Gifted and Talented 3-Year Plan

KIMBERLY SCHOOL DISTRICT

KIMBERLY SCHOOL DISTRICT #414

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GIFTED AND TALENTED 3 – YEAR PLAN

IDAHO Code §33-2003

Gifted and Talented Mandate: "Each public-school district is responsible for and shall provide for the special instructional needs of gifted and talented children enrolled therein." (See Chapter 1 in the Best Practices Manual for Gifted and Talented Programs in Idaho).

IDAPA Code 08.02.03.171.03

District Plan: Each school district shall develop and write a plan for its gifted and talented program. The plan shall be submitted to the State Department of Education's Gifted and Talented Coordinator no later than October 15, every three years thereafter and shall include:

a. Philosophy statement.
b. Definition of giftedness.
c. Program goals.
d. Program options.
e. Identification procedures.
f. Program evaluation.

Please provide a list of names, titles and contact information for all the people involved in the revision of this plan:

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Program Considerations Checklist

The program considerations checklist below is to help support districts who need to create or rewrite their GT District Policy. Adapted from The Best Practices Manual for Gifted and Talented Programs in Idaho: Chapter 2, pgs. 12-13.

Program Considerations	Done?
1. Funding: Funding is needed during all phases of a program. It will need to be considered in your identification and evaluation process. You need to understand how the funding works and what is inclusive of your program.	Yes/No
2. In-Service Training: This could include a needs assessment survey or a committee to train teaching staff in the initial planning portion of the program. This is helpful when beginning a program to educate all staff on the value of having a program. Having such a program will open lines of communication to avoid division between program personnel and all staff. NOTE: The program will more succeed with an attitude of helpfulness and support between all staff.	Yes/No
3. All Staff and Facility Needs: Districts with multiple schools/buildings often share a G/T specialist. Often this teacher functions in an itinerant role and travels between the schools. Other times a central location is established, and students are brought in.	Yes/No
4. District Program Guide: Individual districts should consider producing a comprehensive district manual or program guide describing all programs/services for G/T students in grades K-12. Post the program guide or the 3-year plan on the district website.	Yes/No
5. Acceleration Policy: A district should develop policy concerning acceleration and continuity of service through grade 12.	Yes/No
6. Assignment Policy: District Policy should include a statement about the classroom assignments of students participating in G/T Pullout programs. Goals of G/T services are to provide more appropriate learning experience, not more work. Districts should take this into consideration when developing their program.	Yes/No
7. Student Transfer Policy: The G/T services and identification criteria vary within Idaho and across the country. To ensure the continuation or onset of appropriate services, students identified as G/T by one district, and who have transferred to a new district, should have their records reviewed by the new team.	Yes/No
8. Exits, Removals, and Requests for Reviews: In planning the identification process, the procedures for handling exits, removals, and requests for review need to be outlined. Regular re-assessment is an important part of G/T programs.	Yes/No
9. Parent Rights: Parents have rights that districts must honor. For example, districts must inform parents about the identification of their children and the programs and services available. The Family Educational Rights and Privacy Act (FERPA) mandates several parent rights. "It is important that school districts notify parents of their rights to inspect and review their child's educational records. Each educational agency/institution shall permit a parent or eligible student to inspect and review the educational records of the student."	Yes/No

Program Considerations	Done?
10. Student Files, Documentation, and Record Keeping: Every student who is identified as G/T within the school district will have a confidential file documenting the need for services. The student's file should include the following materials:	Yes/No

Philosophy Statement

A statement of philosophy expresses a rationale or basis for a district's program. The philosophy statement should govern the gifted program. (See Chapter 2 in the Best Practices Manual, pg. 11)

The Kimberly School District strives to empower all students to flourish and prosper both today and tomorrow. The Gifted and Talented Program (GT) pursues this effort by recognizing and addressing the unique needs of gifted students, including social, emotional, and cognitive needs. The district also recognizes that there are different domains of giftedness, that gifted students may be twice exceptional and come from many diverse backgrounds.

The district will meet these needs by providing differentiated curriculum and instructional methods as well as opportunities for extended in-depth studies in areas of personal passions and interests. All of these approaches will seek to assist students to become confident, independent thinkers; demonstrate persistence and solution-oriented attitudes toward solving problems; cooperate and collaborate well with others; learn higher cognitive and creative skills; and understand effective leadership

Definition of Giftedness

Each school district should have a definition of giftedness that captures their G/T program. (See Chapter 1 in the Best Practices Manual).

Gifted Students have extraordinary abilities and talents in one or more of five talent areas: Intellectual, Academic, Creativity, Leadership, Visual/Performing Arts. For further definitions of the talent areas, see here.

Program Goals

Program goals are general statements of what the program intends to accomplish. They describe learning outcomes in general terms and provide a blueprint for implementation. They should describe the knowledge, skills, and values expected and should align with the philosophy statement while clearly stating the intentions of the program. You should have a minimum of three and a maximum of five goals. (See Chapter 6 in the Best Practices Manual).

The Kimberly School District will strive to provide a well-rounded learning environment that will encourage gifted and talented students to reach their individual potentials. The district will provide opportunities for gifted and talented students to interact with intellectual peers and expand their critical and creative thinking skills while developing problem solving, leadership, and research skills.

