

# East Poinsett County School District



## GIFTED & TALENTED POLICY HANDBOOK

RULES AND REGULATIONS  
PROGRAM APPROVAL STANDARDS

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## **MISSION STATEMENT**

Our schools are committed to making all students first priority. We strive to provide open communication among administration, faculty, students, and parents of the high expectations set forth by the East Poinsett County School District. A data driven standards based curriculum, enhanced with technology will prepare students for an ever changing world. All students will be provided with problem solving skills to ensure college and career readiness.

## **PHILOSOPHY**

The East Poinsett County School District RECOGNIZES that gifted and talented students are those youth of high potential whose educational needs and learning characteristics require different educational experiences and/or services. We believe that young people are our greatest natural resource and that an appropriate education must be provided in order that each student has an opportunity to reach his/her full potential.

Gifted and talented students are those identified by professionally qualified persons, who by virtue of their creativity, intelligence, and commitment to tasks, and/or who require differentiated educational programs in order to fully realize their contribution to self and society.

The ultimate goal of the East Poinsett County School District's Gifted & Talented Education Program is to design and implement appropriate program options for gifted and talented students so that they develop a desire for excellence and a sense of responsibility to self and society following the State sanctioned G/T Standards.

*\*\*\*Each gifted and talented program across the state is unique. All programs have mandated state standards which insure quality and fairness in the administering of the programming, but each individual school district has the freedom to customize its program to meet the needs of participating students and the community.*

## **PURPOSE (2.0)**

The purpose of this handbook is to serve as a guide in program development and implementation of the East Poinsett County School District's Gifted and Talented Program. Revisions will and should occur as teachers, students, parents, and administrative personnel interact and react to the program and the curriculum.

## **DEFINITIONS (3.0)**

**3.01** According to the Arkansas Department of Education, the following definition shall guide districts in providing services and opportunities for students identified as gifted and talented in Arkansas:

*“Gifted and Talented children and youth are those of high potential or ability, whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services. Possessions of these talents and gifts, or potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability.”*

Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of the following:

- 1) Above average intellectual ability
- 2) Task commitment and/or motivation
- 3) Creative ability

**3.02 Approved Administrator/Coordinator of Gifted Programs:** This refers to a specialist who has attained certification, passed appropriate state approved assessments and meets standards as set by the State Board of Education through the Arkansas Department of Education Professional Licensure Department for add-on endorsement in gifted education and in gifted education administration and promotes the administration/coordination of programs and services for gifted students kindergarten thru grade twelve.

**3.03 Approved Coordinator of Gifted Programs:** This refers to a specialist who has attained licensure, passed appropriate state approved assessments and meets standards as set by the State Board of Education through the Arkansas Department of Education Professional Certification Department for add-on endorsement in gifted education and develops and coordinates programs and services for identified gifted students kindergarten through grade twelve.

**3.04 Approved Curriculum/Program Administrator of Gifted Programs (Administrator):** This refers to a specialist who is responsible for program development and administration, and/or employment evaluation decisions who has attained licensure, passed appropriate state approved assessments and meets Standards as set by the State Board of Education through the Arkansas Department of Education Professional Licensure Department for add-on endorsement in gifted education and promotes the administration of programs and services for identified gifted students kindergarten through grade twelve.

## **COMMUNITY AWARENESS/INVOLVEMENT (4.0)**

Information about the East Poinsett County District's Gifted & Talented Program is available to parents, community, and stakeholders to encourage the opportunity to develop an understanding of and support of the program. Parents and community members are informed annually of the program opportunities for gifted and talented students and have opportunity to ask and make suggestion. The EPC School District will provide ongoing opportunities for community awareness and involvement of our gifted program through the local newspaper, school newsletter, handouts, school web page, meetings, and brochures. The brochure includes characteristics and needs of the gifted, program options of the district, and the nomination and identification process. Parents and community members are informed of student activities throughout the year and invited to visit the class during presentation or during Parent/Teacher conferences. Achievements of gifted students are shared with the community through presentations, newsletters, news articles, public displays, and other appropriate measures.

**4.01** Ongoing opportunities for community awareness and involvement are provided. Program information is relayed through correspondence, news release, presentations, parent teacher conferences, open house, or other appropriate methods. In addition, students and parents are encouraged to be actively involved by serving on committees, volunteer within the program and community.

**4.02** Parents and community members are informed annually of the program opportunities for gifted and talented students and have the opportunity to ask questions and make suggestions. Parents are encouraged to meet with the GT Teacher /Coordinator during the annual Open Houses, and during Parent-Teacher conferences. Parents are informed of program opportunities throughout the year via G.T. newsletters, school board meetings, and e-mails. Suggestions are always welcome by e-mail conferencing, or by completing the annual GT evaluation.

**4.03** Parents and other community members are included on an advisory committee for gifted education that meets annually. List of members, names of attendance, agendas, minutes of meetings are on-hand for general public viewing.



# East Poinsett County School District Staff Development Plan For Gifted and Talented Education (5.01)

## (5.00) Staff Development

The East Poinsett County School District provides ongoing opportunities for growth in the area of Gifted and Talented Education by organizing a flexible and varying program to meet the needs of the school personnel. Areas of training appropriate for the entire school staff will be provided by means of meetings, handouts, or viewing of district's G.T. Power Points. The plan rotates topics to support gifted education, which may include:

- Characteristics and Needs
- Identification Procedures
- Teaching Strategies
- Creativity
- Utilization of Community Resources
- Program Evaluation

It is the G.T. Coordinator's responsibility to promote gifted education by:

- Sharing articles and other professional information.
- Providing information on gifted and talented workshops.
- Informal announcements or presentation during short in-building staff meetings.
- Sharing identified students' products with staff
- E-mails, conversations, etc.

The district G.T. Coordinator will be responsible for announcing workshops outside of our district and promote gifted education with emphasis on characteristics, identification, strategies, creativity, differentiation, Secondary Content, and Pre-AP/AP.

Training for the teacher of the gifted will be provided as needed. Jr. High and H.S. teachers will be trained in Pre-AP (Pre-Advanced Placement), AP (Advanced Placement), or Secondary Content for Gifted by the ADE. Educators serving the gifted are expected to attend training sessions and utilize higher order thinking strategies. New educators to the district will be asked to attend sessions offered at the end of the year or at the beginning of the next school year.

### **Staff Development Plan (5.00)**

The GT Administrator & teacher(s) receive specialized training by attending courses in gifted education suggested for certification. Every attempt will be made to train certified personnel in a sequential and continuous program development to enable them to assist in the identification, selection, and programming needs of the gifted and talented program. Staff development is based on local education needs of gifted students and altered accordingly. Formal staff development, as well as, informal staff development occurs by handouts, e-mails, and through meetings pertaining to gifted education. Elementary staff receives informal training in gifted characteristics, identification procedures, Kingore Inventory Observation, and evaluation procedures. Junior High and High School staff receives informal staff development concerning gifted education, including topics such as: differentiation, identification, and evaluation.

It is the responsibility of the educator to acquire certification within the recommended time frame. Building Principals may request additional training and will oversee such.

Documentation is required by the ADE and must be turned in regularly. Requirements by educators serving gifted students include:

<b>SECONDARY CONTENT</b>	<b>PRE-AP</b>	<b>AP</b>
Roster for each course	Roster for each course	Roster for each course
Documentation Form	Documentation Form	Class Syllabus
Lesson Plan/ Sample	Lesson Plan/Sample	_____
Sec. Content Certificate on File (Renew every 3 yrs.)	Pre-AP Certificate on File (Renew every 5 yrs.)	AP Certification on File (Renew every 5 yrs.)
Educators MUST submit lessons with documentation form each quarter, as well as a student work sample. <i>*Sample- 1 sample from the group.</i>		_____

Teachers certified in Advanced Placement or Pre- AP should renew their certification every five years. Current or updated certificates must be on file and it is the educator's responsibility to renew and submit certificates to proper personnel, including the G.T. Coordinator. Teachers serving through secondary content are encouraged to obtain training every three years.

**5.02** Opportunities to increase knowledge of the education of gifted and talented students are provided for continuing and new school board members, district administrators, teachers, and support staff on a continuing and regular basis. The GT Administrator will attend meetings sponsored by the local Co-op, AGATE and/or AAGEA to keep updated in current trends and received specialized training in gifted education. Arkansas State University's GT program will be utilized for assistance with professional growth, as well as the Crowley's Ridge Educational Cooperative GT Program. Staff members will also be encouraged to attend sessions provided by educational cooperatives to assist with special training in gifted education.

## **Personnel (6.00)**

**6.01** Persons who teach the identified students in homogeneous groups **must** hold a current Arkansas initial or standard teaching licensure, pass appropriate state approved assessments, and meet performance standards as set by the State Board of Education through the Arkansas Department of Education, Professional Licensure Department for add-on endorsement in gifted education.

**6.02** Personnel who coordinate the program for gifted and talented students (K-12) must hold a current Arkansas teaching licensure, pass appropriate state approved assessments, and meet performance standards as set by the State Board of Education through the Arkansas Department of Education, Professional Licensure Department for add-on endorsement in gifted education.

**6.03** Persons who administer a program for gifted and talented students (K-12) must hold current Arkansas Standard Teaching licensure, pass appropriate state approved assessments, and meet performance standards as set by the State Board of Education through the Arkansas Department of Education, Professional Licensure Department for add-on endorsement in gifted education.

