

**G/T District Plan
Guidelines
Minidoka County District #331**

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Mission Statement:

Administrators, facilitators, and teachers will work together with parents and community to ensure that the educational needs of talented students are met. It is the goal of gifted education in Minidoka County to provide a framework of understanding, emotional support, challenge, and interaction with intellectual peers that will help gifted students to understand and reach their potential.

Philosophy Statement:

Students who possess exceptional talents should have the time and resources to explore, invent, create, experiment, think and ponder. Gifted Education should provide opportunities to enrich and enhance the exceptional skills of gifted students in the Minidoka County School District, with appropriate support, content, challenge, and pace.

Definitions of Gifted and Talented:

Gifted/talented children are those who possess demonstrated or potential high abilities in one or more of five talent areas, and who require services or activities *not ordinarily provided by the school* in order to fully develop such capabilities (Idaho Code 33-2001, Chapter 20).

Specific Academic--as evidenced by superior ability in mastering skills and concepts in one or more curriculum areas.

Intellectual—as evidenced by superior aptitude for

- a. Understanding facts, concepts, generalizations and their relationships
- b. Identifying patterns
- c. Verbal and nonverbal reasoning
- d. Spatial perceptions
- e. Developing and evaluating ideas

Creativity—as evidenced by superior abilities in:

- a. Fluency, flexibility, originality, elaboration
- b. Divergent thinking skills
- c. Problem solving strategies

Leadership—as evidenced by superior aptitude for:

- a. Responsibility
- b. Rapid insight into cause-effect relationships
- c. Interpersonal intuition
- d. Ability to motivate performances of others

Visual and Performing Arts—as evidenced by superior aptitude for demonstrating, typically through exhibition or performance, aesthetic, critical historical, and production aspects of:

- a. Visual Arts
- b. Music
- c. Drama

Program Goals

Students will:

- Develop critical and creative thinking skills
- Develop problem solving skills
- Develop research skills and methods
- Create products that are unique and synthesize major concepts
- Move at a rate and pace appropriate to abilities and interests

Program Options

Elementary

- Pullout Program: Students who meet the eligibility criteria listed will meet one half day per week at the Gifted/Talented Center. All sessions and activities will be planned to help meet the social and emotional needs of the gifted/talented students. Grades 2-5; Grade 1 as requested.
- Inclusion: Gifted/Talented students will be served in the regular classroom, using curriculum compacting, cluster grouping, and differentiated instruction. The facilitators will serve as consultants. Grades 1-5.
- Competitions: Students will be made aware of and encouraged to participate in such competitive events as Geography Bee, Spelling Bee, History Fair, and Invention Convention. Grades 3-5.
- Independent Study: Students will select and research a topic of their choice. Students will then present their projects to parents, peers, teachers, and administrators. Grades 2-5.
- Enrichment: Students showing high interest or ability in a specific area such as art, music, drama, writing, dance, speech, leadership, or a specific academic area (science, math, social studies, language arts) may participate in enrichment activities as part of a district Talent Pool. These students would be identified through teacher nomination, product samples, or performance.

Middle School

- Currently advanced classes in math and language arts are offered in grades 6-8.
- Advanced classes will be offered in social studies and science as well.
- Gifted/Talented students will meet with the G/T facilitator to determine needs and interests in planning their academic and elective courses. The facilitator will act as case manager for identified middle school students.

High School

- Honors and dual credit classes are currently offered for grades 9 through 12.
- Gifted/Talented students will meet with the G/T facilitator to determine needs and interests in planning their academic and elective courses. The facilitator will act as case manager for identified high school students.

Identification Procedures

Screening Process

Any teacher, administrator, parent, peer, or community member who knows the child and is familiar with his/her abilities may submit the initial referral for assessment. Self-referrals will also be accepted. Referred students will be considered for G/T pullout service or participation in the district Talent Pool.

- Classroom teachers may complete a checklist for those students displaying outstanding ability or potential in the areas of identification. Students who score above the 85th percentile will be referred for further testing and data collection.
- Students with an ISAT sub-test or composite score of 90% or higher will be referred for further testing and data collection. Additional testing such as the WISC III, Ross Test of Critical Thinking, Slosson Intelligence Test, or the Torrance Test of Creative Thinking may be used.

Eligibility

Students will qualify for G/T programs based on percentile rankings on **two formal** assessments, and **one informal** assessment, which will be selected from the following:

Formal Assessments

WISC-III (IQ of 125)	95 th percentile
ISAT – two or more major sub test scores	95 th percentile
Slosson Test of Intelligence	95 th percentile
Ross Test of Critical Thinking	95 th percentile
Torrance Tests of Creative Thinking	95 th percentile
C-TONI	95 th percentile
UNIT	95 th percentile

Informal Assessments

Teacher checklist (screen)
Parent checklist
Student Portfolios/Work samples

Program Expectations

Since the Gifted/Talented program is an intervention, an identified student will be expected to produce quality products and maintain high-level academic performance. While a student may be identified as gifted, continuation of specialized services will be dependent upon student performance and facilitator evaluations.

Before discontinuation of services, a student will be placed on a contract and his/her performance re-evaluated. If termination of services becomes necessary, the student will receive services through case management.

Program Evaluation

- Administer attitudinal surveys to parents, teachers and students involved in the G/T program to identify strengths and areas for improvement in the G/T program.
- Target one or more of the program goals. Evaluate the goals and determine whether they have been met.
- Evaluate the curriculum component of the G/T program and address whether the content, strategies and products are challenging and meeting the needs of G/T students.