Specific Goals

1. Increase expertise in Gifted Education in the district by providing professional development for Gifted and Talented coordinator and Differentiation Specialists to keep them on the forefront of best practices in gifted education, including training in identifying and teaching twice exceptional and underrepresented students. This will include Edufest and the Differentiation Specialist Program.
2. Provide professional development to all teachers and administrators to increase their understanding of differentiated instruction and meeting the specific needs of GT students.
3. Develop a growth mindset in both students and teachers: build perseverance, self-efficacy, and collaboration skills.
4. Provide curriculum and course flexibility to meet the needs of GT students, specifically supporting options in later grades that support career interests/passions.

Program Options

Program development should include deciding how identified students are to be served, the personnel responsible for providing services, the different types of programming to be offered and how to differentiate curriculum to meet student needs. (See Chapter 6 in the Best Practices Manual)

1. Programming refers to a continuum of services that addresses the interests, strengths, and needs of students.
2. Programming should align with the district's philosophy statement, definition, and goals.
3. The ideal G/T program includes many options of curricular modification that are designed to meet the needs of students.
4. Comprehensive programming provides appropriate educational opportunities and program flexibility.

Elementary:

1. Cluster Grouping- Clustering GT students in common general education classes
2. Enrichment/extension opportunities
3. Full-grade acceleration, if appropriate
4. Differentiation of Instruction
5. Curriculum compacting:

At Home (with school support)

6. Independent projects
7. Online Resources: Khan Academy, Code.org, Duolingo, Smithsonian Learning, NASA Kids
8. STEM challenges: simple design/build activities
9. Creative writing & reading

Middle School:

1. Cluster Grouping- Clustering GT students in common general education classes
2. Enrichment/extension opportunities
3. Elective courses- interest/talent-based
4. Course Advancement
5. Advanced courses, IDLA, Dual Credit
6. Differentiation of Instruction
7. Independent Study

At Home (with school support)

8. Online Resources: Khan Academy, Code.org, Duolingo, Smithsonian Learning, NASA Kids
9. STEM challenges: simple design/build activities
10. Creative writing & reading

High School

1. Cluster Grouping- Clustering GT students in common general education classes
2. Elective courses- interest/talent-based
3. Course Advancement: Advanced courses, IDLA, Dual Credit
4. Independent Study
5. Internships
6. Differentiation of Instruction
7. Creative writing & reading

Identification Procedures

The identification process should align to national/state guidelines and mirror the district's goals and programming options. (See Chapter 3 in the Best Practices Manual).

IDAPA Code 08.02.03.171.04

04. Screening. *The district's process for identifying gifted and talented students shall include the following steps:*

a. The district shall screen all potentially gifted and talented students to ensure they have an opportunity to be considered; and
b. The district shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and
c. The district shall match student needs with appropriate program options.

IDAPA Code 08.02.03.171.05
***05. Assessment**. Placement decisions shall not be determined by a single criterion (for instance, test scores, other measurement, teacher recommendation, or nomination). The district's identification process shall use multiple indicators of giftedness with information obtained through the following methods and sources:*
a. Procedures for obtaining information about students shall include formal assessment methods, such as group and individual tests of achievement, general ability, specific aptitudes and creativity.
b. Procedures for obtaining information about students shall also include informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews and grades.
c. Information about students shall be obtained from multiple sources, such as teachers, counselors, peers, parents, community members, subject experts, and the students themselves.

Eligibility will be determined with the use of a body of evidence approach.

Initial Screening/Referrals

School staff, parents, or students themselves may refer a student for GT screening.

The GT Screening may include:

1. Standardized test scores
2. Teacher/Parent/Student qualitative scales
3. Student work
4. Classroom grades
5. Classroom observation (GT Coordinator)
6. CoGAT screener

Gifted and Talented Placement

If students place high enough in the initial screener/referral, further testing may be used to qualify students for GT services:

1. WISC- completed by school psychologist
2. CoGAT- completed by the district GT Coordinator.

Placement will be determined as a team through RTI, including principal, GT coordinator, teachers, and SPED director.

Challenging an Identification Determination

After attending a team meeting, parents may challenge the decision about placement with the superintendent.

Transfer Students

If a student comes to our district, having already been identified as Gifted and Talented, the RTI team will review documentation in the cumulative file and call previous schools as necessary. The team will determine if the identification shall be accepted or rejected within 10 days of receiving the cumulative file.

Program Evaluation

Program Evaluation examines the overall effectiveness of the program and provides an opportunity to receive feedback. The primary reason for the evaluation is to give administrators guidance for future directions in how to refine their programs to better meet the needs of gifted learners (or accelerated learners). Students identified with gifts and talents should meet expected yearly progress as a result of improving components of gifted education programming. (See Chapter 7 in the Best Practices Manual).

Please use the following RUBRIC to evaluate your program.

1. **Surveys-** The district will use surveys to assess needs and strengths of the program. These surveys will be given to parents, students, and teachers.
2. **Informal Conferencing-** The GT Coordinator and/or School Counselor will conference with each GT student at least once a quarter. The purpose of the conference is to determine if the student's needs are being met.
3. **NAGC (National Association for Gifted Children) Standards Checklist-** The GT Coordinator will complete this program assessment every spring.
4. **GT Advisory Committee-** This committee, made of educators, parents, and students, will meet and discuss the development of the program.
5. **Longitudinal Data-** Kimberly School District will analyze continued standardized testing data, specifically analyzing growth of GT students.

Appendix

Upload your completed GT plan here including any supporting documents.