*Current Arkansas Standard Teaching licensures are on file for all GT educators. The educators of the gifted have met performance standards as set by the State Board of Education through the Arkansas Department of Education, Professional Licensure Department for add-on endorsement in gifted education. (6.01-6.03)*





# East Poinsett County School District

## Criteria for Teachers of the Gifted

### 6.04 Personnel

A process for selection of administrators, coordinators and teachers of the gifted is clearly defined and established. Selecting personnel for the gifted education department demands much thought with emphasis on many skills. The coordinator/teacher of the gifted should be flexible, approachable, and generous with time and resources. In addition to time spent in planning the overall structure of the district gifted program and direct services to gifted students. The administration shall be responsible for finding the candidate who best meets qualifications through normal hiring practices with consideration of personal characteristics associated with gifted educators according to the district's school policy. These characteristics should be considered by the school district as they relate to program goals and objectives:

- A sincere concern for gifted children and youth
- Enthusiasm for gifted programming and prioritizing G.T.
- The ability to be flexible in time, pace, materials, instructional patterns, etc.
- Accepting or diverse ideas and behaviors and can deal with student criticism
- Possessing a high degree of professionalism
- Willingness to meet Arkansas certification requirements for gifted education
- Successful teaching experience
- Willingness to attend workshops and conferences related to GT education
- Willingness to assist with extra-curricular programs as needed
- Valid Arkansas teaching licensure

### Criteria for East Poinsett County School Teacher of the Gifted

1. He/she must be willing to meet the minimum standards set forth by the ADE.
  - a) G.T. Coordinator should hold a Master's Degree or have completed 18 hours for licensure in gifted education to qualify for the position or show intent to obtain one in the near future.
2. He/she must be recommended by the building principal(s) and Superintendent based on:
  - a) Willingness to accept responsibilities as a teacher/coordinator of the gifted, as stated in the job description.
  - b) Good communicator with parents/teachers, and students
  - c) Enthusiastic about teaching

### Personnel Records

The superintendent or their designated representative maintains and keeps updated records or certified personnel and for overseeing that only authorized personnel have access to the records, including records for the G.T. department. It shall be the duty of certified personnel to furnish required documents/ records to the superintendent's office.

All certified personnel shall have on file in the superintendent's office the following:

1. A current teaching certificate issued by the Arkansas Department of Education
2. Transcripts of all college work completed
3. A signed contract
4. Teacher retirement form
5. Form W-4
6. Social Security Number

Procedures for all prospective employees include completing an application form provided by the District, in addition submit a resume, and teaching certificates, all of which information is to be placed in the personnel file of those employed. If the prospective employee provides false or misleading information, or if he/she withholds information to the same effect, it may be grounds for dismissal for consideration. The administrator/coordinator will assist in the interview process and make recommendations for additional personnel for the Gifted Program.

*The EPC School District is an equal opportunity employer and shall not discriminate on the grounds of race, color, religion, national origin, sex, age, or disability. In the event of an opening for a position at EPC School the superintendent and principals shall interview prospective employees that are certified in the respective fields and make recommendations to the board for hiring.*



# East Poinsett County School District Job Description for Gifted and Talented Administrator/Coordinator/Teacher

## 6.05 Job Description

Job descriptions are developed for administrators, coordinators and teachers of the gifted. A written job description for administrator/coordinator and facilitator(s) will be kept file within the G/T and Superintendent/ Offices.

The coordinator/administrator will perform a variety of duties that promote integration of the gifted program with regular education. The facilitator/teacher of the Gifted and Talented Program shall plan, implement, and evaluate the school's program for students in grade kindergarten thru twelfth grade and keep adequate records according to the "Rules and Regulations" set forth by the ADE. The educator must have knowledge in the enrichment, send-out, Pre-AP/AP program, and Secondary Content. The Coordinator/teacher will provide assistance and open to communication with the AP Coordinator and administrators to aid in the development of a quality program that will assist in meeting the needs of our gifted population.

The G.T. coordinator must take care of all administrative paperwork, reports and correspondence relating to the Gifted Program, with completion of building correspondence by assigned G/T educator(s) or AP/Pre-AP/Secondary Content educators. Personnel related to gifted services may obtain guidance or assistance from administrators or from the G.T. Coordinator. The G.T. administrator/ coordinator/teacher job descriptions include:

### Administrator/Coordinator of Gifted and Talented Education

The Administrator/Coordinator of Gifted and Talented Education reports directly to the Superintendent, Principals/ Assistant Principals. The Administrator/ Coordinator directs day-by-day management of the gifted and talented education program and enforces the policies of the district. Duties and responsibilities of the Administrator/ Coordinator of Gifted and Talented Education include, but are not limited to, the following:

#### I. School-Community Relations

- a. Conduct community awareness of the GT program and its activities.
- b. Organizes and chairs the advisory committee.
- c. Coordinates services and programs with community organizations and other agencies to provide diversity and enrichment in the curriculum and to promote the public schools.
- d. Promotes community civic organizations and volunteerism within the community.
- e. Encourages active parent/community volunteer participation in the GT program.
- f. Provides a liaison between parents and the GT program in the schools; classroom teachers, the administration, school board, GT program personnel, and the community, at large.
- g. Assists parents in the referral process; help to determine the need for assessment/ evaluation.

#### II. Staff Personnel Development

- a. Acquaints staff members with the state district procedures, rules, and regulations
- b. Prepares handbook of the East Poinsett County School District's gifted and talented education program
- c. Prepares annual timeline of program activities and deadlines
- d. Provides classroom support to educators, giving assistance, support and resources for teachers serving the gifted within the regular classroom
- e. Assists school staff in the referral process; help to determine the need for assessment/ evaluation.
- f. Assists in resolving conflicts.
- g. Attends faculty meetings, committee meetings, and other conferences established by the district or educational co-op.
- h. Promotes teacher in-service in gifted education for identification and implementation of program and post informative Power points for viewing throughout the school year.
- i. Promotes workshops, classes, and meetings to G.T. personnel to stay informed about current trends, practices, and research in gifted education.

### III. Pupil Personnel Development

- a. Accepts referrals of students for the GT program.
- b. Establishes case studies on students who have been screened for GT identification.
- c. Conducts assessments of students for identification and establish profiles.
- d. Chairs the selection committee for identification of students for the GT program.
- e. Monitors reports of student progress.
- f. Makes specific suggestions for dealing with students who are not being appropriately served.
- g. Provides/obtains reports for/from other agencies about children being served to provide continuity of services.
- h. Encourages student participation in optional program activities.
- i. Provides activities promoting the development of higher order thinking, as well as critical, creative, communication, independent learning skills.
- j. Analyzes, uses, and applies relevant objective and subjective data to assess students' abilities, creative potential, and task commitment and to recommend appropriate placement.
- k. Studies program evaluations to set and implement district goals for the gifted and talented education program.
- l. Creates and maintain an atmosphere conducive to creative risk-taking and divergent thinking.
- m. Analyzes students' individual interests, abilities, and learning styles.
- n. Encourages student independence and self-directed learning.
- o. Involves student in self-evaluation of products and program.
- p. Promotes the recognition and special needs of unidentified gifted and talented students prior to formal placement.
- q. Develops lesson plans for instructional materials.
- r. Utilizes a variety of instructional procedures designed to meet the needs of the gifted students.
- s. Implements individual behavior management techniques, when needed, which facilitate positive learning experiences.
- t. Advices/counsels students and/or parents regarding class work, future options, and educationally related issues.
- u. Other duties as assigned.

### IV. Educational Program Development

- a. Plan the overall structure of the district GT program in consultation with teachers, administrators, and parents.
- b. Participates with fellow educators in curriculum improvements.
- c. Supervise the provision of appropriate services.
- d. Maintain file of confidential student records.
- e. Become informed about and aware of new trends, developments, regulations, and legislation affecting the district's GT program through professional materials, coursework, and membership/participation in local, state, and national seminars, conventions, and workshops.
- f. Visit elementary G.T. class/ Pre-AP/AP and any Secondary Content Educators to become aware of progress in each class.
- g. Arrange for field trips that are needed for the GT program.
- h. Contact local universities and museums for educational experiences available to GT students.
- i. Evaluate the district program and individual school programs to strengthen service to GT students by obtaining data from teachers, students, and parents.
- j. Serve on committees with general education responsibilities to provide advocacy for the GT learner.

### V. Business and Program Management

- a. Prepare all administrative work inherent in the GT program (such as summarizing allocation report of funding, submitting reports of attendance, evaluate data, etc.).
- b. Develop and enforce program procedures, rules, and regulations.
- c. Make program suggestions of purchases of materials, supplies, and equipment.
- d. Make checks of program materials and equipment for care and replacement.
- e. Administrators and teachers of the gifted will be provided regularly scheduled time for duties other than direct services to the identified students. Curriculum development and differentiated educational planning times will be provided for the GT Administrator and teacher to coordinate for alignment of enrichment programs. Additional planning time will be allotted as needed for the program coordinator as aligned with district policies for departmental chair responsibilities. Building principals are encouraged to be flexible in scheduling to accommodate the demands of the Gifted and Talented Coordinator.
- f. Regularly communicates progress of program to parents, staff, and stakeholders.

