	a leave of absence from program services that can be due to a variety of circumstances
DEPTH	exploration of content within a discipline; analyzing from the concrete to the abstract, familiar to the unfamiliar, known to the unknown; exploring the discipline by going past facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, ethical considerations
COMPLEXITY	extending content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time, and from multiple points of view
CONTINUUM OF LEARNING EXPERIENCES	articulated learning experiences that provide planned experiences that build upon one another each year a student is in school
ARRAY OF LEARNING EXPERIENCES	a menu of challenging learning experiences or opportunities that fit the unique interests and abilities of advanced level students
CONCURRENT ENROLLMENT	the practice of enrolling in a college or university to earn college or university credit while in high school
DUAL ENROLLMENT	the practice of enrolling in a college or university while enrolled in high school for the purpose of earning high school and college credit simultaneously