## Facilitator/Teacher of Gifted and Talented Education (Elementary)

The facilitator/teacher in the Gifted and Talented Education Program collaborates with the building principal where assigned. The teacher implements a differentiated educational program to promote gifted and talented thinking skills. Duties and responsibilities of the teacher in gifted and talented education include, but are not limited to, the following:

### I. Pupil Services

- a. Develops lesson plans for instructional materials following guidelines within the district's scope and sequence.
- b. Utilizes a variety of instructional procedures designed to meet the needs of the gifted students.
- c. Provide activities promoting the development of higher order thinking, as well as critical, creative, communication, independent learning skills
- d. Assists and implement the East Poinsett County School District's procedures for identifying gifted and talented students.
- e. Compiles data and completes evaluations for elementary students and completes collection of all data before submitting to the identification for review.
- f. Actively involved in the Identification and Advisory Board Committees for the G.T. program.
- g. Implements district's goals for the gifted and talented education program.
- h. Creates and maintain an atmosphere conducive to creative risk-taking and divergent thinking.
- i. Analyzes students' abilities and completes observation inventory of all K-3 students, with assistance from elementary staff.
- j. Encourages student independence and self-directed learning.
- k. Involves students in self-evaluation of products and program.
- l. Regularly communicates progress of program to parents, staff, and stakeholders.
- m. Advices and counsels parents of student's class work, future opportunities, and educational related issues.
- n. Promotes the recognition and special needs of unidentified gifted and talented students prior to formal placement.
- o. Implements individual behavior management techniques, when needed, which facilitate positive learning experiences.
- p. Advices/ counsels students and/or parents regarding class work, future options and educationally related issues.
- q. Other duties as assigned.

### II. Curriculum Development

- a. Remains current with present trends in instruction and evaluates curriculum and methodology uses according to student needs.
- b. Modify curriculum to provide differentiated educational experiences, while following the standards of the program.
- c. Integrate goals of the GT program with those of the regular instructional program.
- d. Serve as a resource person to elementary classroom teachers for appropriate methods in curriculum to assist with G.T. lessons outside of the gifted resource room.
- e. Identify community and regional resources that may enhance the students' talents and share information with all involved in gifted education.
- f. Encourage student participation in out-of-school learning experiences
- g. Utilizes a variety of instructional procedures designed to meet the needs of the gifted students.
- h. Other duties as assigned.

### III. School-Community Relations

- a. Meets with parents during parent/teacher conferences to discuss elementary program and procedures.
- b. Keeps parents informed on a continuous basis of the student's growth and current/future opportunities.
- c. Assists parents in the referral process; help to determine the need for assessment/evaluation.
- d. Encourages community awareness of the GT program and its activities.
- e. Assists on the advisory committee and attends regular scheduled meetings.
- f. Provides diversity and enrichment in the curriculum and promotes the school.
- g. Encourages active parent/community volunteer participation in the GT program.
- h. Provides a liaison between elementary parents, teachers, and administration and the Gifted and Talented education program.

### IV. Professional Development

- a. Participates in professional activities that are related to gifted and talented education.
- b. Attends faculty meetings, committee meetings and other conferences established by the district or promoted by the local educational co-op.
- c. Keeps informed of latest research and curriculum developments in gifted and talented education.
- d. Plans cooperatively with the GT Program Coordinator and other staff members. Meet as needed to assist with curriculum development and differentiated educational planning
- e. Building principals are encouraged to be flexible in scheduling to accommodate the demands of the Gifted and Talented Coordinator and promote constant communication between the G.T. Coordinator and elementary teachers.

## V. Advanced Placement Coordinator

The Coordinator of Advanced Placement Program plans services affiliated with gifted education by preparing and coordinating the AP program. The AP Coordinator works hand-in-hand with Administrators, Counselor, and G.T. Coordinator. Collaborative efforts by the Administrators, G.T. Coordinator, Counselor, and AP Coordinator complete the necessary duties to follow recommendations by the College Board. The G.T. Coordinator collaborates with the AP Coordinator by assisting in the following:

- a. Communicate with subject area teachers within the Pre-AP/AP department, as needed.
- b. Maintain record keeping procedures of Pre-AP/AP certificates and required documents. (See 5.01 chart).
- c. Share communications concerning teacher training and curriculum development activities to administration.
- d. Interpret data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation, with focus on gifted students within the program.
- e. Demonstrate knowledge and understanding of the Advanced Placement Program.
- f. Serve as liaison with the Advanced Placement Program, G.T. Program, and community.
- g. Collaborate with peers and other professionals to enhance student learning.
- h. Duties deemed necessary by those affiliated with Advanced Placement.

**6.06** Regularly scheduled time is provided for administrators, coordinators, and teachers of the gifted who perform administrative duties beyond direct service to identified students.

Curriculum development and differentiated educational planning times will be provided for the G/T Coordinator and teacher to coordinate and align enrichment programs, as well as complete duties, as described in the job description. Building principals should encourage meetings within the department, with time allotted for such from across the district.

Additional planning time will be allotted, as needed, for the program coordinator to complete departmental chair responsibilities and duties announced by the ADE. Flexible scheduling should be allocated for the G.T. coordinator to assume responsibilities affiliated with administrative roles within the program, while continuing to allow for quality classroom instructional planning, as well as time to sponsor/coach educational competitions, such as quiz bowl, chess, etc. Daily schedules should be given to promote parental communication, as well as guidance for gifted students in grades K-12. Administration is encouraged to accommodate the demands of the Gifted and Talented Coordinator to allow for such demands and recognize the numerous duties extending beyond service to identified students.

## E.P.C.

### Gifted and Talented Education Referral & Selection Process

The East Poinsett Gifted and Talented Program utilize the following procedures to identify academically gifted and creatively talented students from all cultural and economic backgrounds for participation in the Gifted & Talented Education Program. The process for identifying students is an ongoing process extending from grades K-12 serving at least 5% of the student population and includes several stages: Nomination Phase, Data Collection, and Placement. (7.01)

#### Nomination ~

Nominations are sought from a wide variety of sources to ensure that all potentially gifted & talented students have an opportunity to be considered for services within the G.T. program. Public announcement of the nomination process is made to all stakeholders via GT newsletters, posting on school webpage, school & local newspaper, and letters to educators. Nominations will be accepted at any time and may be made by teachers, administrators, parents, peers, community members, or students themselves. Parents will be notified by letter of student's nomination and will be asked to sign a permission form to allow special testing that will provide the necessary information required for placement consideration.

#### Data Collection ~

After parental permission is received, data is collected in a non-discriminatory manner. A Case Study will be developed for each referred student that includes a variety of sources in order to obtain an overall picture of the nominated student's abilities. The Case Study includes at least two subjective/objective measures from a variety of tools including: (1) The Kingore Inventory (KOI) (2) teacher/parent questionnaires, (3) creativity test - Torrance Test of Creative Thinking, (4) Intelligence test- K-BIT, (5) Developing Cognitive Abilities Test (6) Group Achievement Tests (7) Student grades, and (8) Portfolios with product samples. Data collected uses an appropriate balance of quantitative and qualitative measures with adequate evidence of reliability and validity for the purposes of identification. All data collected is placed on a "blind review" summary sheet that is reviewed by the screening/placement committee for determining student's need.

#### Placement ~

Student's levels of ability, creativity, and motivation are considered individually and in combination to guide the placement decision. Blind screening to identify students is utilized within our district. Names are not revealed to ensure non-bias and promote equality of diverse representation in our program. Student information is gathered and recorded into individual profiles that are assigned an ID number. In special circumstances, underrepresented groups such as low socio-economic, free reduced, and ethnicity such as ESL is revealed on the collection data form. The profile sheet **does not** have student's name listed. The final decision for placement in our program is made by the screening/ placement committee that is made up of building principles, counselors, teachers, and GT coordinator. The selection committee makes final decision concerning placement of students for the EPC GT Program and students will be placed into appropriate program option based upon student need. Notification will be sent in regard of the committee's decision. Written parental consent is required prior to placement into the gifted program. Our procedure does not use cut-off points or weighted matrices, but a case study approach. It is the policy of the East Poinsett County School District not to discriminate on the basis of race, color, national origin, sex or handicap, in its educational program, activities, or employment policies.

## 7.02 Identification procedures

Identification procedures are clearly stated, uniformly implemented, and communicated to the entire school staff. Announcements concerning identification are made in a variety of ways including via posting on the school's web page, through the GT newsletter, brochures, correspondence, e-mails, and the handbook, itself.

The process for identifying students for the East Poinsett School District's Gifted & Talented Program is announced to all staff and stakeholders. The identification of gifted and talented students is an on-going process extending from school entry through twelfth grade. The classroom teacher and G.T. Coordinator and/or Teacher observe students in grades K-3 for gifted characteristics utilizing the Kingore Observation Inventory (KOI). Characteristics associated with giftedness is noted and kept on file for future reference with formal identification of gifted students beginning at the end of 3rd grade.

Instructionally useful information about individual students obtained during the identification process is communicated to the instructional staff regardless of final placement decisions, as parents are notified by mail. A review of students' placement in the G.T. program is made at least annually. Before placement or continuation of service, parental consent must be granted for any student to receive services in the Gifted and Talented Program.

### **Identification for Elementary/Intermediate Gifted and Talented Program (K-6)**

The first stage of identification in the elementary and intermediate schools consists of gathering subjective and objective data. Through observations during G/T whole group enrichment (K-3), the Elementary G/T Facilitator and classroom teacher discuss information to be placed on the Kingore Observation Inventory checklist. During whole class enrichment information is gathered and kept in anecdotal form by the classroom teacher and Elementary G/T Facilitator. Objective data, such as current standardized achievement tests, formative assessments, and norm-referenced tests are also documented.

During third grade, formal identification begins with a pre-referral conference in which the classroom teacher and the Elementary G/T Facilitator review information gathered since kindergarten. Once student data has been reviewed, recommendations are made for additional testing and nomination in the gifted program. At this time, stakeholders may also recommended students for testing. Parents must give written permission before G/T testing can be administered.

Objective information collected, beginning at the end of first grade, consists of augmented state assessments, the Stanford Achievement Test, current edition, with the administering of the K-BIT, the Williams Test of Creativity, Exercise in Divergent Thinking or Torrance Test of Creative Thinking, or Developing Cognitive Abilities Test. Additional data may also be collected from the subjective information is gathered via the Renzulli Hartman Rating Scale, the Kingore Observation Inventory, classroom grades, and anecdotal records of the Elementary G/T Facilitator and classroom teachers.

Once objective information is gathered from testing and subjective information has been quantified, placement meetings are held. The placement committee will be chaired by the District's G.T. Coordinator and comprised of Principal(s), Counselor(s), Elementary G.T. Facilitator, Testing Coordinator, and teachers. Students are identified using a blind identification process. No single criterion or cut-off score is used to include or exclude a student. Parents and teachers are notified by letter of the decisions of the placement committee. Staffing forms are completed which provide justification for placement/non-placement of students in the gifted program. A parent/guardian must give written permission before a student may be placed in the gifted program. A student review is completed each year for continuation of gifted services.

Parents and/or classroom teachers may appeal the decision of the placement committee of at least five professional educators, including teachers, administrators and/or counselors, and chaired by gifted specialist. The appeal will first be heard at the building level by the building principal. If consensus cannot be reached at the building level, a district appeals committee will hear the appeal.

\*Students in grades 7-12 may be nominated at any time and tested for G.T. placement. Placement procedures are the same, however identification committee members will consist of educators within the building level of the student nominated. (See 7.08)

### **Placement in Pre-AP/AP Program**

Identification gifted students in grades 7-12 are served through Pre-Advanced Placement/Advanced Placement classes. Students may be nominated or register for Pre-AP/AP courses by the G.T. Coordinator, Counselor(s), classroom teacher, parent, or self. The Pre-AP/AP program is inclusive; however, students are strongly encouraged to only enroll in courses for which they are prepared.

Parents are encouraged to attend any AP Program meetings, contact their school counselor, or AP Coordinator if questions arise.

**7.03** A committee of at least five members chaired by trained specialists in gifted education and including administrators, teachers, and/or counselors collects and analyzes data, maintains appropriate records, and makes professional decisions on placement of students. This committee can be per campus within the district and/or district level with representatives of each campus involved. Identification procedures will be uniformly implemented across the district. Members of the committee are made aware of the identification policies and procedures and the nature of the program.

The East Poinsett School District's G.T. Identification Committee will be comprised of, but not limited to, the G/T Coordinator, Administration, Counselors, Testing Coordinator, and teachers.

**7.04** The identification process yields information obtained through a variety of procedures and from multiple independent sources. Objective measures, Subjective measures, and variety of multiple independent sources are reviewed to assist with the identification process. Procedures for obtaining information about students include at least two objective assessment methods, and a creativity test and at least two subjective measures. Solicitation of information from multiple sources includes requesting product samples for individual student portfolio. Samples include:

- Subjective Measures: Teacher Rating, Parent Questionnaire, (Renzulli Scales or modified version), Product evaluation, Checklist for Identifying Language-Minority Students with High Potential, Kingore Observation Inventory (KOI).
- Objective Measures: Achievement Test (SAT-10) Scores, Arkansas Benchmark Exam, End of Course (H.S.), Kaufman Brief Intelligence Test, Naglieri Nonverbal Ability Test (Optional), Ravens Progressive Matrices, ACT or SAT scores (H.S.), Creativity Test (William's Test of Creativity, Exercise in Divergent Thinking or Torrance Test of Creative Thinking),
- Other- Student grades, Portfolio with Product Samples, Awards, Special Recognition, Intellectual competitions, such as Quiz Bowl, Writing Competitions, Art Competitions, etc.

**7.05** Student placement decisions are based on multiple criteria. No single or cut-off score is used to include or exclude a student. The Identification Committee uses a case study approach, considering all student information collected, in order to make its decision. Each student's case study is given a number so that the committee does not know the names of the students during the identification process. No single criterion or cut-off score is used to exclude a student from placement. The final evaluation decision considers the best interest of the student as an individual and the degree to which it is felt the student would benefit from participation in the gifted program. Placement recommendations are noted on each student's profile sheet with the signature of initials of each committee member. Regardless of the committee's decision, notification letters will be sent to the parent/guardian to inform them.

**7.06** Procedures used in the identification process are non-discriminatory with respect to race, cultural or economic background, religion, national origin, sex, or handicap. Procedures include methods/measures that are non-discriminatory.



Giftedness is found among students from a variety of backgrounds; therefore, a deliberate effort is made to ensure that diversity is recognized when identifying for the EPC School District's Gifted and Talented Program. Educators provide parents/guardians with information in their native language regarding diverse behaviors and characteristics associated with giftedness. By using the Kingore Observation Inventory with all students in 3<sup>rd</sup> grade, equal opportunity is given to all students regardless of diversities. Other procedures to promote non-discriminatory within the gifted program include permission for assessments forms within the native language, if requested and/or a meeting with the G.T. personnel and translator to review procedures concerning gifted education.

Students with special needs are screened in the same manner as the general population; however individual creativity test may be administered individually for students with social anxiety. Students with learning disabilities who could be considered twice exceptional (gifted and LD), are placed when giftedness can be positively identified through objective/subjective data and motivation. Programming is based on the student's areas of strength and the ability of the district to provide facilities, equipment, and personnel to meet the educational need of that individual in the least restrictive environment. If needed, the district will provide a translator to interpret or disburse materials and obtain assistance from the district's Special Needs Educators/ Counselor to assist in areas related to student identification, placement, and program for students with cultural difference or handicap.

While using blind screening, under-represented groups such as low socio-economic status students, and ethnicity (ESL students), are indicated on the collection data form. Names are not revealed to ensure a non-bias and equality of diverse representation within the G.T. program. Procedures used in the identification process are non-discriminatory with respect to race, cultural, economic background, religion, national origin, gender, or handicapping condition. Prior to placement in the gifted program, written parental consent is required for all selected students.

The district strives to promote a cultural understanding for success for all students regardless of their differences and utilizes non-discriminatory procedures throughout the identification process. Anyone with questions regarding the identification process may set up a conference with the G.T. coordinator and building principal.

**7.07** Instructionally useful information about individual students obtained during the identification process is communicated to the instructional staff regardless of final placement decisions.

Dissemination of instructionally useful information about individual students is shared with the regular classroom teacher to assist in meeting the needs of a student, regardless of placement decision. The G.T. Coordinator may share information either verbally through a casual conversation or through a scheduled conference with the teacher, depending on the nature of the information and other factors. The information may be given to the teacher in written form after a conference or informal conversation. In addition, a list of students to be served in the program will be distributed at the beginning of each school year with a memo telling educators that student files are available for viewing upon request.

**7.08** Written identification and placement procedures include parental involvement. To be considered for the gifted program, the G.T. Coordinator or G.T. Facilitator continuously keeps the communication open to parents/guardians. Procedures to ensure parental involvement include:

a. Permission to Test

Once nominated, parents are notified of their child's nomination into the gifted program in letter form. *Permission to test* forms is sent asking permission to be granted to begin assessment procedure. Contact information is submitted within the letter, leaving an open invitation to parents.

b. Criteria for Placement

Parents are informed that placement is based on multiple criteria with no single criterion or cut-off score to include or exclude a student from services. Criteria used within the testing phase are explained within nomination notification letter.

- i. Subjective Measures: Teacher Rating, Parent Questionnaire, (Renzulli Scales or modified version), Product evaluation, Checklist for Identifying Language-Minority Students with High Potential, Kingore Observation Inventory (KOI).
- ii. Objective Measures: Achievement Test (SAT-10) Scores, Arkansas Benchmark Exam, End of Course (H.S.), Kaufman Brief Intelligence Test, and Developing Cognitive Abilities Test (D-CAT), Naglieri Nonverbal Ability Test (Optional), Ravens Progressive Matrices, ACT or SAT scores (H.S.), Creativity Test (William's Test of Creativity, Exercise in Divergent Thinking or Torrance Test of Creative Thinking),
- iii. Other- Student grades, Portfolio with Product Samples, Awards, Special Recognition, Intellectual competitions, such as Quiz Bowl, Writing Competitions, Art Competitions, etc.

The G.T. Coordinator will be available to explain the criteria utilized and how they represent an overall "picture" of student's ability or potential. Parents are welcome to contact G.T. personnel to discuss the criteria, if needed and/or view brochures to explain the placement procedures.

c. Permission to Participate

Parents are notified by letter of their child's eligibility for program participation and asked to sign a parent consent form. Students are placed in the program upon receipt of a parent consent form/permission to participate.

d. Non-identified Students

Those not identified will be monitored periodically throughout his/her school experience to see if he/she may qualify for services at a later date. If it is necessary to re-evaluate the student, parents receive permission to test and letter to before assessment proceeds.

e. Questions Concerning Placement

Within the placement letter, parents are informed to contact the G.T. Coordinator or Principal if they question the decision of the Identification Committee. The G.T. Coordinator will arrange a conference to discuss the placement with the parent.

f. Appeal

Parents and/or classroom teachers may appeal the decision of the placement committee or the annual review committee. Parents must complete a formal written appeal with parents noting why their child should be placed or reconsidered. Parents may request that the Identification Committee make a complete review of all information related to their decision, with an option for the parents to address the committee. The team leader, G.T. Coordinator, will present the information to the Identification/ Placement committee that consists of at least 5 professional educators and chaired by a GT trained specialist to review the case in a closed session where a decision will be made by the committee using multiple criteria.

This procedure is time sensitive and parents should ask for a form to complete indicating the time frame involved. Procedures of such should be completed within the given time frame for those just entering the program or those questioning the placement decision after the annual review.

**7.09** Identification of gifted/talented students is an ongoing process extending from school entry through grade 12.

- *Early Identification* - Elementary students in kindergarten thru third grade are continuously monitored by the Elementary G.T. Facilitator that specialized in recognizing characteristics associated with giftedness. Classroom teachers obtain training in completing the Kingore Observation Inventory (KOI) to note behaviors of giftedness. Charts are kept to help with the formal identification process
- *Nomination Accepted at Any Time* - Nominations may be submitted at any time. Nomination forms are given to all staff and are available at any time within the G.T. Coordinator's office on each campus. Parents may also obtain nomination forms by request at each Campus' main office, by e-mailing personnel in the gifted education department, or by setting up a time to visit with the Coordinator.
- *Annual Review* - Teachers are asked to provide feedback to evaluate the academic performance of students. Evaluation forms are sent home quarterly, with Parent/Teacher Conferences scheduled twice a year, allowing performance level to be made known. Evaluation forms indicate the student's performance within the GT class and an area to note areas of concern. At the end of each school year, the GT teacher will review standardized ability and achievement test scores, performance in class, and quarterly evaluations.
- *Exit Procedures* -Exit from the East Poinsett County School District's Gifted Program (K-12) may be initiated by a G/T specialist, classroom teacher, or parent at any time if evaluation provides evidence that a student is not best suited for the program. A student or parent may also express concerns that could warrant exit procedures. A student may not exit from the gifted program without permission from a parent. If a parent decides to render services for their child, a withdrawal from must be submitted to the G.T. Coordinator. Occasionally, concerns of a child's placement within the gifted program may be initiated within the school.

Exit procedures may not be initiated without parental notification and attempted intervention. A conference will be held with the parent in an effort to encourage student performance. Modifications and improvements will be attempted to assist the student in reaching their highest potential a timeline set for a specified level of improvement. Students are expected to improve performance of assignments, improve targeted area shared earlier by teacher/G.T. coordinator, and show motivation and task commitment in the regular classroom and G.T. program. If progress following the timeline is inadequate, gifted education services are determined inappropriate for the student and parents will be notified. The educator and G.T. Coordinator will meet with the parent to share concerns and initiate exiting student from the program.

Parents may appeal the decision by complete a formal written appeal with parents noting why their child should not be exited.

The team leader, G.T. Coordinator, will present the information to the Identification/ Placement committee consisting of at least five members chaired by a trained specialist in gifted education and including administrators, teachers and/or counselors collects and analyzes data, maintains appropriate records, and makes professional decisions on placement of students. Teachers are asked to provide feedback to evaluate the academic performance of students.

It is the goal of the school to meet the needs of the student and serve each child appropriately. Students removed from the G/T Program will be placed in the nomination pool and the following year their needs will be re-evaluated.

- *Maintenance of Files*- Student data and placement decisions are kept on file for at least five years or for as long as needed for educational decisions. Information is kept on file with access limited to staff concerned with the education of the student and to the students' parents. The G.T. Coordinator shares any information, which would be educationally useful to the teachers, in a confidential and private manner. Instruments and procedures used in the identification of gifted and talented students are non-discriminatory with respect to race, cultural or economic background, religion, national origin, sex.

**Program Options (8.00)** Gifted children are as different from each other as they are from other children. They have needs for differing amounts of homogeneous grouping, and at various stages of development their interests differ. *No single program option can ever meet all of the needs of all gifted children, however the EPC Gifted and Talented Program provides programming with many options with intent to reach all gifted students. These goals are continuously evaluated to ensure proper educational growth of the gifted.*

**8.01** The Program is systematically developed with long-range goals that are coordinated to guide the development of the gifted students from identification to graduation.

The following goals have been written that are coordinated to guide the development of gifted students from the time start school through graduation from high school. Consistency among the program's components is based on the district's philosophy of education, the curriculum objectives and needs discovered through evaluation practices. A combination of enrichment and guidance provides an approach that is innovative in design and best meets the needs of our gifted population.

### **Program Goals and Objectives**

Our overall goal is to provide varied types of opportunities appropriate to meet gifted students' cognitive, affective, and social needs within the school. In order to achieve this, the following goals have been established:

- The program will provide appropriate methods which identify gifted and talented students methods which do not compare students but seek to see a complete picture of each child and do not discriminate based on culture, handicapping conditions, socioeconomic status, or any other condition.
- Provide the educational programs and differentiated curriculum that will enable each student to develop his/her abilities to the fullest; with combination of enrichment, acceleration, and guidance to promote individual growth.
- The student will develop critical thinking skills in the areas of analysis, synthesis, evaluation, logical reasoning, inference, problem solving, decision making, and interpretation.
- The student will expand communication skills by demonstrating the techniques of active listening, communicating in group situations both orally and in writing to demonstrate understanding, and utilizing a variety of media, art forms, and available technology to communicate ideas.
- The student will develop self-directed and small group learning/research skills through the development of questioning techniques, information gathering, and research organization and presentation methods.
- The student will actively stretch his/her curiosity through the practice of creative thinking within the context of activities and challenges which require the application of fluency, flexibility, originality, elaboration, and imagination.
- The student will experience affective growth through activities designed to enhance self-concept, interpersonal relations, the ability to cope with failure, leadership skills, and effective personal decision making practices.
- Help students develop task commitment, to acquire and/or maintain adequate and realistic self-concepts, and to develop a sense of self-worth and responsibility to self and society.
- The diversity of individuals and cultures will be honored and integrated into substantive curricular content.
- Enable the students to become self-directed learners and proficient in written and oral communication skills so that they may creatively share their products with others.
- The program will actively seek ways to involve parents, staff, and the community and work to keep them well informed about the program.
- The program will provide an ongoing process of evaluation: program evaluation, student self-evaluation, product evaluation, group evaluation, and evaluation of instructional materials, methods, and media.
- The program will focus on the skills in the Arkansas Frameworks for Gifted Education using those skills as a map for the optimum development of each gifted student.
- The student will develop competence in the use of modern technology.
- Opportunities for enrichment in the arts will be provided students.

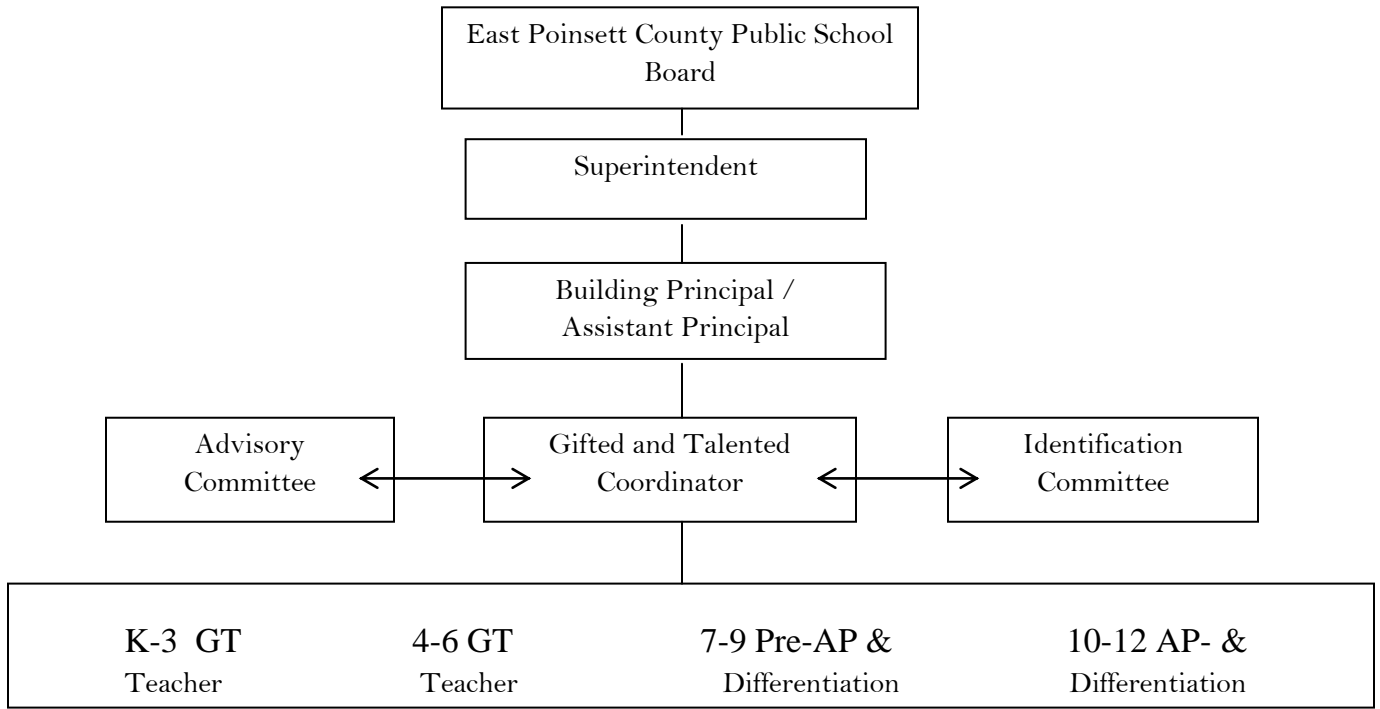
### **Core Goals**

- Students will realize that no one can teach them as well as they can teach themselves; They will understand how to learn thus become self-reliant learners.
- Students will be encouraged to believe in the power of their dreams.
- Students will learn to express their beliefs and respect the beliefs of others while remaining open-minded, continually examining all sides of an issue.
- Students will feel free to explore difficult areas and come to see mistakes not as something to be ashamed of, but rather as an indication that a challenge has been accepted; They will come to see that the reward lies in the quest.
- Students will know that within the G.T. classroom "There is no shallow end" and they must swim or they will sink. A ban on mediocrity will be a paramount rule of the program.
- Broad themes, appropriate for integration within several disciplines, will be used to prove the stimulus to help students build a cohesive understanding of knowledge interrelationships. These general topics will promote deeper understanding, encourage students to make connections, enable students to create powerful mental images, and contribute to in-depth development of students' intellectual potential.

**8.02**

A table of organization is developed which clearly delineates roles, responsibilities, and coordination procedures.

**TABLE OF ORGANIZATION**



**8.03** The program design for our gifted and talented students for grades kindergarten through twelfth grade is intended to provide a curriculum that is both differentiated and appropriate for the specialized needs of students who are advanced in their thinking and learning processes. Gifted and talented students are provided opportunities to interact with their peers and to work with materials that challenge their abilities and encourage them to expand their abstract thinking and reasoning. This is accomplished through using various approaches appropriate to the designated grade level.

The development of appropriate gifted programming is based on sound philosophical, theoretical, and empirical support. Rather than any single gifted program, services are available to meet the needs of the gifted learner. All instructors involved have received training through the Arkansas Department of Education and/or advanced degree training with expertise in the field of giftedness. Strategies for differentiated content, process, and products include:

- a. Curriculum Compacting- Which may include: pursue to intensity, explore laterally, construct connections, or acceleration.
- b. Specialized Unit of Study- This may include: interdisciplinary, integrated, independent projects, student choice, or real world application.
- c. Research- Which may include: complete topics with various resources, Power Points, or alternative displays.
- d. Thinking Skills- Which may include: critical, creative, problem solving, decision making, self-evaluation, goal setting.
- e. Interests and/or Learning Styles- This may include topics selected by student and opportunity to utilize preference learning styles.

Service options favor development of gifted and talented behaviors include cluster group, collaboration with peers with similar interest and ability, consultation with specialist in field of study or one-on-one consultation with educators, resource service with time served in classroom, differentiated study experiences in the regular classroom to provide opportunity to self-explore topics at own pace.

Students may be accelerated by subject or grade, as well as receive specialized counseling to accommodate affective, social, and emotional needs. Enrichment activities may be provided during the school day, or suggestions made for after school opportunities.

Honor course, advanced placement, independent study, mentorship, are other options that are common at the secondary level. These options can provide differentiation appropriately within the gifted education program. A “Student Service Plan” identifies the approach of service to be taken, which includes:

- *Category of service:* General (intellectual), Specific Academic Subject, Creativity, Leadership, or the Arts.
- *Goals:* Specific goals are targeted in areas of Content, Process skill, Products/Performances
- *Strategies for Differentiated Content, Process, and Product:* Curriculum Compacting, Unit, Research, Thinking Skills, Interests and Learning Styles
- *Service Options for Development of G.T. Behaviors:* Ex: Cluster, Resource, Differentiation, Acceleration, Enrichment during school, Self-Contained Classroom, Honor Courses, Independent Study

**8.04**

Administrative arrangements are used which promote interaction among gifted students and both their intellectual and chronological peers.

Scheduling is flexible which encourages interaction among students, intellectually and chronologically. Schedules are posted to announce instructional time and events which are arranged to assist in interpersonal relations.

**8.05**

A minimum of 150 minutes a week of direct instruction must be provided during the regular school day.

- Whole Class Enrichment Program~ K-3<sup>rd</sup> Grade- 40 minutes every other week.
- 4<sup>th</sup> -6<sup>th</sup> Grade Program~ Identified G.T. students are served 150 minutes per week.
- 7<sup>th</sup>-9<sup>th</sup> Grade Identified G.T. Students~ Pre-AP Courses, Secondary Content/ 120 minutes weekly with G.T. Coordinator for chess/quiz bowl.
- 10<sup>th</sup>-12<sup>th</sup> Grade Identified G.T. Students~ Pre-AP/AP Courses, Secondary Content, College Courses/ 120 minutes weekly with G.T. Coordinator for chess/quiz bowl.

## **CURRICULUM (9.00)**

**9.01** Curriculum for gifted extends or replaces the regular curriculum.

According to the Rules and Regulations set by the ADE, Office of Gifted Programs, it is important to avoid simply “more of the same.” The gifted curriculum must be “in place of” rather than “in addition to” required classroom work. Teachers should be sensitive to student interests and talents in planning both cognitive and affective activities. Students should not be penalized for being identified as gifted by giving extra work, such as homework that resulted from attending G.T. class.

The learning experience of gifted and talented students must be organized and chosen carefully so that students may experience and achieve in limited time. Every learning experience provided for the students should be organized so that learning of abstract concepts and generalization is more effective and efficient. Therefore, rather than arranging the content chronologically, categorically, or in other traditional patterns as much of the data as possible will be reorganized around the concepts and generalizations will be taught.

The East Poinsett County Elementary Gifted Education program provides a differentiated curriculum to students in grades K-3 on the Lepanto and Tyronza campuses by the combination of the program coordinator, Misty Adamson and the classroom teachers. We endeavor to extend the basic curriculum through modification in content, process, and/or product. Creative and critical thinking, problem solving processes, communication skills, self-awareness and evaluation, and independent study skills are the processes emphasized in the program.

Program options for third grade have been approved to remain whole class instruction, delaying identification until the end of third grade. This allows more instruction time in literacy and math and aids in alleviating problems with scheduling, lower student withdrawal, and non-placement due to schedule conflicts. The enrichment’s focus is on problem solving, logic, analogies, and other critical thinking skills. The program is delivered combination of the program coordinator, Misty Adamson, and the classroom teacher for forty minutes bi-weekly. Students participate in whole group, small group, and individual activities. These activities incorporate the Gifted Education Frameworks with Core Curriculum literature based lessons. Lessons include creative problem solving, creative thinking such as fluency, flexibility, originality, elaboration, curiosity, imagination, analysis, syntheses; communication such as non-verbal and listening skills; and affective development such as self-concept and interpersonal relations skills.

Identified students in grades 4 through 6 are served through a pullout program delivered by the program coordinator, Misty Adamson, meeting a minimum of 150 minutes per week. The curriculum plan is based upon providing a differentiated curriculum while emphasizing higher order thinking skills and aiming at improving the Benchmark scores of students. These pullout classes focus on advanced vocabulary, creative problem solving, research, and critical thinking skills. Identified students in grades 4-6 are served through a pullout program Meeting a minimum of 2 ½ hours per week. The curriculum plan is based upon providing a differentiated curriculum while depending on knowledge of disciplines taught in the regular classroom and emphasizing higher order thinking skills. These pullout classes focus on advanced vocabulary,



creative problem solving, research, and critical thinking skills. The curriculum also includes literature selections, which are read together and extended with activities in vocabulary and cross curriculum lessons.

Students in grades 7-12 are served in the regular classroom through differentiation in the content areas and Pre-AP and AP classes with instruction being delivered by the course content teacher, Pre-AP teacher, or AP teacher. Our goal is to design instruction to meet the needs of the students who have shown above average abilities, and /or achievement scores, and teacher evaluation of performance in content areas, grades, and creativity. The curriculum is designed to promote higher-level thinking and to target the material included on the Benchmark and the End of Course tests. All grades are involved in the TLI (The Learning Institute) testing in the areas for literacy and math. Writing curriculums and reading programs are utilized to encourage vocabulary and comprehension improvement. The teachers meet often to revise programs of study and share ideas to improve instruction. Content teachers work closely together to provide cross-curriculum activities, as well as vertical alignment, that include higher-level thinking skills.

Pre-AP / AP courses include: AP Lit, AP Language, AP US History, AP Chemistry, AP Environmental Science, AP Calculus, Pre-AP Chemistry, Pre-AP English 10, Pre-AP English 9, Pre-AP World History, Pre-AP Calculus, Pre-AP English 8, and Pre-AP English 7

## **9.02**

### **GRADES K-3**

A Gifted Education Specialist conducts forty minute, whole group enrichment activities at least twice a month to all elementary students. Classroom teachers will oversee G.T. lessons during off weeks, with documentation submitted to the Elementary G.T. Facilitator. All activities are designed to enrich the frameworks and focus on higher-level thinking; critical thinking, communication, affective and creativity skills, while literary studies are emphasized.

Mini-lesson geared toward higher-order thinking promotes students in developing skills of analysis, synthesis, and evaluation. The G.T. teacher makes the units unique for each grade level and different from the expectations of the regular classroom.

### **(Intermediate) GRADES 4-6**

Identified G/T students in grades 4-6 are served in the G/T send out program for 150 minutes per week. Students receive delivery of instruction in a variety of ways to meet their educational needs. Learning experiences are designed to nurture creativity, foster higher order thinking skills, and provide an appropriate enrichment experience. Students are involved in exploratory activities through field trips and guest speakers.

The design of the G/T curriculum extends the regular classroom curriculum with differentiation in content, process, and product.

Lessons promote creativity, critical thinking, research, and communication skills are taught in an eclectic approach, to allow for individual interest to flourish. Individual planned of instruction by content area via technology and/or instruction.

Higher order thinking skills, combined with unique units of study, make the lessons challenging and while building skills of analysis, synthesis, and evaluation. Students have the opportunity to work at their level of abilities and in their area(s) of interest and talent while completing independent investigation. Opportunity to build upon areas of interest and investigate real problems is encourage the students to recognize problems, utilize their many talents, and investigate ways they can contribute to our society.

Writing skills are stressed to promote investigation skills and creativity; while analytical thinking is required to enhance the study of selected topics. Interpersonal relations are strengthening as the students develop the value of others while contributing to society. Participation in community projects is common to assist with interpersonal relations. The overall goal of the gifted curriculum at this level is for the students to become producers of knowledge and actively involved to formulate a solution in all aspects of life, especially those that involve helping self, society, or school.

The send-out program offers the study of sign-language, art history, Quiz Bowl, Chess competitions, drama, and numerous critical thinking activities, as well.

### **JUNIOR HIGH (Grades 7-9):**

Identified G.T. students in grades 7-9th are served through Pre-AP and Secondary Content classes; skills obtained at the AP Institute makes the curriculum challenging and rewarding for our students. Educators provide a rigorous curriculum to promote higher order thinking skills beyond the norm. With highly trained educators, students receive a rigorous course content to properly prepare for upcoming AP courses. The regular classroom teachers receive Pre-AP training every five years to assist in meeting the needs of our gifted learners and submit quarterly lessons to the district's G/T coordinator with student feedback noted. Students are place in upper level courses according to their abilities, needs and interests, and resources of the district. Identified students are able to meet with the G.T. coordinator/teacher during their respective lunch periods. Students are also given the opportunity to participate in ancillary programs such as Quiz Bowl, CHESS, Duke Talent Identification Program (TIP), Poetry Competitions, Project Fairs, Fine Arts Competitions, School Drama Presentations, and Community Projects.

### **High School (Grades 10-12)**

Identified students in grades 10-12 receive services through designated course content classes in the academic areas of English, Math, Science, and Social Studies. Pre-Advanced Placement, Advanced Placement, and Concurrent courses are among the program options available. Regular classroom teachers are required to receive training every five years to assist in meeting the needs of the gifted, if certified in Pre-AP/AP courses. Students are place in upper level courses according to their abilities, needs and interests, and resources of the district Identified students are able to meet with the G.T. coordinator/teacher during their respective lunch periods.

Students are also encouraged to participate in ancillary programs such as Quiz Bowl, CHESS, and Arkansas Governor's School, School Drama Productions, Poetry Competitions, and community projects.

Identified high school students are encouraged to take advantage of the Advanced Placement Courses. The AP courses are designed to support students in grades ten through twelve who wish to enroll in college preparatory coursework emphasizing academic rigor. AP courses are relevant and challenging educational experience which emphasizes critical/creative problem-solving, effective communication, advanced vocabulary. It also provides an intellectual thinking that can be integrated across disciplinary lines. Students who take AP courses should be prepared to accept the academic challenge and be dedicated to learning.

#### AP Student Benefits

- A commitment to academic excellence
- The ability to perform well on high-stakes college entrance exams
- The development of finely tuned study habits required for success in college
- The confidence to succeed in a rigorous academic setting
- The opportunity to earn up to a full year of college credit before high school graduation
- A greater potential for enhanced college scholarships

#### AP Parent Support Services

- College Readiness/Scholarship Meeting
- Parent Conferences
- G.T. Coordinator/ Pre-AP & AP E-mails
- H.S. Counselor AP Announcements & Handouts

The following activities in which the students participate allow for such differentiated curriculum:

- **K-3<sup>rd</sup> Grade**

CREATIVE THINKING: Instruction challenges all students' unique capabilities in an atmosphere that fosters creativity and productivity, while building problem solving skills. Recognizing that gifts should be fostered, the activities at this level allows for individuality. Although identification is not made at this level, characteristics are noted.

- **4<sup>th</sup>-6<sup>th</sup> Grade**

INDEPENDENT PROJECTS: This unit allows students to focus on personal interests in all areas. Each topic chosen is developed through a number of student activities that vary in difficulty and learning. The activities are intended to help each student become more skillful in interpretation of materials, application of independent study skills, and synthesizing ideas for creative thinking.

- **4<sup>th</sup> -12<sup>th</sup>**

CLASS/GROUP PROJECTS: Students have the opportunity to develop problem solving skills, maximize their accomplishments, while interacting with peers of similar abilities/interests.

Students produce original products that demonstrate persistence and higher order thinking skills. Projects reinforce the teacher chosen objective and used within the G.T. send-out program, Pre-AP, and AP courses.

- **4<sup>th</sup>-12<sup>th</sup>**

QUIZ BOWL COMPETITION: Students receive the opportunity to compete with area schools in an academic competition that requires fast thinking, quick recall, and the ability to assimilate information from widely different areas into a new and unique solution.

- **4<sup>th</sup> -12<sup>th</sup>**

PROBLEM SOLVING: Instruction in productive thinking, problem solving, and decision making allow students to with "real world" dilemmas. Skills for survival and success in our world are important to explore, examine, and recognize. Students complete problems that require these important skills and learn to recognize important ideas, respect different points of view, and find connections. Concepts are extended into the J.H. and H.S. in areas of math and science.

- **4<sup>th</sup> -12<sup>th</sup>**

CHESS CLUB: Chess is more than a game, it is one of the best tools for learning logic, problem solving, and visualization. Those that play chess develop higher level thinking skills, advance math and reading skills, and build self-esteem in students. Skills are developed in an enjoyable fashion by using the hands-on approach.

## **Evaluation (10.00)**

**10.01** The evaluation process provides accurate, timely, and relevant information to decision-makers for improving program options offered gifted students.

Arkansas Standards for Accreditation require that each school use procedures to evaluate the effectiveness of educational opportunities provided for gifted and talented students. Evaluation, as it is applied to the program for the gifted, involves both a determination of the program's effectiveness and assessment of student growth. The purpose is to provide accurate, timely, and relevant information to decision-makers for improving program options offered gifted students.

The East Poinsett County School District's G.T. plan for evaluation is based on program objectives and is reviewed annually to determine its effectiveness in providing appropriate measures to accommodate the needs of our district and students. Program changes and/or modifications are reflective of the data obtained from the study, with the purpose being:

- To provide information so that modifications and adjustments can be made in a program as it develops.
- To examine overall program effectiveness.

The evaluation plan contains procedures for assessment of the effectiveness of the program and how adjustments can be made to strengthen its growth. Evaluations are carefully planned to obtain information can be helpful in the planning of the program in regards to staff development, identification, program options, community involvement, and the evaluation process.

Judgments about the effectiveness of various facets of the program is acquired in a variety of ways including questionnaires, surveys, interviews, focus groups, as well as statistical analysis of data at every level. Attention is given to the overall outcome of the program, attitudes of stakeholders, and data results of our gifted population.

Parents, classroom teachers, students, district administrators, community members, school board members, Identification Committee, and G.T. Advisory Council are given an opportunity to evaluate the program each year. Program evaluation reflects an assessment of how the gifted program contributes to the overall district improvement plan.

Evaluation of student growth is based on achievement criteria from the Benchmark, End-of-Course, and SAT-10; as well as self-appraisal instruments. The results are compiled into an annual report provided to the Arkansas State Department of Education, Office of Gifted and Talented, the local school board, school faculty and administration, parent groups and other appropriate audiences to seek formative feedback, resources, developmental assistance, and demonstrate reasonable accountability.

**10.02** The plan for evaluation is based on program objectives.

The overall evaluation of the EPC School District's Gifted and Talented program is based upon the goals and objectives set forth by the department, as well as components including staff development, identification, program options, community involvement, and the evaluation process. Program objectives are correlated to the questions on the survey/questionnaire, etc. The information is compiled, analyzed, and utilized by G.T. personnel to make adjustments to the program, set goals and recognize areas of weakness and strengths. Information from the evaluation procedure provides data to assist in future planning and assist in assessing and planning the program.

Regularly conducted formative evaluations assist the coordinator in making executive decisions, while summative evaluation by visits from the Arkansas Department of Education, Office of Gifted Services, occurs minimally every three years as specified by state policies. Ongoing evaluations are utilized to assist in improving and continuing development of the program.

Information from the evaluation is compiled, analyzed, and communicated to the ADE, as well as appropriate audiences. Data obtained assist in the development of future goals; identify strengths, and weak areas. All stakeholders of the gifted program have opportunities to review the report and are invited to continue with feedback throughout the year. Evaluation reports are used to make modifications and adjustments to the program to continue its effectiveness and continue respect for the program.

**10.03** All components of the gifted/talented program are evaluated annually: identification, staff development, program options, program goals and objectives, curriculum, community involvement, program expenditures, and the evaluation process/plan.

The overall evaluation of the G.T. program is based upon all components of the program including identification, staff development, program options, program goals and objectives, curriculum, community involvement, program expenditures, and the evaluation process/plan. Information obtained by the evaluation is compiled, analyzed, and utilized by G.T. personnel. Revisions of goals are noted, as well as information which indicates areas of weakness and strengths. Information from the evaluation procedure provides data to assist in future planning and assist in assessing and planning the program. During the spring of each year, an annual evaluation of the program occurs.

**10.04** Data for evaluation are obtained from a variety of instruments, procedures, and information sources.

Surveys, questionnaires, focus groups, and interviews are ways to measure the overall success of the program and provide feedback concerning the components and objectives. Surveys and questionnaires are distributed to all parents of identified, teachers, administrators, and school board members. Community members and parents are also given the opportunity to evaluate with the distribution of questionnaires at meetings. The G.T. Advisory Council, Identification Committee, and some students make up the focus groups, while all students in grades K-6 evaluate the program.

Regularly conducted formative evaluations assist the coordinator in making executive decisions, while summative evaluation results develop goals specific to state policies. Ongoing evaluations assist in improving and continuing development of the program.

**10.05** Evaluation findings are compiled, analyzed, and communicated to ADE-OGT and appropriate audiences.

Reports are available for viewing and/or distributed to administrators, counselors, teachers, parents, community members, school board members, and G.T. Advisory Committee.

Stakeholders are invited to continue with feedback throughout the year and assist in committees to make executive decisions. The Program Approval is filed within the Gifted Education Office and copies submitted to all administrators to share with their staff and anyone requesting a copy. Based on findings of the evaluation, the designated personnel in the gifted program will implement modifications and adjustments to the program options to ensure its effectiveness and future growth. . It is the goal of the program to utilize the evaluation report to make modifications and adjustments to the program to continue to make it an effective and respectful program within our district and state.

**10.06**

Student progress is assessed, with attention to mastery of content, higher level thinking skills, creativity, and affective growth.

The evaluation of students' progress in the G/T Program will be based upon their achievement of program objectives which are outlined in the Scope and Sequence. The students' progress in developing process skills will be evaluated as well as the quality of their products. Continuous evaluations are done through teacher observation, teacher-made-test, standardized tests, student product evaluation, as well as by the student's self-evaluation.

Evaluation reports are also given during class activities/projects throughout the school year, with attention to mastery of content provided from feedback from the regular classroom teachers. Higher order thinking skills, creativity, and affective growth are noted on quarterly reports. Parent/Teacher conferences are scheduled twice a year for students in grades K-12.

At the end of each school year, standardized ability and achievement test scores are reviewed, as well as performance reports from the regular classroom teacher. These assessments are used as tools to set goals. Through the evaluation of students and study of their progress, we hope to not only keep parents informed of their child's performance, but also to gain information that will enable us to more effectively meet the needs of gifted and talented students.

**10.07**

Participation in the gifted program is noted on student transcripts and permanent records. The East Poinsett County School District recognizes the effort and talents of the gifted students. Students' transcripts and permanent records note their participation. ACTAP reports indicate active participation in the Gifted and Talented Program.

**\*\*\*This Handbook has been approved by the East Poinsett County School District Board of Education\*\*\***

## Common Questions/Answers

***I am new to EPC, and my child was identified as being gifted in another state/district in Arkansas. Is he/she automatically placed into your gifted program?***

Each district/state establishes guidelines/parameters for identification of gifted students. Therefore, each district/state has the ability to assess a student who is new to the district. We require thorough documentation of prior testing to determine the placement of the student based on the provided records. Students are not granted a transfer into the program, students profile form will go toward the Identification Committee. It is the parents' responsibility to have the complete file sent/faxed in a timely manner. Those enrolling on the first day of school should have all data submitted by September 1<sup>st</sup>.

***How many students are accepted each year?***

There is no specific number of students; however the EPC Gifted & Talented Program will attempt to follow the recommendation of class size established by the ADE.

***Does my child have to re-qualify for services within the GATE program?***

No. Unless the program is not meeting the needs of an identified student, he/she remains in the gifted program from one grade to the next and from one school to the next. The Annual Review Committee will review students' file each year which provides assurance for continuation of gifted services and long term identification.

***Does East Poinsett County School District identify elementary gifted students?***

Identification of gifted students does not occur until the end of 3<sup>rd</sup> grade, for possible placement in the Gifted and Talented send-out program in 4<sup>th</sup> grade. However, all students in grades K-3 receive enrichment, which does not qualify a student for services in the GT program.

***If I need information about how to nominate my child for testing, who do I contact?***

All Nomination referral request (4<sup>th</sup> -12<sup>th</sup>) may be made by contacting the district's Gifted and Talented Coordinator, Misty Adamson, [madamson@mail.epc.k12.ar.us](mailto:madamson@mail.epc.k12.ar.us) Nominees are accepted at any time, however it is recommended to submitted nominees by April 1<sup>st</sup> for the following school year.

***Is there a cut off that my child must reach on the I.Q. test?*** The identification committee will review all criteria; a single-score determination of giftedness does not apply. There is no "magic number."

***If you have any questions or comments considering any part of the information and/or procedures explained in this Handbook please notify:***

Misty Adamson  
District Gifted & Talented Education Coordinator/Facilitator  
EPC School District  
502 McClellan  
Lepanto, AR 72354  
(870) 475-2632 ext 1025

## Offsite Links of Interest

- *National Association for Gifted Children* <http://www.nagc.org>
- *AGATE* [www.agate-arkansas.org](http://www.agate-arkansas.org)
- *College Board* <http://www.collegeboard.com>
- *National Association for Gifted Children* <http://www.nagc.org>
- *Arkansas Governor's School* <http://www.hendrix.edu/ags>
- *AP Central: College Board* <http://apcentral.collegeboard.com>
- *Duke Talent Identification Program* <http://www.tip.duke.edu>
- *Kid Source Online* [www.kidsource.com/kidsource](http://www.kidsource.com/kidsource)
- *Arkansas School for Mathematics and Sciences* <http://asmsa.net>
- *AAGEA* [www.theaea.org](http://www.theaea.org)

## State Agencies

Arkansas Department of Education  
Attention: Krystal Nail  
Gifted and Talented Programs Education Building  
4 Capitol Mall, Rm 203-B  
Little Rock, AR 72201  
(501) 682-4224  
knail@arkansas.gov  
<http://arkedu.state.ar.us>

### State Association or Affiliate

Arkansans for Gifted & Talented Education  
<http://www.agate-arkansas.org/>





# Forms



E.P.C.-GATE

# Student Nomination Form

For Gifted & Talented Services

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

School/Campus: \_\_\_\_\_ Date: \_\_\_\_\_

Person Nominating Student: \_\_\_\_\_

Relationship to student (Please circle):

Teacher ~ Administrator ~ Parent ~ Peer ~ Self ~ Other: \_\_\_\_\_

**Reason for referral:** Please review the list of characteristics of gifted and talented students listed on the back of this form and circle any of the characteristics you feel best describes the student. Please list any additional reasons you are referring student below.

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\*\*\* Nominations are accepted throughout the year. Testing for the program occurs in the spring \*\*\*

Please return this form to: Misty Adamson- G/T Coordinator  
EPC School District  
502 McGlellan  
Lepanto, AR 72354

Teachers, administrators, parents, students, peers, or community members should complete a Student Nomination form if they believe a student in grades 3 -12 is performing well above grade level and/or demonstrating exceptional strengths or talents and would like the student's performance and achievement to be reviewed to determine eligibility for gifted education services. Listed below are some differences to help you distinguish between a bright child and a gifted learner. The list below does not describe all the traits and attitudes of gifted students, as all children are diverse in their characteristics; however, it is a good reference of distinguishing characteristics. Nominations are accepted anytime throughout the school year. (Janice Szabos, *Challenge*).

## Bright Child

1. Knows the answers
2. Is interested
3. Is attentive
4. Has good ideas
5. Works hard
6. Answers the questions
7. Top group
8. Listens with interest
9. Learns with ease
10. 6-8 repetitions for mastery
11. Understands ideas
12. Enjoys peers
13. Grasps the meaning
14. Completes assignments
15. Is receptive
16. Copies accurately
17. Enjoys school
18. Absorbs information
19. Technician
20. Good memorizer
21. Prefers straightforward tasks
22. Is alert
23. Is pleased with own learning

## Gifted Learner

1. Asks the questions
2. Is highly curious
3. Is mentally and physically involved
4. Has wild silly ideas
5. Plays around, yet tests well
6. Discusses in detail; elaborates
7. Beyond the group
8. Shows strong feelings and opinions
9. Already knows
10. 1-2 repetitions for mastery
11. Constructs abstractions
12. Prefers adults
13. Draws inferences
14. Initiates projects
15. Is intense
16. Creates new designs
17. Enjoys learning
18. Manipulates information
19. Inventor
20. Good guesser
21. Thrives on complexity
22. Is keenly observant
23. Is highly self-critical

## EPC- Gifted & Talented Parent Survey

*1) The Gifted/Talented services my child receives have had a very positive influence on my child's attitude toward school.\**

- Strongly disagree
- Moderately disagree
- Slightly disagree
- Neutral
- Slightly agree
- Moderately agree
- Strongly agree

*2) I understand how students are identified for the gifted program\**

- Strongly disagree
- Moderately disagree
- Slightly disagree
- Neutral
- Slightly agree
- Moderately agree
- Strongly agree

*3) I gave permission for Participation in the program\**

- Yes
- No

*4) The process of selecting students for the program is fair and does not discriminate.\**

- Strongly disagree
- Moderately disagree
- Slightly disagree
- Neutral
- Slightly agree
- Moderately agree
- Strongly agree

*5) My child has expressed a concern about missing work in the regular classroom and/or making up assignments because he/she is out of the regular classroom. (Elementary)\**

- Strongly disagree
- Moderately disagree
- Slightly disagree
- Neutral
- Slightly agree
- Moderately agree
- Strongly agree
- Not Applicable

*6) I have sufficient contact with the G/T teacher about the program\**

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

*7) The Gifted/Talented services my child receives has been effective in improving my child's academic achievement.\**

- Strongly disagree
- Moderately disagree
- Slightly disagree
- Neutral
- Slightly agree
- Moderately agree
- Strongly agree

*8) My child's classroom teacher communicates and collaborates with me regularly about my child's learning needs.\**

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

**9) What aspects do you like about the Gifted/Talented services EPC provides?**

**10) How can the program be improved?  
What area(s) should be improved to provide the high quality education?**

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**Thank You!**

**Thank you for taking EPC's Gifted & Talented Parent survey. Your response is vital to our program! Have a great DAY! :-)**

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